# **Primary Initial Teacher Education: Curriculum Plan**

# **Behaviour Strand Undergraduate Programmes**

# **Links to Practical knowledge, Substantive/theory, Disciplinary**

**Curriculum Vision:**

Through a wide variety of behaviour and classroom management approaches developed through government guidance, academic literature, discussion, observation, professional practice and reflection, students will continually build upon knowledge and skills to foster future classrooms that promote fairness, respect and kindness towards others. Positive behaviour and effective classroom management underpin successful learning environments that nurture each and every child. University and school partnerships will work together to support students so that knowledge of theory and skills can be directly translated into high quality classroom practice.

**Curriculum Intent:** The Professional Strand Studies of the programme provide a bridge between academic study and the development of professional competencies associated with the Teachers’ Standards (DfE, 2013), although there are links to other modules as described below. The curriculum plan addresses the holistic nature of this strand.

Phase 1- Within the first year PED1021 focuses explicitly on the introduction of positive behaviour management strategies in relation to positive relationships, motivation, intrinsic and extrinsic rewards. There are also strong links here other areas of the module covering children’s social and emotional development, in particular adverse childhood experiences (ACEs), self-regulation and building effective relationships. PED1020 develops students’ knowledge of attachment and common challenges in middle childhood and PED1019 addresses personal and professional conduct. These modules areas, in combination, will support the development of knowledge related to classroom and behaviour management. The initial professional practice placement allows students to observe experienced teachers, reflect on the effectiveness of strategies and develop their own skills with support.

Phase 2- PED2025 focuses on diversity and inclusion in the primary classroom. In relation to behaviour this module offers theoretical frameworks that inform student reflections on their own responses to children’s behaviour; how they engage with children and adults within the school community and procedures how to respond to incidents of bullying, racism, intolerance or any other behaviour that threatens children’s emotional safety. PED2024 contributes to this strand by exploring schools as physical environments, investigating power, agency and control. During developing professional placement students will have opportunities to observe ′expert‛ colleagues and receive formative feedback to adjust and improve classroom and behaviour management.

Phase 3- PED3021 promotes reflective practice that may focus on behavioural or management critical incidents. Effective collaboration with a range of other adults will be explored including support staff in a pastoral role, SENCOs, external agencies, support networks, parents, carers and wider family members. PED3020 studies may lead to the development of behavioural and classroom management procedures in light of advocacy, change leadership and school improvement. During the final professional placement, students take on the full roles and responsibilities of a primary teacher, working towards the requirements of the Teachers’ Standards (DfE 2013). This strand specifically addresses Teachers’ Standard 1 and Teachers’ Standard 7.

***Statements in bold taken directly from the CCF.***

| **Phase 1 Relationships, Routines and Responses to Low-level Behaviours** | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | |
| **Component Knowledge** | **Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils (LT 1.1)** | **To use early and least intrusive interventions as an initial response to low level disruption. (LH 7.7)** | | | **That building effective relationships is easier when pupils believe their feelings are understood. (LT 7.5)** | | **To use early and least intrusive interventions as an initial response to low-level disruption (LH 7.7)** | | Intent |
| **Teachers can influence pupils’ resilience and beliefs about their ability to succeed by ensuring that all pupils have the opportunity to experience meaningful success (LT 7.4)** | **To establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom (LH 7.2)** | | | **It is important to create a culture of mutual trust and respect to foster effective relationships. (LT 1.5)** | | **To establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom (LH 7.2)** | |
| **Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning (LT4.1)** | **To use consistent language and non-verbal signals for common classroom directions. (LH 7.6)** | | | They must work alongside colleagues as part of a wider system for supporting children’s behaviour. (LT 1.5, LT 8.2, LT 8.6) | | **To reinforce established school and classroom routines (LH 7.10)** | |
| **Pupils are motivated by extrinsic factors (related to recognition and reward) and intrinsic factors (related to identity and values). (LT 7.6)** | **To discuss and analyse with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically (LH 7.16)** | | | There is need for knowledge, understanding and consistency of approach when utilising school behaviour policies. (LT 7.2, LT 1.4) | | **Following expert input, to respond consistently to pupil behaviour (LH 7.12) Revision** | |
| **Establishing and reinforcing routines, including positive reinforcement, can help create safe and effective learning environments. (LT 7.1)** | **To respond consistently to pupil behaviour (LH 7.12)** | | | **A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special needs (LT 7.2)** | | **To check pupils’ understanding of instructions before a task begins (LH 7.5)** | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | |  |
| Multiple choice questionnaire  Low-level behaviour seminar scenarios | | | | Observing effective practice record sheet. Identify routines, responses and relationships along with how the teacher anticipates and manages potential behaviour hot spots (e.g. during transitions, nearing the end of the lesson). | | | | Impact |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| Pupil investment in learning is also driven by their prior experiences, developing self-identities and perceptions of success and failure.  Teachers can influence pupils’ resilience and beliefs about their ability to succeed by ensuring that all pupils have the opportunities to experience meaningful success. | | | How to be a positive role model; apply the school behaviour policy fairly and set clear, challenging expectations.  That all pupils need to recognise their ability to succeed. | | Develop ideas for classroom strategies that aim to create a safe, supportive and inclusive environment for all children.  Create and develop explicit teaching routines and motivating dialogue that maximises learning and pupil engagement. | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Behaviour** | | | | | | | | |
| COE, R., ALOISI, C., HIGGINS, S. and MAJOR, L., 2014. What Makes Great Teaching. Review of the Underpinning Research. *Suttontrust.com* [online]. Available from: <https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf>  DEPARTMENT FOR EDUCATION, 2019. The trainee teacher behavioural toolkit: a summary. *GOV.UK* [online]. Available from: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary>  EDUCATION ENDOWMENT FOUNDATION, 2021. Improving Behaviour in Schools Guidance Report. *https://educationendowmentfoundation.org.uk/* [online]. Available from: <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf>  GLAZZARD, J. and STONES, S., 2021. *Evidence based primary teaching*. London: Sage.  O'REGAN, F., 2021. *Supporting Behaviour in the Classroom*. London: Corwin.  TAYLOR, C., 2011. Charlie Taylor's Behaviour Checklist. *Assets.publishing.service.gov.uk* [online]. Available from: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf> | | | | | | | | |

| **Phase 2 Classroom Management and Challenging Behaviours** | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | |
| **Component Knowledge** | **Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure (LT 7.7)** | To identify strategies to support children with particular social and emotional needs (LH 5.7, LH 7.4, LH 7.5, LH 7.7) | | | It is important to teach children how to self-regulate (LT 7.3, LT 1.1) | | To identify and implement strategies to support children with particular social and emotional needs such as adverse childhood experiences and attachment issues (LH 5.7, LH 7.4, LH 7.5, LH 7.7) | | Intent |
| **High quality teaching alongside emotional and social development has a long-term positive impact on life-chances and future successes, particularly for children from disadvantaged backgrounds (LT 1.6)** | To initiate additional support for children in need (LH 5.7, LH 7.4, LH 5.5, LH 7.7) | | | Self-perception and self-belief supports behaviour. (LT 4.1, LT 1.1, LT 6.6) | | **To discuss and analyse with expert colleagues how to provide opportunities for pupils to articulate their long-term goals and help them to see how these are related to their successes in school (LH 7.15)** | |
| **The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives (LT 7.3)** | To recognise effective school and classroom routines and develop ideas for successful adaption and application (LH 7.2, LH 1.3) | | | **Establishing and reinforcing routines, including positive reinforcement, can help create safe and effective learning environments. (LT 7.1) Revision** | | **To create and explicitly teach routines in line with the school ethos that maximises time for learning (e.g. setting and reinforcing expectations about key transition points (LH 7.9) Revision** | |
| **Establishing and reinforcing routines, including positive reinforcement, can help create safe and effective learning environments. (LT 7.1, LT 1.4) Revision** | **To create routines in line with the school ethos that maximises time for learning (e.g. setting and reinforcing expectations about key transition points (LH 7.9)** | | | There is a need to create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of daily routines (LT 4.1) | | **To discuss and analyse with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school. (LH 7.8)** | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | | Impact |
| Challenging behaviour seminar scenarios | | | | Reflection on own practice record sheet. Employ the ABC (antecedent, behaviour consequence) approach with mentor to support discussion. | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| How teachers have the ability to affect and improve wellbeing and motivation which impacts positively on pupil behaviour.  How to communicate effectively with expert colleagues to support excellent behaviour and classroom management in a supportive and inclusive environment. | | | That there is a range of factors that affect pupil behaviour both within and outside the classroom.  Building effective relationships is supported when pupils’ feelings are considered and understood. | | Create an effective, supportive and safe learning environment.  Expertly manage behaviour and motivation to have a positive impact on pupils’ attitudes and aspirations. | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Behaviour** | | | | | | | | |
| BENNETT, T., 2016. *Developing behaviour management content for ITT. Available from:* [Creating a culture: a review of behaviour management in schools - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/behaviour-in-schools)  BOMBER, L., 2020. *Know Me To Teach Me.* London: Worth Publishing.  COE, R., ALOISI, C., HIGGINS, S. and MAJOR, L., 2014. What Makes Great Teaching. Review of the Underpinning Research. *Suttontrust.com* [online]. Available from: <https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf>  ENGEL, G., 1977. The Need for a New Medical Model: A Challenge for Biomedicine. *Science.* 196 (4286), pp. 129-136.  HASTINGS, R., BAKER, P., GORE, N. and HUGHES, C., 2013. A conceptual framework for understanding why challenging behaviours occur in people with developmental disabilities. *International Journal of Positive Behaviour Support* [online]. 3 (2).  GORE, N.J., Mc GILL, P., TOOGOOD, S., ALLEN, D., HUGHES, J.C., BAKER, P., HASTINGS, R.P., NOONE, S.J. & DENNE, L.D., 2013. Definition and scope for positive behavioural support. I*nternational Journal of Positive Behavioural Support*, 3 (2), pp. 14-23  ROGERS, B., 2015. *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support.* SAGE: London  WUBBELS, T., BREKELMANS, M. DEN BROK, P., WIJSMAN, L. MAINHARD, T., and VAN TARTWIJK, J. 2014 Teacher-student relationships and classroom management. In E. EMMER, E. SARBORNIE, C. EVERTSON and C. WEINSTEIN, eds, *Handbook of classroom management: Research, practice and contemporary issues,* New York, Routledge, pp. 363-386 | | | | | | | | |

| **Phase 3 Whole School Community Support for Behaviour** | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | |
| **Component Knowledge** | **A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special needs (LT 7.1) Revision** | **To develop a positive, predictable and safe environment by receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety (LH 7.1)** | | | **Setting clear expectations can help communicate shared values that improve classroom and school culture (LT 1.5)** | | **To demonstrate consistently high behavioural expectations by receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils (LH 1.5)** | | Intent |
| **Building effective relationships is easier when pupils believe that their feelings will be considered and understood (LT 7.5) Revision** | **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 (LH 7.11)** | | | Outside agency support is available for children identified as having particular emotional and behavioural needs (LT 5.7) | | **To develop an understanding of different pupil needs by receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively (LH 5.1)** | |
| **The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives (LT 7.3) Revision** | **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) (LH 7.3)** | | | Clear organisation and planning is integral to an effective learning and social classroom environment (LT 7.1, LT 1.4) | | **To make effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues (LH 5.7)** | |
| Teachers need to establish an ethos to prevent bullying behaviours (LT 7.2, LT 7.5) | To recognise different types of bullying and implement a variety of strategies to support the needs of individuals and the whole class ( LH 7.1) | | | The importance of maintaining effective communication and support with parents/carers on issues relating to behaviour (LT 5.7, LT 8.4) | | **Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings (LH 7.13)** | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | | Impact |
| Complete an Anti-bullying online course (10 Principles to Reduce Bullying. Additional courses are available.  [Free CPD online training (anti-bullyingalliance.org.uk)](https://anti-bullyingalliance.org.uk/tools-information/free-cpd-online-training) | | | | Application of the seven identified behaviour strategies for trainee teachers (EHU Primary and Childhood Education Department support sheet)  Self-marking Classroom Management Score Sheet | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| A predictable and secure environment benefits all pupils, including those identified as having particular educational and emotional needs. | | | The ability to recognise and self- regulate emotions affects pupils’ ability to learn, succeed in school and impacts on future lives. | | Discuss and analyse with expert colleagues effective strategies for liaising with parents, carers, colleagues and outside agencies to better understand pupils’ individual circumstances and how they can be supported to meet academic, social and emotional expectations. | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Behaviour** | | | | | | | | |
| ANTI-BULLYING ALLIANCE, 2021. ABA & Our Work. *Anti-Bullying Alliance* [online]. Available from: <https://anti-bullyingalliance.org.uk/aba-our-work>  DEPARTMENT FOR EDUCATION, 2017. Preventing bullying. *GOV.UK* [online]. Available from: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>  INSTITUTE, E., 2018. Bullying: A review of the evidence - Education Policy Institute. *Education Policy Institute* [online]. Available from: <https://epi.org.uk/publications-and-research/bullying-a-review-of-the-evidence/>  STRICKLAND, S., 2022 *The Behaviour Manual; an Educators Handbook.* Woodbridge: John Catt Publications.  YEAGER, D. and WALTON, G., 2011. Social-Psychological Interventions in Education. *Review of Educational Research* [online]. 81 (2), pp. 267-301. | | | | | | | | |