

Q8 – How do I establish and maintain effective behaviour management strategies that create a positive classroom culture?

Components	Pre-enrolment	Phase 1 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
Routines and expectations	I recognise that positive behaviour management creates the foundation for inclusive classroom cultures that enables learning.	I understand the school's behaviour management approach, policy and systems. I have observed how experienced teachers establish and maintain classroom routines. I give clear expectations to the pupils I am working with.	I implement consistent routines that maximise learning time. I establish clear expectations at the start of lessons and activities. I use positive reinforcement to promote good behaviour.	I have embedded effective routines that pupils understand and follow with minimal prompting. I can adapt routines to meet changing circumstances while maintaining high expectations. I give manageable, specific and sequential instructions with consistent language and non-verbal signals. I reinforce established routines effectively through the school year.
Positive classroom culture		I have observed and can articulate how experienced teachers create a positive classroom culture. I have built good relationships with the pupils I work with. I use positive and inclusive language with pupils.	I create opportunities to celebrate achievement and use specific praise with all pupils. I develop a classroom culture where mistakes are valued as learning opportunities. I teach and model social and emotional skills that support positive relationships. I am beginning to help pupils to journey from needing extrinsic motivation to being motivated intrinsically.	I establish a classroom culture characterised by mutual respect and trust. I provide opportunities for pupils to articulate their long-term goals and help them see how these relate to success in school. I help pupils develop self-regulation strategies to manage their emotions effectively.
Managing challenging behaviour		I have observed and can articulate how experienced teachers challenge and deescalate disruptive behaviour and use non-verbal cues to manage behaviour. I understand some of the underlying causes of challenging behaviour.	I can implement a graduated response to challenging behaviour, following school policies. I challenge disruptive behaviour in the classroom. I design lesson activities that are structured in a way to minimise disruption. I use early and least-intrusive interventions as an initial response to low level disruption. I respond quickly to any behaviour or bullying that threatens emotional safety.	I consistently apply the school's behaviour policy, including where individual pupils have an agreed tailored approach. I collaborate effectively with pastoral staff and parents to manage persistent disruptive behaviour. I confidently challenge disruptive behaviour outside of the classroom. I work with the SENCO and other colleagues if a pupil needs specialist support with their behaviour. I help pupils to think through scenarios before they occur and use agreed cues to help them recall appropriate behaviours.