

department for education and skills  
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Our ref: 2005/?

Date: 24 August 2005

Dear Mr Hickson

Thank you for your letter dated 19 July addressed to the Prime Minister about the inclusion of anti-bullying training as part of teacher training programmes. The Prime Minister receives a large amount of correspondence and is unable to answer it all personally. It is for this reason that your letter has been passed to the Department for Education and Skills (DfES) and I have been asked to reply.

I should first explain that the current standards for Qualified Teacher Status (QTS) and Requirements for Initial Teacher Training (ITT) in the statutory document 'Qualifying to Teach' do not prescribe specific modules for teacher training programmes; at present training providers are independently responsible for designing training programmes that meet individual trainee needs. Qualifying to teach' can be viewed on, and downloaded from, the Teacher Training Agency (TTA) website at: [www.tta.gov.uk](http://www.tta.gov.uk). Hard copies are available from the TTA Publications Unit tel: 0845 6060 323 or e-mail: [publications@ttalit.co.uk](mailto:publications@ttalit.co.uk). However, the Standards will be subject to review shortly and your contribution to this public consultation would be welcomed by the TTA/Training and Development Agency (TDA).

The Standards for the award of QTS are outcome statements which set out what a trainee teacher must know, understand and be able to do to be awarded QTS. They are organised into three inter-related sections which describe the criteria for the award.

In meeting the Standards for QTS trainees need to demonstrate they possess the attitudes and commitment set out in Standard 1 'professional values and practice'; that they are confident and authoritative in the subjects they teach and have a clear understanding of how all pupils should progress and what teachers should expect them to achieve as set out in Standard 2 'knowledge and understanding'; and that they possess skills of 'planning, monitoring and assessment', and 'teaching and class management' as set out in Standard 3.

Standard 3.3.9 in particular focuses on Managing behaviour - 'trainees need to demonstrate effective management of pupil behaviour in the classes and in different contexts in which they teach. Trainees will need to demonstrate that they can work within the school's frameworks and expectations, and that they can employ a range of strategies to manage pupils' behaviour. Trainees who meet this Standard will show that they are able to create classroom environments in which pupils know the boundaries of acceptable behaviour. They will need to ensure that pupils understand the reasons for classroom rules and routines, and they will support pupils in understanding the consequences of their actions'. Within this guidance training providers address trainee needs and design training programmes appropriately.

Furthermore, effective behaviour management is referenced throughout the Standards, including S2.7 on knowledge of strategies to promote good behaviour; S1.2 - treating pupils consistently; S1.3 - demonstrating the behaviour teachers expect from pupils; S3.2.2 - giving constructive feedback; S3.2.4 - supporting pupils with difficulties; S3.3.1 - building successful relationships; S3.3.3 - interesting and motivating pupils; and S3.3.14 - challenging bullying or harassment.

You may be interested to know that the TTA/TDA has also established a professional resource network in Behaviour Management for ITT. The Behaviour 4 Learning: [www.behaviour4learning.ac.uk](http://www.behaviour4learning.ac.uk) consortium is made up of a number of partners, both commercial and educational institutions, working together to assist training providers in the work they do with trainees in the area of behaviour management. The focus of the initiative is upon developing trainee skills and insights which foster a classroom ethos of 'behaviour for learning'. The need for this development was identified by the annual TTA newly qualified teachers' (NQT) surveys; subsequent NQT surveys have shown increasing satisfaction in 'behaviour management' training.

The latest NQT survey can be found at:

<http://www.tta.gov.uk/php/read.php?resourceid=5496>.

Results show at Key Point 3 a 6% increase from 2003, or 2% from 2004, that 65% of all trainees responded positively to being asked if training in the area of behaviour management had equipped them with the skills they required.

Thank you for writing.

Yours sincerely

Elaine Gordon  
On behalf of the Head of the Public Communications Unit

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