**Behaviour Framework Task**

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| **Teachers Standards**  S1: Establishing a safe and stimulating environment is formed by maintaining positive relationships with pupils. This is achieved with mutual respect and effective behaviour policies.  S2: Effective behaviour management can encouraging students to be responsible and conscientious about their learning.  S4 & S5:  Planning lessons which adhere to all students’ needs where resources are differentiated and are an appropriate level of challenge helps to keep students stimulated and on task. Lesson structure is a tool to assist with behaviour management and keeping students focused.  S7: Having high expectations for behaviour and setting rules and routines is essential to create a positive learning environment.  S8: Making a positive contribution to the wider school context, i.e. running an after-school club helps to build positive relationships with students.  Part 2: Teachers have a responsibility to uphold the school’s values, as well as maintain professional image and behaviour. There are seen role models and their behaviour is imitated by the students. | **Understanding Learning and Development**  My understanding of behaviour management is the strategies which in place to limit or prevent disruption, so that students have a safe and positive learning environment and can progress effectively in their learning. The policy and guidance from the DfE indicates that the learning environment has a direct impact on students behaviour and attitudes; that a calm and orderly environment is essential for all pupils to learn (DfE, 2019).  There are a number of behaviour management techniques which teachers can use to promote positive behaviour. A preventative approach would be to plan lessons knowing your students’ needs and influences, this way your lesson structure can be tailored in the most effective way for students with more challenging behaviour. A whole school approach can be helpful to put in place a clear understanding of rules and routines, this promotes consistency, however, a whole school approach may take longer to have an impact than individual class approaches (Education Endowment Foundation, 2019).  When planning my lessons, it will be useful to talk to teachers who have taught my class previously for guidance on individual student needs. | **Subject Knowledge**  Effective behaviour management ensures that pupils have mutual respect for staff, feel safe in their learning environment and have a positive attitude towards their education.  The DfE handbook highlights that some of the objectives for behaviour management strategies are to have: a calm and orderly environment, clear expectations, to promote positive attitudes, good attendance to minimize disruption and have a respectful school culture (DfE, 2019).  In terms of my own experience, I have seen a number of techniques schools have used to promote positive behaviour. For example, at xxxx, a whole school approach is used for sanctions and rewards. Students are fully aware of the time out policy in place if they misbehave and also value the credit system for exceptional behaviour. When observing lessons, teachers often stay on top of low disruption behaviour by addressing it as it appears, this demonstrates to students’ clear expectations. |
| **Values and Beliefs**  Building positive relationships with pupils is essential to have an effective behaviour management policy; mutual respect is key in promoting good behaviour.  Based on my observations, teachers who have little disruption in their classes have clear expectations of behaviour; they set boundaries and clear rules. In my lessons, I intend to have clear expectations to prevent disruption, I will aim to take a fair approach to challenging behaviour and to de-escalate situations. Putting positive rewards in place, such as credits and praising students will help to motivate students and keep them engaged in their lessons. My expectations for behaviour are focused on inclusivity and promoting thoughtfulness; my aim is that these expectations will help the students to have a positive mindset and be considerate of others. My style of behaviour management will be calm, fair and reasonable; this will create a positive setting. | **School Communities**  xxx school highlights that quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff (xxx school, 2020); this indicates that promoting good behaviour is a key part of the teacher’s role. The school takes a whole school approach with a policy which covers a range of aspects including the pupil’s role, teacher’s role, code of conduct, rewards and sanctions. The policy highlights that within the classroom, the teacher should create and maintain a stimulating environment, display the pupil code of conduct within their own classroom rules and seek to develop a positive relationship with pupils. The school’s policy aligns with guidance from the DfE handbook, the handbook also states that Ofsted inspectors look for positive progress made by challenging pupils and if the strategies in place for the individual reflects the school’s high expectations and consistent, fair implementation (DfE, 2019).  I have observed that teachers always put the individual student’s need first and often give the student a second chance to behave better, this way the student has been warned if they are being disruptive and will have a chance to learn from their actions. Most teachers give a verbal warning, some also give a particular look to warn the pupil; these are both effective ways to limit disruption and keep the lesson pace. | **Professional Knowledge and Enquiry**  I have discussed with teachers what they think the most effective techniques are for behaviour management, feedback has been to address low level disruption as it happens to ensure clear boundaries. Also, to be assertive and confident at all times.  I have also found the teacher tool kit helpful, particularly Ross Morrison McGill’s book: Just great teaching. McGill highlights that empowering students is effective, for example asking a students where would be best to sit them in the seating plan where they would be less distracted. During a lesson, I recently noticed a couple of students at the back of the classroom not helping their peers clear away after a practical lesson, I decided to give them roles within the clearing up process. Once they were given responsibility, they became focused and their behaviour improved.  Furthermore, in an article, Hanke Korpershoek et al highlights a key aspect is that classroom rules should be negotiated instead of imposed (Korpershoek et al, 2016). This means that the students have a voice in the classroom rules which results in them feeling more responsible and committed to following the rules. I hope to employ this technique in my classroom to promotes fairness and responsibility. |

Notes & Reading:

*Correct referencing is not required, but you might like to use it in practice for your formal assignments*

Behaviour for learning conceptual from Powell & Tod 2004

Department for Education. (2019). *School inspection handbook.* (pp. 52-59). Retrieved from: <https://www.gov.uk/government/publications/school-inspection-handbook-eif>

Education Endowment Foundation. (2019). *Improving behaviour in schools.* Retrieved from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>

Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students’ academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research*, *86*(3), 643-680.

xxxx. (2020) Behaviour Policy. Retrieved from: xxxx

Bromfield, C. (2006) PGCE Secondary Trainee Teachers & Effective Behaviour Management: an evaluation and commentary. *Support for Learning*, 21: 188–193.

McGill, R. M. (2019). *Just great teaching: @teachertoolkit*. London: Bloomsbury Education.