

## Study Group 2 – Behaviour for Learning (Session Notes)

Our Study Group on the topic took place on Tuesday 16 June 2026. It was attended by Tariro, Matt, Walter, Nathan, Bianca, Lianne and Joanna and facilitated by Michelle Ellis-Tipton.

### 1. Session Overview

- Behaviour for Learning is foundational to effective teaching.
- Good learning cannot happen without good behaviour.
- Behaviour management and lesson planning are closely linked and should not be viewed separately.
- New teachers should prioritise establishing routines and expectations before focusing on highly complex lesson delivery.

### 2. Key Outcomes

- Understand what should take priority during lesson delivery.
- Use structure and routine to secure effective lesson starts.
- Develop habits and routines that consistently support positive behaviour and learning.

### 3. Behaviour Before Content

- Many new teachers focus on activities, resources and getting through content.
- A positive learning environment must come before lesson activities.
- Teaching over low-level disruption lowers the quality of learning for everyone.
- It is better to pause, reset expectations and teach a smaller amount of content **well** than rush through content in poor conditions.

### 4. Creating a Positive Learning Environment

- Strong behaviour management is built on positive relationships.
- Learn pupil names quickly.
- Use positive language and show respect.
- Avoid labelling whole classes or year groups as difficult.
- Maintain firm and consistent boundaries.
- Children will test boundaries; this is a normal part of development.
- Hold pupils accountable, then move on and offer a fresh start.

### 5. The Importance of Perspective

- Avoid focusing only on the 'black dot' (the one or two pupils displaying unwanted behaviour).
- Recognise and acknowledge the majority who are meeting expectations.

## Study Group 2: Behaviour for Learning/Managing Behaviour Effectively

- Address behaviour proportionately.
- Reflect on whether the issue is a whole-class problem or a small number of individuals.

### 6. Bill Rogers Links

- Secure attention before beginning instruction – remember, he only says Good Morning when he has secured everyone’s attention and has the pupils’ focus.
- Use calm cues and clear expectations – “Settling down now, thanks” (not please)
- Do not talk over pupils.
- **Value** your lesson and **your role** enough to insist on the conditions needed for learning.
- Create predictable routines that pupils recognise and respond to.

### 7. Lesson Starts and Routines

- The first 10 minutes of a lesson are crucial.
- Establish familiar, predictable routines.
- Create a safe, secure and consistent start to learning.
- Build expectations through repetition and consistency.
- Over time, pupils become ready to learn more quickly because routines become automatic.

### 8. Positive Language and Praise

- Use specific praise linked to effort, behaviour or achievement.
- Acknowledge positive choices publicly when appropriate.
- Avoid vague praise.
- Ensure quieter pupils are also recognised.
- Model the behaviour you want to see.

### 9. Fresh Start Principle

- Each lesson should be treated as a new opportunity.
- Separate the behaviour from the child.
- Avoid holding grudges or allowing previous incidents to dominate future interactions.
- Model accountability and emotional regulation.

### 10. Supporting Teacher Wellbeing

- Behaviour challenges can feel personal and emotionally draining.
- Reflect on difficult lessons without catastrophising.
- Keep behaviour issues in perspective.
- Use supportive strategies to recharge after difficult days.
- Remember that behaviour management improves through practice and consistency.

### 11. Key Takeaways

- Behaviour for learning is proactive rather than reactive.
- Relationships and routines matter as much as sanctions.

## Study Group 2: Behaviour for Learning/Managing Behaviour Effectively

- Consistency builds trust and confidence.
- The learning environment must be secured before effective teaching can take place.
- Successful behaviour management supports both pupil progress and teacher wellbeing.