

Overview: Block 1, Half Term 1

Block 1: Establishing a positive climate for learning

Time commitment

- 5 hours of self-study materials
- 6 x 1-hour mentor sessions
- 3 hours of training sessions

Why this, why now?

Getting the culture right in your classroom from the outset is a vital part of making sure your pupils learn. This Block will cover the ways in which you can actively create a positive, productive and efficient learning environment. There will be a strong emphasis on how you manage behaviour; once you secure this, you will be able to refine your practice in other areas. You will explore how you can establish your own routines and expectations, using your school policy to help you. The importance of building relationships will also be covered. Pupils need to feel that they are in safe hands: to believe that their feelings will be considered and understood. You will explore how you can develop a culture of respect and trust in the classroom.

Your workload

Managing low level disruption and implementing a behaviour policy can increase your workload and feel like a lot of pressure. Learning how to create a positive climate for learning in this Block will support you with your workload by:

- Helping you make your expectations of pupils clear to reduce low-level disruption.
- Supporting you in teaching and embedding routines and rules to reduce the need for behaviour interventions.
- Teaching you how to use the least invasive behaviour strategies to avoid escalating behaviour incidents unnecessarily.

Learn That	Self-directed study materials	Mentor Sessions	Training outlines
1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.	x	x	
1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.	x		
1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.	x		
1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.	x	x	
1.5 A culture of mutual trust and respect supports effective relationships.	x		
7.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.	x	x	
7.2 A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.	x	x	
7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.	x	x	

Learn How To	Self-directed study materials	Mentor Sessions	Training outlines
Communicate a belief in the academic potential of all pupils, by:			
1d Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).		x	
1e Creating 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).	x		x
1f Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).	x	x	x
1g Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.	x		x

1h Acknowledging and praising pupil effort and emphasising progress being made.	x	x	
Develop a positive, predictable and safe environment for pupils, by:			
7a. Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.	x	x	x
7c. Giving manageable, specific and sequential instructions.	x	x	
7d. Checking pupils' understanding of instructions before a task begins.	x	x	
7e. Using consistent language and non-verbal signals for common classroom directions.	x	x	
7f. Using early and least-intrusive interventions as an initial response to low level disruption.	x	x	x
7g. Responding quickly to any behaviour or bullying that threatens emotional safety.		x	
Establish effective routines and expectations, by:			
7h. Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).	x	x	
7i. Practising routines at the beginning of the school year.	x		
7j. Reinforcing routines (e.g. by articulating the link between time on task and success).	x	x	x
Build trusting relationships, by:			
7k. 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.		x	
7l. Responding consistently to pupil behaviour.		x	x