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| Evidence to meet Standard 7  **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. |
| Briefly describe your evidence ( Maximum 500 words in total ) |
| **Context**  Year 4 – 20 boys 10 girls with some strong characters. Behaviour in afternoons is not as good as mornings.  Year 2 – Wide variety of abilities. 3 SEN children, 2 with autism. |
| **Intent**  Y4 - I planned to introduce a visual rewards chart which focussed on the positive behaviour of the whole class ( Focus of the school policy ) at key transition points throughout the day. It was discussed with the class teacher and whole class, offering a Golden Time once the star chart had been filled.  **Evidence**  **Star chart and extract from school behaviour policy**  Y2 – I attended staff meeting training on how to support autistic children in class. Following on from this, I implemented strategies to support LA and PM.  **Evidence**  **Notes from Autism training showing key techniques.** |
| **Impact**  Y4 – After a couple of weeks, the children responded really well to the chart and behaviour improved.  **Evidence**  **1 – Lesson Observation– Science 23/1 – mentions star chart**  **2 - Lesson Observation– Maths 26/1 – mentions positive discipline approach**  Y2 – By the end of the first week, the emotion ‘check ins’ worked really well. Movement breaks helped them to focus and the visual timetable supported them.  **Evidence –**  **1 - Visual timetable.**  **2 - Lesson Plan - PE 12/12 showing strategies I used.**  **3 - Lesson observation PE 12/12 – mentions use of check ins.** |

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