

Workshop

Classroom Management in Primary Schools

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“too often
professionals did
not take steps to
understand and
reflect on the
reasons behind a
child’s behaviour”
NSPCC (2024)

Workshop Aims

By the end of this workshop you will be able to:

- 1** To explore effective ways of managing behaviour withing a Primary school context.
- 2** Apply positive behaviour strategies based on theoretical frameworks and real-life examples.
- 3** Use proactive techniques to maintain positive learning environments.
- 4** Understand the importance of behaviour management for both teaching and learning.

Teachers must be trained to “manage good behaviour” to ensure an environment where children are supported to thrive (DfE, 2024)



Important Aspects of Behaviour

- All behaviour is a form of communication.
- Behaviour is a way to express needs.
- Maintaining positive relationships.
- Emotional regulation and social skills are TAUGHT not just expected.
- Behaviour should be viewed through a strengths based perspective.

Some of the questions we will be looking at:

- What are some of the common behavioural challenges faced in Primary School
- What is the link between behaviour and learning outcomes?
- What are the developmental factors that may interrupt learning?

“the way in which one acts or conducts oneself, especially towards others” (Oxford Languages, 2025)



Understanding Behaviour: Theoretical Frameworks

Theoretical frameworks can help us understand behaviour. For example:

Maslow's Hierarchy of Needs and the importance of understanding basic needs:

- A child may be misbehaving because they have not eaten yet.
- Holistic approach

Banduras Social Learning Theory and observing others:

- Teachers and Pupils being models
- Consistent modelling

Skinner's Operant Conditioning and shaping behaviour:

- Positive reinforcement
- Removal of privileges

“emphasises the importance of imitation, modelling and reinforcement in the learning process.”
(McLeod, 2025)

Behaviour is “the outcomes of punishment and reinforcement”
(Main, 2023)



Low-Level Disruption (e.g talking out of turn, inattention etc)

- Use consistent routines, positive reinforcement and praise.

Emotional Dysregulation (e.g. arbitrary outbursts, frustration etc)

- Provide calm strategies (e.g. book corner).
- Check underlying needs (support check ins, Maslow).

Social Conflicts (e.g friendship fallouts, teasing etc)

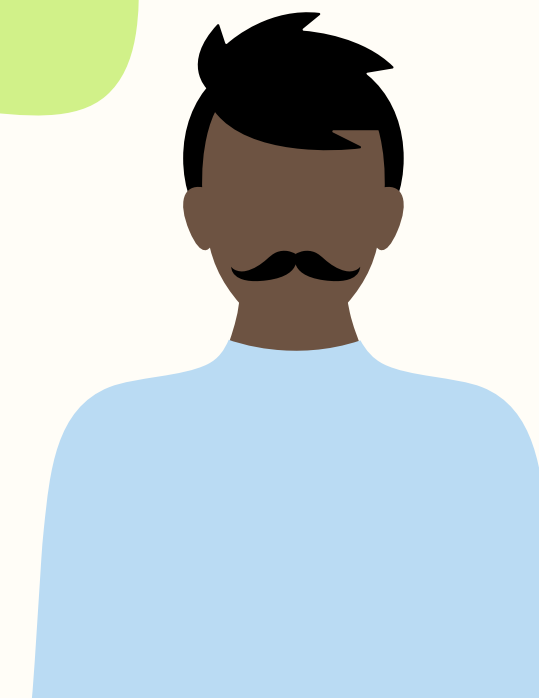
- Encourage empathy.
- Teach model conflict resolution (Bandura)

Challenges with Behaviour

And how to overcome them

Inconsistent Expectations (between staff)

- Promote whole school consistency.
- Regular collaboration.



Preventative Strategies

To maintain a calm environment

1. The importance of consistency within your classroom.

- Setting clear expectations and routines **together**.
- Internalising rules.

(e.g. lining up outside of the room before the lesson).

2. Building positive relationships in the classroom.

- Builds self-confidence.
- Reduces misbehaviour
- Take time to get to know pupils personally

Adejokun (2020) ensuring children feel understood “builds up self-esteem and confidence”

“boundaries are clear, school feels safe and fair, and teaching, learning and positive relationships can thrive”. Morrissey (2023)

Department for Education (no date)
“a sense of predictability and security is important in every setting for learning”

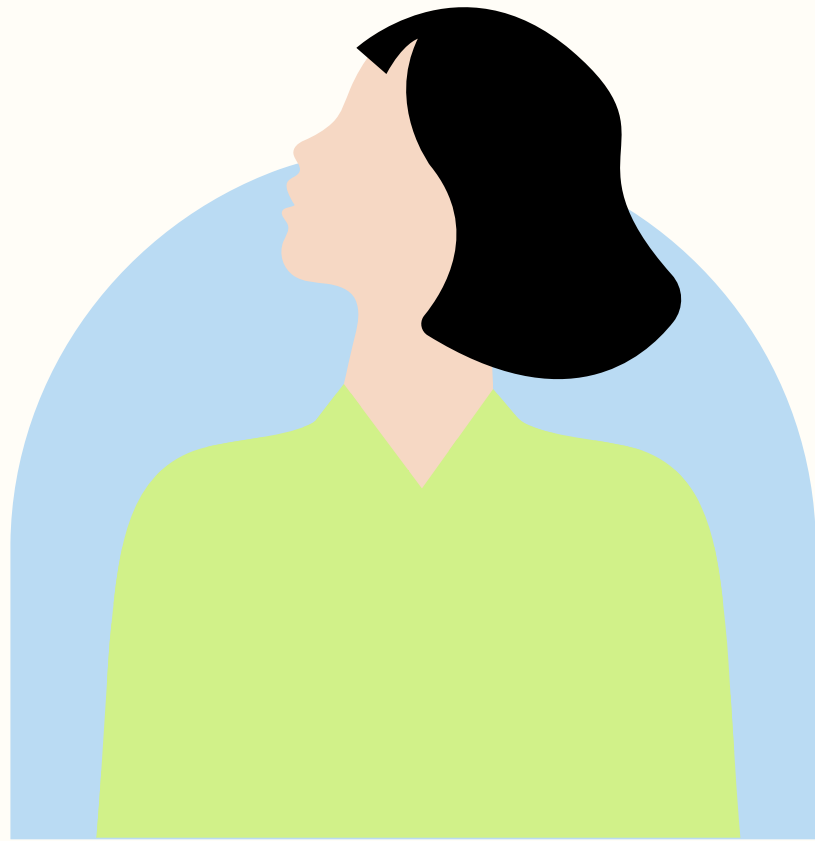


Reactive and Behaviour management Strategies

Responding calmly and restoring relationships **after** behaviour incidents

- Calm and consistent language
 - De-escalation techniques.
 - Restorative conversations.





Supporting Diverse Needs

- Differentiated expectations.
- Every child has their own set of diverse needs in the classroom.
- Visual aids/timetables (see supporting material).

Evidence and Best Practice



ESTYN

ESTYN (2025) report shows that schools which have promoted positive behaviour and consistent throughout staff and families, are more likely to promote positive behaviour.



Example

Wales Restorative Approaches Partnership:
A school in Llanelli are “piloting the WRAP to help build, maintain and repair relationships between pupils” Ysgol Halfway School (2025).
WRAP uses a five stage approach to repairing relationships in school by using questions.



Activity/ Scenerio Discussion



**Child is repeatedly
disrupting lesson...**

What would you do?

**Child does not
want to partake
in the activity...**

What should you say to them?

When to ask for professional advice

Reach out to someone in school if you feel overwhelmed.



Lesson 1

Check in Chart

**How are you feeling
today?**
(Circle one)



**Happ
y**



Confused



Sad



Unwell



Angry

**Why do you think you feel this
way?**

What can I do to help?

Restorative Conversation Prompt Sheet



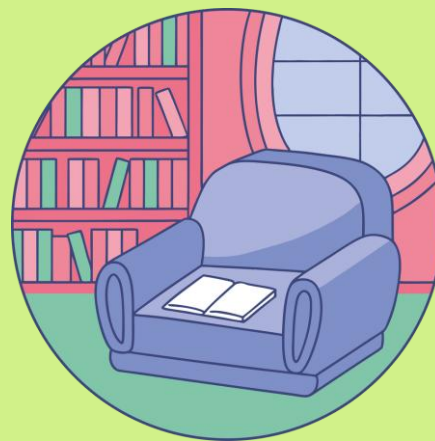
1. What happened?
2. How were you feeling at the time?
3. Who has been affected?
4. What needs to happen to put thing right?
5. How can we move forward?

Calm Corner Card



Calming Strategies:

- Take 3 deep breaths.
- Count to 10
- Get a drink of water
- Talk to an adult
- Relax



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AI Declaration:

I acknowledge the use of ChatGPT <https://chatgpt.com/> on 19th October 2025 to help structure my presentation. I used the following prompt:

Give me a structure for a presentation workshop based on classroom management in primary schools.