

Teacher Standard 7

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

This table provides an idea of the kind of activities you could do in school to provide evidence for this standard. These are only suggestions and it is not suggested that you do everything in the table, nor is it intended to be an exhaustive list.

What this might look like in the classroom	Example of evidence you might collect
Read school's policy on behaviour management and discuss the practical application with mentor.	Minute in mentor meeting.
Observe, identify and evaluate a range of behaviour management strategies in a variety of classes with a variety of teachers in line with the school policy.	Minute in mentor meeting.
Create a bank of behaviour management strategies in line with the school policy.	Teaching and learning file.
Discuss individual pupil behaviour with staff to inform lesson planning.	Log of meeting.
Contribute to pupils 'on report' documentation at the end of a lesson.	Lesson evaluation.

Put a copy of agreed behaviour or rewards and sanctions up in the classroom.	Copy in teaching and learning file.
Follow up behaviour around school eg asking pupil in the corridor to fasten tie up.	Minute in mentor meeting.
Contribute to a restorative justice meeting.	Include in school review.
Contribute to PHSE session on anti-bullying or gender awareness.	Include in school review.
Out up Stonewall poster in your lab.	Photograph.
Establish classroom routines in your first lesson with a class.	Evidence in lesson plans.
Apply rewards and sanctions to improve behaviour.	Lesson plans or evaluations.
Demonstrate positive, professional relationship with students.	Ask host teachers to record your use of pupil names, meet and greet at the door of the lab, and praise of answers on lesson observations.
Discuss the school policy of rewards and sanctions with your mentor.	Record in mentor meeting log.
Being able to plan and teach lessons that take account of individual children's special needs, so that they are less likely to misbehave.	See Teacher Standard 5 for examples of how to support pupils in accessing work to prevent disruption, evidence in lesson plan.
Reflecting on the way you manage behaviour and the classroom and be prepared to change what isn't working well.	Lesson evaluations.
Managing your own emotions when teaching.	Lesson evaluations.