Managing Behaviour (Standard 7 – 'Manage behaviour effectively')

Learn that…	Learn how to…
1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. 2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. 3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. 4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. 5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood. 6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	**Develop a positive, predictable and safe environment for pupils, by:** • *Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.* • *Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).* • *Giving manageable, specific and sequential instructions.* • *Checking pupils' understanding of instructions before a task begins.* • *Using consistent language and non-verbal signals for common classroom directions.* • *Using early and least-intrusive interventions as an initial response to low level disruption.* **Establish effective routines and expectations, by:** • *Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.*

7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	**And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).* • *Reinforcing established school and classroom routines* **Build trusting relationships, by:** • *Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Responding consistently to pupil behaviour.* • *Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.* **Motivate pupils, by:** • *Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach.* • *Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.*

	- *Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.*

Notes

Learn that… statements are informed by the best available educational research; references and further reading are provided below.

Learn how to… statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

Other key definitions can be found in the introduction.