### SAMPLE POST PRIMARY INDUCTION ACTION PLAN: POSITIVE BEHAVIOUR MANAGEMENT

**NOTE:** *This generic sample action plan does not reference any particular class. Therefore, when drawing up your own action plan, it is advisable to contextualise it to the target class and include an overarching aim for your planned series of lessons in the ‘area for development’ column along with your selected teacher competence(s)*

<table>
<thead>
<tr>
<th>Area(s) for Development (Ref to Competences)</th>
<th>Success Criteria</th>
<th>Actions (Including timescales)</th>
<th>Support Arrangements</th>
<th>Monitoring (Inc evidence in portfolio)</th>
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| **To explore and implement a range of appropriate strategies aimed at improving the behaviour of my pupils in Year …** | **By the end of this action plan:**  
My Year … pupils will:  
• have developed a greater knowledge, understanding and appreciation of:  
  ➢ the rationale for our school’s behaviour policy in promoting and rewarding positive learning and teaching for pupils and staff both inside and outside the classroom  
  ➢ the expectations contained within the policy for their individual and collective responsibility in maintaining a positive and respectful learning environment for all  
• be responding better to strategies deployed and showing increased respect for themselves, others and their classroom environment  
• be demonstrating increased skills of self-management | **In order to engage effectively and fully with my action plan focus, I will:**  
• Become familiar with my school’s ‘Positive Behaviour Policy’  
• Develop agreed rules for classroom behaviour with my pupils in line with the policy  
• Engage in personal research on effective behaviour management strategies in order to develop a fuller knowledge and understanding of how factors such as display, effective seating arrangements, reward systems and sanctions impact on pupils’ learning  
• Attend the BELB post primary Induction course on ‘Positive Behaviour Management’ to obtain further ideas on effective behaviour management strategies  
• Identify and observe a colleague with recognised skill in behaviour management  
• Discuss the school’s ‘Positive Behaviour Policy’ and my planning with my Teacher Tutor/Head of Department  
• Liaise with other colleagues including the Head of Year Group and subject colleagues regarding the appropriateness of resources and strategies identified through personal research – articles, periodicals, internet research etc  
• Discuss some particularly challenging behaviour scenarios and possible strategy solutions with officers from the ELB Behaviour and Post Primary BTTeams  
• Avail of substitute cover entitlement in order to engage in observation of another colleague | **I will wish to:**  
• Outcomes of useful research (citing sources) for future personal reference and dissemination to colleagues  
• Lesson plans  
• Log(s) of significant professional learning points arising out of:  
  ➢ my discussions with my Teacher Tutor/HOD/other school colleagues and ELB support officers  
  ➢ my attendance at the ELB ‘Positive Behaviour Management’ course  
  ➢ my observation of pupils  
  ➢ my management of different types of behaviour  
  ➢ successful/unsuccesful teaching resources and behaviour management strategies  
• Photographs/videos of:  
  ➢ pupils engaging in effective self, peer and group management  
  ➢ classroom environment | **Examples of the following will be placed in my Induction portfolio as supporting evidence of the ongoing monitoring of my action plan:**

**Competence 7**
Teachers will select appropriate strategies to promote and maintain positive behaviour in the classroom … in accordance with school policies and taking account of pupils’ views … and the classroom environment …
Evaluation

Evaluation is about using the evidence and information you have gathered from the monitoring process to make judgements about your area for development and to ascertain the extent to which your success criteria has been achieved.

It looks at what you set out to do, what you have accomplished, and how you accomplished it. You can use the information to inform what you would do differently and what changes/improvements you would make in your teaching.

Self Reflection

Having completed the evaluation of your action plan you should now take some time to reflect on the process that you have gone through. You may wish to give some consideration to the following:

- What have you learned about yourself and your own professional development?
- What particular skills did you exhibit/develop?
- To what extent do you feel you furthered your knowledge and understanding of your chosen area for development?
- Have you identified any other professional needs that you feel you need to develop as a result of this action plan process?
- What do you now need to do to take your professional development needs forward?

Your self-reflection can now be used as part of the basis for discussion with your teacher tutor when completing the interim and summative reports.

*Continue on additional sheets or complete in a separate word document at the end of the whole action planning process, i.e. after the lessons have been taught and observations have been carried out.*

Name: ___________________________  Signed: ___________________________  Signed: ___________________________

Beginning Teacher  Teacher Tutor