

Behaviour and Learning Approaches to Classroom Management

AI Declaration

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

In this Training Workshop

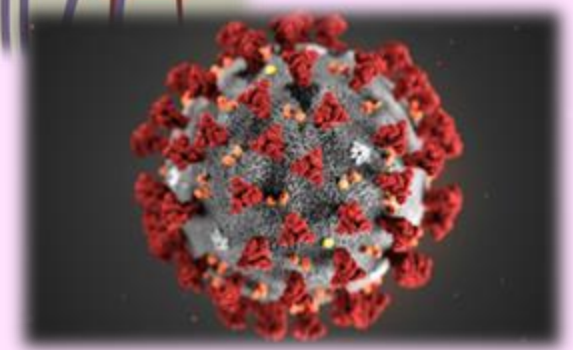
- Behaviour management strategies
- Mainstream primary schools
- Case studies and relevant theorists
- ALN and SEN
- Training materials

BEHAVIOUR MANAGEMENT STRATEGIES FOR PRIMARY SCHOOLS, INCLUDING ALN AND SEN ADVICE.			
Model Behaviours • Learning through parents, carers and teachers. • Clear boundaries and expectations (Haymer, 2022, p. 76).	Positive Reinforcement • Having something given or taken away. • Praising and rewarding children for showing positive behaviour	Theorists to Consider Ivan Pavlov – Classical Conditioning • Behaviours are learnt through the connection of stimuli. SimplyPsychology, (2021). Albert Bandura – Bobo Doll Experiment. • Children learn from what they see (Haymer, 2022, p. 75).	
Calm Down Corner • Space made in the corner of classroom. • Help's regulate emotions • Include sensory objects such as, stuffed toys, books and blankets. Action for Kids. (2019).	NSW Department of Education, (2022).	Behaviour Management for ALN and SEN • Determine whether it is fair to act upon behaviour based on child's ALN/SEN • Find possible triggers and solutions for the child. (GOV.UK, 2023)	
Temporary Exclusion • Only used as a last resort for behaviour management. • Decision is made by the head teacher. • Child can't return to school for a set number of days. (GOV.UK, 2023).	KiVA • Anti-bullying programme. • Reduces anxiety and depression. KiVa Programme, (no date).	Non-Verbal Signals • Smiles • Nods • Positioning yourself in front of child that is showing disruptive behaviour. (GOV.UK, no date).	Positive Learning Environments • Children can expect to walk into a happy, homely environment • Becomes predictable (GOV.UK, no date)
PATHS Programme • Allowing children to communicate their feelings. • Better relationships between staff and children. PATHS, (no date).	• Help them make friends • Model kindness and respect. StopBullying, (2019).		

Behaviour Management in Mainstream Schools

- Students, teachers, staff and parents
(GOV.UK. 2019).
- Having control
- Calm, safe and supportive environments
(GOV.UK. 2024).
- Spotting triggers and finding solutions
(GOV.UK. 2021).
- COVID-19
(Welsh Government 2025).
- PATHS Programme
PATHS, (no date).

(TeacherToolkit, 2019).



(GOV.UK, 2024)

Behaviour Management Strategies

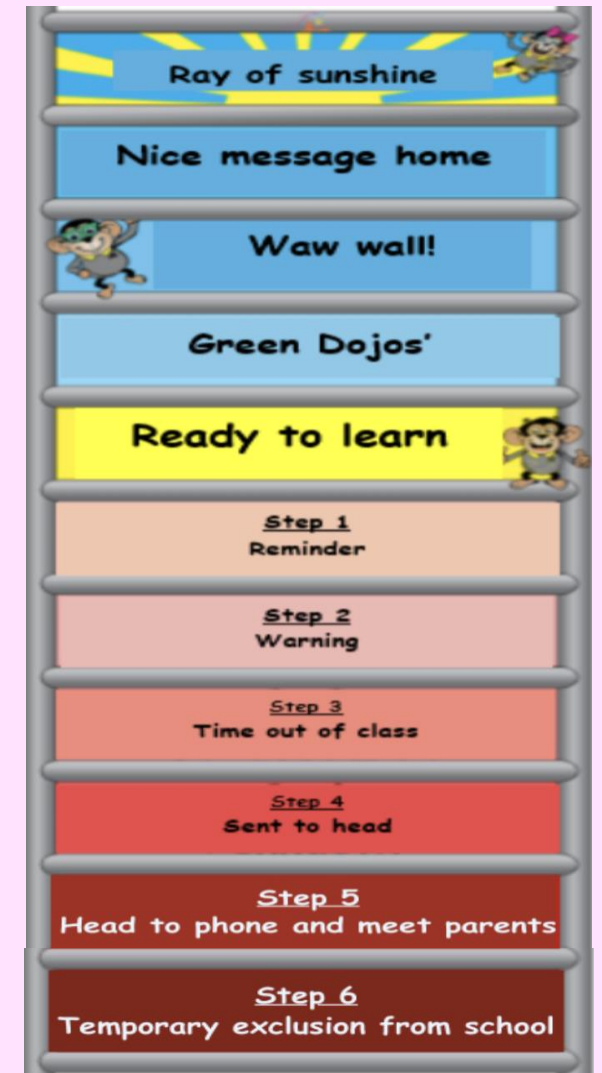
- Model Behaviour
- Clear expectations and boundaries
(Haymer, 2022, p. 76).
- Positive Reinforcement
- Praise
NSW Department of Education, (2022).
- KiVA
KiVa Programme, (no date)
- Calm Corner
Action for Kids, (2019).



Buddy Bench, (Buddy Bench Australia, 2016).

Case Study on Behaviour Management

- 'Be good, be wise, be great, be me'
(ESTYN. 2014).
- Lack of communication
(GOV.WALES. 2025)
- Behaviour Ladder
(ESTYN. 2014).
- Exclusion
- SEN children
(GOV.UK. 2023).
- Happy and homely environments
(ESTYN. 2014).



Behaviour Ladder. (ESTYN. 2014).

Linking to Theorists

- **Ivan Pavlov**

Britannica. (2019).

- **Classical Conditioning**

Simply Psychology. (2021)

- **Albert Bandura**

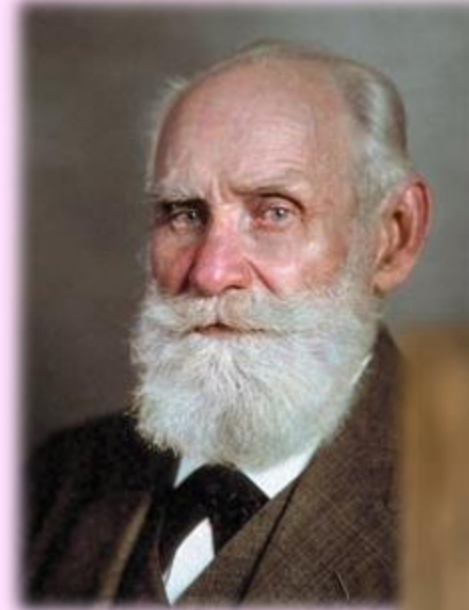
- **'Bobo Doll' Experiment**

Britannica, (2018)

- **Learning through observation**

(Haymer, 2022, p. 75).

Ivan Pavlov, (History, 2021).



Albert Bandura, (Parker, M, 2016).

Training Material

BEHAVIOUR MANAGEMENT STRATEGIES FOR PRIMARY SCHOOLS, INCLUDING ALN AND SEN ADVICE.

Model Behaviours

- Learning through parents, carers and teachers.
- Clear boundaries and expectations

(Haymer, 2022, p. 76).

Calm Down Corner

- Space made in the corner of classroom.
- Help's regulate emotions
- Include sensory objects such as, stuffed toys, books and blankets.

Action for Kids. (2019).

Temporary Exclusion

- Only used as a last resort for behaviour management.
- Decision is made by the head teacher.
- Child can't return to school for a set number of days.

(GOV.UK, 2023).

PATHS Programme

- Allowing children to communicate their feelings.
- Better relationships between staff and children.

PATHS, (no date).

Positive Reinforcement

- Having something given or taken away.
- Praising and rewarding children for showing positive behaviour

NSW Department of Education, (2022).

Behaviour Management for ALN and SEN

- Determine whether it is fair to act upon behaviour based on child's ALN/SEN
- Find possible triggers and solutions for the child.

(GOV.UK, 2023)

KiVA

- Anti-bullying programme.
- Reduces anxiety and depression.

KiVa Programme, (no date).

- Help them make friends
 - Model kindness and respect.
- StopBullying, (2019).**

Theorists to Consider

Ivan Pavlov – Classical Conditioning

- Behaviours are learnt through the connection of stimuli.

SimplyPsychology, (2021).

Albert Bandura – Bobo Doll Experiment.

- Children learn from what they see

(Haymer, 2022, p. 75).

Non-Verbal Signals

- Smiles
- Nods
- Positioning yourself in front of child that is showing disruptive behaviour.

(GOV.UK, no date).

Positive Learning Environments

- Children can expect to walk into a happy, homely environment
- Becomes predictable

(GOV.UK, no date)

Presentation Notes.

Welcome everyone to this training workshop on Behaviour and Learning Approached to Classroom Management, that's being presented by me, Alyssa Dyer. Before we begin this training workshop, I would just like to confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence. As I just previously stated, this training workshop presentation is all about behaviour management in a school setting. I am going to be talking to you about the different behaviour management strategies and how mainstream primary schools deal and manage misbehaviour in their settings. I hope from this, you will gain more of an understanding on behaviour management strategies that can be used to help you during your practise. To do this, we will look at case studies on how schools in the local area prevent this, and what strategies they have in place to improve the behaviour of their students. In addition to this, I will link information that I find to the relevant theorists and discuss their take on behaviour management, and I will use my research skills to discuss these further. I will also briefly discuss Additional Learning Needs, Special Educational Needs during this training workshop as I feel it is an important factor to discuss, as well as it being relevant to the topic of behaviour management. (GOV.UK, 2024) explains that with ALN and SEN children it is important to consider that their behaviours can be associated with their ALN or SEN. However, (GOV.UK, 2024) states that not every incident that occurs is linked to misbehaviour. It could just be their needs. Furthermore, I will provide you with training materials to help you gain more of an understanding of behaviour management and the different strategies that can be used, as discussed in this presentation. There is an image of my training material available to you on the screen. Do not worry, I will go into further detail towards the end of this training workshop. According to (GOV.UK, 2019), behaviour management means creating a system where pupils' behaviour does not interrupt the learning of others and the day-to-day life of the school. (GOV.UK, 2019), explains that effective behaviour management should allow students to learn, teachers to teach and staff can do their job. In addition, parents should be able to have the confidence that their child is safe and supported in their school environment. According to (GOV.UK, 2024), children having good behaviour is most important for their education and staff members need to have control of managing their behaviour for this to happen. (GOV.UK, 2024) explains that staff members need to create a calm, safe and supportive environments if they want this to be effective. Moreover, (GOV.UK, 2024) suggests that without this type of environment, poor behaviour can become a bigger factor and raise issues such as, anxiety, bullying, violence and distress for children. (GOV.UK, 2021), can back this up by saying staff need to have a responsibility to recognise and understand children's needs by spotting triggers and finding solutions for them. While discussing why behaviour management is important in Primary Schools, we need to also think of the problems that may cause poor behaviour in the first place. I am sure we are all aware of the COVID-19 global pandemic, but do you know how much this has had an impact on behaviour? (Welsh Government, 2025) explains that after the impact of the pandemic, it was difficult to establish daily routines again. When researching, I found that the pandemic was the cause for a lot of the problems children face today. According to (Sheldrick, 2022), a survey took place for parents to take part in. The result of this came up as that a lot of screen time took place, which resulted in poor behaviour in children. (Sheldrick, 2022), suggests that the best action to take on this is interventions. An intervention names by ACSA Resource Hub, (2024) is by setting out clear and achievable goals for the children. This way, teachers can work with the children to set these personalised goals, and the children get to see their efforts, helping them to feel more valued. This was stated by ACSA Resource Hub, (2024). Furthermore, as a result of this COVID - 19, (Welsh Government, 2025) states that children lacked social skills, which led to higher levels of anxiety. PATHS programme is a programme that allows children's emotional development be developed and express how they are feeling. This can link to what I've said about COVID – 19 and how children lacked social skills after the pandemic. I say this because PATHS, (no date), shows a video of a school that uses the PATHS programme as a way of getting children to communicate their emotions. As a result of this, according to PATHS, (no date), the school has received better

relationships between staff and pupils and conflicts have been resolved quicker. PATHS, (no date) explains that this has led to happier children, who are ready and engaged to learn. There are many different types of behaviour management strategies. One example to look at is model behaviour. According to Welsh Government, (no date), model behaviour is used to set a good example to children. Welsh Government, (no date), says that children will model adults' behaviour and listening to what they say and copying what they do. Just remember that next time you are talking to a child! According to (Haymer, 2022, p. 76), children can learn a lot through modelling the behaviour of parents, carers and even other children. In addition to this, as professionals (Haymer, 2022, p. 76) states that it is important that we are positive role models, and that we provide clear boundaries and expectations for the children to follow. Another behaviour management strategy to look at includes positive reinforcement. This is one of my favourite behaviour strategies to use, as I feel it encourages children to produce positive behaviour more than any other strategy. According to NSW Department of Education, (2022), positive reinforcement means a child having something given or taken away based on their behaviour. When a child shows positive behaviour, NSW Department of Education, (2022) suggests that praise is a big way on showing positive reinforcement. In addition to this, certificates, lucky dip and token earning can all be good rewards for children for showing positive behaviour. This next behaviour management strategy I had never heard of until now. KiVa, originally founded in Finland is an anti-bullying programme. KiVa Programme, (no date) explains that bullying is the process of someone purposefully harming or hurting the feelings of another individual. KiVa Programme, (no date) suggests the reason for this may be to gain some visibility amongst a group of people and to hold power within them. Many different schools use this method to help tackle the challenges when faced with bullying. According to KiVa Programme, (no date), there have been many records of this programme helping to reduce anxiety and depression in young children. I see this as an amazing programme and think that all schools should be a part of KiVa. According to UK, (no date) the KiVa programme has three main focuses when trying to prevent bullying. These are prevention, intervention and monitoring. Stop Bullying, (2019) states that schools should check in with the victim often, as well as offering them special activities that may involve their interests to help them feel better and boost their confidence more. In addition to this, Stop Bullying, (2019) recommends that schools should help children make friends. BBC News, (2018) gives an example on how schools can do this, by introducing a buddy bench. How this works is if a child is feeling lonely, they sit on this bench and another child approaches them and asks them to join in with their activity. I have seen this in place in many primary schools, and I feel it works very well with younger children, as they want to make friends with everyone. Another way children can learn to control their behaviour is with a calm corner. Action for Kids, (2019) suggests that a calm corner is a designated place in a corner of the room, where children can go to feel safe, as well as regulate their emotions. According to Action for Kids, (2019) schools can create this calm corner by using plushie toys, books, blankets and stuffed animals. Action for Kids, (2019) explains that by schools creating a calm corner, it helps children to create self awareness and self management. With this, children can let their guard down with the stimulations the corner brings and allow them to feel safe and comfortable. This was also found as Action for Kids, (2019). During my research, I came across a case study on a Welsh-medium school situated in the local area. According to (ESTYN, 2014), this school has a motto that is a consistency known as 'be good, be wise, be great, be me'. I personally think it is very important to have a school motto to look up to. When I was in school, the motto was 'to achieve, you need to believe', and I would look up at that every time I needed reassurance or needed advice. (ESTYN, 2014) can back this up by saying that this local schools' motto is used to allow the children's voices to be heard. (Welsh Government, 2025) suggests that communication can become a big factor in behaviour problems in primary schools. (Welsh Government, 2025) says that lack of communication skills can lead to disengagement in lessons, which leads to behaviour problems. To resolve this, (Welsh Government, 2025) recommends that staff members need to think strategically on the different behaviour strategies that can be placed to help. (ESTYN, 2014) puts great emphasis on the school's ability to recognise behaviour patterns and problems that may be faced and how they can be resolved. For example, this school allows children to engage in a behaviour ladder. (ESTYN, 2014) states that the behaviour ladder is used to track every child's personal progress on behaviour. This link to what

I previously discussed about interventions that can be used as a result of COVID-19. The way the schools allow this is by giving each child anew opportunity every day to work their way up on the ladder. (ESTYN, 2014) suggests that the ladder also allows children to show that they are committed and show a positive attitude towards their learning. The image you see on this PowerPoint slide is an image of the exact behaviour ladder used in the primary school discussed. It has been translated into English by (ESTYN, 2014). By looking at the image, you can see how the school has used this idea as their behaviour management strategy. As you can see on the ladder, the last and final step used by this school as a way of managing behaviour is temporary exclusion from school. (GOV.UK, 2023) explains that exclusion does not have to be an option for behaviour management, unless used as a last resort. (GOV.UK, 2023) explains that temporary exclusion means that there are a certain number of days where a child is not allowed to return to their education setting, and that decision is usually made by the head teacher. When talking about children with a special educational need, (GOV.UK, 2023) states that the education setting must consider whether their SEN has a part to play in their behaviour and whether it is fair the act upon it with exclusion. (GOV.UK, 2023) explains that in order to manage a child with SENs behaviour in the future, they need to think about possible triggers that can lead to a child's possible behaviour breakouts, and how to support the child's behaviour in the future. (ESTYN, 2014) talks further on the school's behaviour management approach. They explain that the children, in this school praise each other and encourage them to make good decisions so they get to climb the ladder further. According to (ESTYN, 2014), this ensures that the children behave accordingly during their activities of the day. This could be working or playing independently or in a group with other children as stated by (ESTYN, 2014). (ESTYN, 2014) discussed another way this school tries to promote positive behaviour in their setting. This is by fostering and creating a happy and homely learning environment. (GOV.UK, no date) suggests that having a positive learning environment can help promote positive behaviour, leading to good behaviour management. (GOV.UK, no date) states that a predictable environment can be made when happy learning environments exist. This is because children can expect to see a happy learning environment when entering the classroom. (GOV.UK, no date) suggests that this can lead to there being positive outcomes with staff and children. An example to this is positive language, helping staff to address any behaviour problems they may come across. (GOV.UK, no date) recommends that staff use non-verbal signals as a behaviour management strategy. Examples used include smiles and nods. As well as staff positioning themselves in front of the children who are showing interrupted behaviour. Now, let's look at Ivan Pavlov's behaviour theory and compare how it relates to behaviour management strategies. Britannica, (2019) states that Ivan Pavlov was a Russian Psychologist, born on September 14th, 1849, and passed away on February 27th, 1936. Ivan Pavlov made a breakthrough when he discovered his theory of classical conditioning. According to Simply Psychology, (2021), classical conditioning is the process of behaviours being learnt by connecting different stimuli together. Pavlov proved this by creating a system involving dogs. Simply Psychology, (2021) states that his system consisted of dogs being learnt to salivate when a bell was rung. With this, they would be given food. Simply Psychology, (2021) explains that that system taught the dogs to salivate at the sound of the bell, even when food was not presented in front of them. With this being said, how can this be implied in primary schools? Positive Psychology, (2021) suggests that as professionals, we should learn to gain children's attention as a way of telling them to regulate their behaviour. Examples of this, as stated by Positive Psychology, (2021) includes turning off the lights, hand signals, a bell, music and just simply stop talking. My own personal experience can back this up as I stop talking whenever I want a group of children to stop and listen, and the whole room goes quiet. Another theorist to look at is Alber Bandura. According to Britannica, (2018), Bandura was born in December 1925 and passed away July of 2021, and was best known for his 'Bobo Doll' experiment. (Haymer, 2022, p. 75) discusses Bandura's theory further stating that he wanted to prove that children learnt through behaviours. This links to what previously been said about model behaviour. (Haymer, 2022, p. 75) explains that Bandura's theory consisted of a group of children being placed in a room with an adult, where they witnessed the attack of a Bobo Doll. Later, the same children were left alone with the Bobo Doll, where they proceeded to attack the same doll. With this, (Haymer, 2022, p. 75) suggests that Bandura proved his theory of model behaviour with behaviour being learnt through observation.

As you can see here, I have created piece of training material that can be used as quick guide to behaviour management. It includes everything that we have discussed during this training workshop. As you can see each box gives the name of a behaviour management strategy, as well as quick points to consider, and will help you understand them a bit better. I have also included my points on additional learning needs and special educational needs children. Moreover, I have included the theorists we have discussed, so that you can look at their theory and take pointers if you need some help when dealing with behaviour of children. Here is a list of all of my references that I used during this training workshop presentation. Again, I would like to thank you for listening and engaging in my training workshop. If you have any further questions about what has been discussed or about the training material I have provided you, then please feel free to contact me whatever way you like. Thank you everyone and have a nice day!

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Recording Link

[Recap: Meeting in "Alyssa Dyer" Monday, January 1 | Meeting | Microsoft Teams](#)