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| **Standards Point:** | | |
| TS1c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | | |
| **Date:** | **Date of your last reflection on this Standards Point:** | |
| 28/6/19 | n/a | |
| Next Steps / Targets from last reflection: | | Progress / Update: |
| n/a | | n/a |
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| **Description:** *What are you going to discuss? Is there a particular incident or event that has triggered this reflection?* | | |
| This TS concerns the demonstration on good behaviour and values to the class in order to det a good example of what should be done every day in class. This includes behaviour, sanctions, respect, attitudes and values. This is where British Values should be modelled and demonstrated to how their importance to the children and the school. | | |
| **Analysis** **and** **Interpretation**: *Ask yourself questions about this Standards Point. What are your thoughts on it? What does it mean to you at this point in your training? Have your views altered since your last reflection on this point?* | | |
| This is an important TS, as you are the teacher you are such a large role model and example in each of your students lives and because of this it is your duty to model and act as you would want your students to act. This involves displaying the correct behaviours and ways to handle different situations. Whilst training it is important that while on PP we demonstrate the same values that the school has by following school and national policies as well as general good behaviour. | | |
| **Evidence**: *What evidence do you have that demonstrates your current attainment against this Standards Point? Describe the evidence and explain* ***how*** *it demonstrates your current attainment. If the evidence is held elsewhere in your Teachers’ Standards Portfolio make sure that you signpost the reader directly to it.* | | |
| While on placement my class teacher gave me a target surrounding this TS. As my class had some behavioural problems it was essential that they were dealt with in order to minimise disruption to themselves and the rest of the class. The school had a sanction policy and a separate policy for a specific child due to major behavioural issues. Because of this I was told to use the policy techniques to gain control of the class. After doing so, I was able to promote the good behaviour I was after from the class. When addressing the students, I tried not to interrupt or speak over a child and I would want them to do the same with me and their peers. I also made it clear that I had high expectations of behaviour and work that they strived to achieve. | | |
| **Impact and Outcome**: *What have you learned? What further skills, knowledge, understanding or attitudes have you developed? What will the impact be on the learning and development of the children with whom you work?* | | |
| Because I was set this target I have learned that I need to be secure on a school’s behaviour policies before I start teaching. I now know that classrooms have certain ways of functioning with routines and a new teacher can be disruptive thus in order to prevent this, everything, including behaviour management must be modelled correctly and in accordance with school policy. | | |
| **Next Steps / Targets:** | | **Action Plan**: |
| Try to be positive whenever possible. | | Even when I do not feel positive in myself, I cannot exert this on the children. I need to model the kind of positive attitudes and behaviours that I wish to see. |
| Policies | | When arriving at a school, I will identify all policies including behaviour and make sure I am well versed on certain protocols. |
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