

This essay will explore whether current Classroom Management strategies are inclusive for all children in the 21st century. Classroom Management is the foundation upon which effective teaching and learning are built, which is an essential element for all children to reach their full potential (Marzano and Marzano, 2003). Doyle notes that “Classroom management refers to the actions and strategies teachers use to solve the problem of order in classrooms,” p. 397 *as cited in*, Korpershoek, 2014, p.6). Classroom Management has continuously been recognised as a significant role in children's learning (Marzano & Marzano, 2003 *as cited in* Garrett, 2014). Proactive Classroom Management can be established by the organisation of the classroom which can limit behaviour problems therefore teachers rarely have to worry about discipline (Brophy, 2006; Everston & Weinstein, 2006 *as cited in* Garrett, 2014). However, with rising class sizes (Blatchford *et al.*, 2007) and a growing number of neurodivergent children educated in mainstream schools across Wales meeting all their diverse needs is becoming challenging (Tomlinson, 1999; Meijer, 2003 *as cited in* Humphrey *et al.*, 2006; School A, 2024b; 2025; 2025a; Welsh Government, 2012; 2015; 2016; 2022; 2022a UNICEF, 2024; DfES, 2003).

Effective Classroom Management can improve learning outcomes and reduce disruptions within the classroom (Goodman *et al.*, 2023). In order to create a positive learning culture, efficient strategies need to be established and implemented. Among the many responsibilities of a classroom teacher, managing student behaviour and creating a well-structured learning environment is considered one of the most essential (Marzano, and Marzano, 2003a). By employing proactive strategies to ensure a safe, positive learning atmosphere for all children (UNICEF UK, n,d; Rogers, 1951; Welsh Government, 2015; 2016; 2022; School A, 2024, 2024a, 2024b; DfES, 2003) parents can be reassured their child/children are supported to thrive academically (Estyn, 2025). Conversely, if a classroom is poorly managed and disorganised effective teaching and learning cannot take place (Isuku, 2018). Moreover, children are losing out on valuable teaching time whilst teachers deal with disruptions in the classroom (Ofsted, 2014). It is important to note that newly qualified teachers (NQT) often do not have classroom management skills and misbehaviour is a key contributing factor to teacher burnout which can influence some educators to leave the profession (Isuku, 2018). StatsWales confirms that a total of 286 newly qualified teachers left the teaching profession in 2023 (StatsWales, 2024).

In 2009, the Welsh Assembly Government published a review on behaviour and attendance in schools. The review highlighted that staff in schools and local authorities (LAs) had long lacked proper training in managing behaviour and attendance. In response, the Welsh Assembly Government acknowledged the issue and committed to introducing new co-ordinated training and professional development programs for teachers and LA staff (Reid, 2011; Welsh Government, 2009). The all-new curriculum for Wales (2022) gives educators more scope to implement a learner-centred approach (Rogers, 2000) ensuring that pupils are actively involved in shaping their own learning experiences (Welsh Government, 2022). Learning is organised by progression steps, which enable children to advance according to their individual abilities and stages of development, rather than being limited by their chronological age (Welsh Government, 2022).

School A, a ‘Restorative Practice’ primary school with 190 pupils, located in rural Wales, creates an effective classroom environment by implementing many strategies as educators recognise the importance of a child-centered approach. With learning environments established to accommodate unique differences in learning styles and abilities (Rogers, 1951; Welsh Government, 2015; 2022; School A, 2024; 2024a; 2024b; DfES, 2003). It is important to note that not all children learn through the same approach, by implementing the child's ‘one page profile’ and any Education, Health and care Plan (EHCP) teachers can gain an insight and adapt strategies into each individual's unique identities and whether they prefer Visual, Auditory, Reading/Writing and Kinesthetic (Fleming, 2006 *as cited in* Othman and Amiruddin, 2010) to assimilate information and boost cognitive development (Welsh Government, 2012; 2016; Rogers, 1951; DfES, 2003). Nevertheless, preparing resources and equipment to suit all styles of learning can prove difficult due to time constraints (Fleming, 2006 *as cited in* Othman and Amiruddin, 2010).

To promote a calm and supportive learning environment, teachers often incorporate neutral colours and soft lighting into classrooms design at school A. Clutter free, wide spaces available

for children to navigate freely around the classroom and easier to access resources and manipulatives. This approach helps support children's well-being and holistic development, both of which are vital for cognitive performance, academic achievement and future success (Bowden *et al.*, 2021 *as cited in* Ndimako, *et al.*, 2024; Welsh Government, 2015; 2022; DfES, 2003; School A, 2024; 2025; 2025a). To support children's cognitive, emotional needs, and mental health. With approximately one in six young people living with a recognised mental health disorder (Welsh Government, n,d) School A has recently adopted 'Mindfulness' as a universal approach as part of their daily routine (Welsh Government, 2015; 2021; 2022). "Mindfulness involves paying attention to the present moment with intention and without judgment" (Weder, 2022 *as cited in* Ndimako, *et al.*, 2024). Focusing on well-being can create a nurturing environment, reduce stress and increase focus (Kwon *et al.*, 2021; Norwich *et al.*, 2022; Travia *et al.*, 2022 *as cited in* Ndimako, *et al.*, 2024; Welsh Government, 2003; 2015; 2021a; 2022; Rogers, 1951). Staff practice Mindfulness techniques such as breathing exercises after play time for ten minutes to calm children as they re-enter their classroom. Mindfulness is an inclusive, engaging session that can increase cognition attributes and attention and helps build resilience to cope with challenging situations (Flook *et al.*, 2010; School A 2024a; 2024b; 2025; 2025a; Welsh Government 2015; 2016; 2020; DfES, 2003; Education Endowment Foundation, 2021; UNICEF, 2024).

One prominent attribute to effective learning in the classroom can be poor behaviour (Education Endowment Foundation, 2019) and can lead to loss of valuable teaching time (Hempel-Jorgensen, 2009). There are many reasons children will misbehave. These can include poverty, unmet needs, lack of resilience (Reid, 2009; Egan, 2016) and low socio-economic status (Bryan, 1999 *as cited in* Yelgün and Karaman, 2015). Setting A, adopts a whole-school approach to managing unwanted behaviours (School A, 2024; Welsh Government, 2016; Education Endowment Foundation, 2021). To lay out the foundations of School A's ethos and the desired classroom demeanor, clear expectations are established at the beginning of the school year, alongside consistent rules and routines. A sense of security can be obtained when behaviour expectations are recognised and that all staff are consistent throughout (School A, 2024). This is a fundamental aspect of effective classroom management (Colvin *et al.*, 1993, *as cited in* Oliver *et al.*, 2001; Canter, 2010), as it enables pupils to understand which behaviours are acceptable and what behaviours are not tolerated (Gable, 2004 *as cited in* Hester *et al.*, 2004). Children have

a ‘right to feel safe’ at school (UNICEF, 2024; Welsh Government, 2022). School A’s ethos seeks a holistic approach in creating a safe, learning environments for all children (Education Act, s.175, 2002; UNICEF, 2024; DfES, 2003). This enables children to express emotions, ask for help and limit unwanted behaviour and become ‘healthy, confident learners’ (Brown *et al.*, 2025; School A 2024; UNICEF, 2024 Welsh Government, 2022). Teachers and support staff actively monitor classroom conduct and intervene early to prevent low-level disruptions from escalating into more serious behavioural issues (School A, 2024). Whilst remaining attentive and observant, teachers proactively create a positive learning environment to ensure all children reach the main aim of their lesson plan (Oliver *et al.*, 2001). This links to Jacob Kounin’s concept of “Withitness” as he posits when teachers include “Withitness” children are less likely to misbehave as they are aware of the reprimand in exchange to any misbehaviours (School A, 2024; Kounin’s, 1970; Skinner, 1948; Welsh Government, 2016; 2022; 2025; DfES, 2003).

At school A teachers can actively reinforce behaviours and attitudes (Lewis & Sugai, 1999 *as cited in* Oliver *et al.*, 2001) by awarding tokens and house points to children displaying expected behaviours. Children are introduced to age-appropriate reprimands or loss of privileges for any unwanted behaviours and praised when rule abiding and displaying respect which encourages repetition. For example, children may lose 5minutes of their free time for any misbehaviours displayed (School A, 2024: Khon, 1986; 1993; 1996 *as cited in* Wilson and Corpus, 2001). Certificates are also awarded for a variety of achievements to children in a whole school, weekly assembly in recognition of going above and beyond with their efforts the previous week. The children awarded with certificates are then invited for ‘hot chocolate with the Headmaster’ of school A. Children thoroughly enjoy this experience, and most children strive to receive a certificate from their class teacher (School A, 2024; 2024a; Welsh Government, 2012; 2016; 2022; Skinner, 1948). These are examples of a Behaviouristic manner and link closely to B.F. Skinner (1948) Operant Conditioning Theory. Skinner (1948) suggests that when desirable behaviours are reinforced with positive reinforcers, it becomes more frequent and applying punishment can decrease the occurrence of undesirable behaviours (Ayllon *et al.*, 1972; School A 2024; 2024a; 2024b; Canter, 2010). On the other hand, children can become over reliant on rewards and therefore not complete their work to the best of their ability this can be detrimental to some children's potential as they can become extrinsically motivated (Carter, 1996; Simons, Dewitte & Lens, 2000 *as cited in* Wilson and Corpus, 2001). Moreover, often children with

additional learning needs may feel overwhelmed within the classroom environment. In this instance the teachers regularly chunk their work into manageable tasks. They are also offered frequent brain breaks to enable them to self-regulate and refocus (School A, 2024b; 2025; 2025a; UNICEF, 2024; Welsh Government, 2015; 2016; 2021a; 2022; 2022a; DfES, 2003).

The ABC model, originally developed by psychologist Dr. Albert Ellis (1979), provides a useful framework for understanding and addressing behaviour by focusing on three key elements: the Antecedent (what happens before the behaviour), the behaviour itself, and the Consequence (what happens after) (Ellis *et al.*, 1997 *as cited in* Neenan and Palmer 2012). In educational setting A, this model enables teachers to observe and document the behaviours in order to identify and remove possible triggers that may lead to disruptive or undesired behaviours. By systematically gathering evidence on student behaviour, the ABC model becomes essential in understanding what causes or reinforces certain actions, and why they occur (Kuyken *et al.*, 2009). Recognising patterns in antecedents and consequences allows educators to implement appropriate accommodations and interventions, using positive or negative reinforcement strategies to help guide and regulate behaviour effectively (Skinner, 1948; School A, 2024; Education Endowment Foundation, 2019; Welsh Government, 2022; DfES, 2003).

Behaviour patterns at School A are all logged using Edukey, a reliable, protected online platform. All staff must log in securely and record all types of behaviours for Special Education Needs Coordinator (SENCO) Additional Learning Needs Coordinator (ALNCo) to assess and monitor. The headmaster/ Deputy Head are notified via email after a report has been logged. Senior Leading Staff (SLT) can also track and share this information if needed (School A, 2024). SLT discuss behaviour patterns with class teacher and implement the correct accommodations to support said child to alleviate behaviours displayed in the classroom. Early intervention is key (Education Endowment Foundation, 2021). Depending on the behaviour displayed, teachers may contact parents to further discuss and or lead to suspension or exclusion (School A, 2024). As educators recognise parental participation is a key element in enhancing work ethics, self-esteem, and independence (Goodall, 2017; Education Endowment, 2025).

‘Restorative Practice’ trained staff across School A aids diminishing behaviour as children are taught strategies to take accountability for their actions and enhance emotional literacy (School

A, 2024; 2024a; Welsh Government, 2009; 2015; 2016; 2022; Estyn, 2025; Rogers, 1951; DfES, 2003). Restorative Practice is embedded into School A's Positive Discipline Policy and can reduce suspensions and exclusions (Lodi *et al.*, 2021; School A, 2024).

Many children at school A have endured 'Adverse Childhood Experiences' (ACES) such as neglect, emotional/ physical abuse, and poverty in their young lives. Children and young people who experience Adverse Childhood Experiences (ACEs) may face significant challenges to their mental health and well-being. These experiences can lead to issues such as attention difficulties, behavioural problems, emotional dysregulation, low self-esteem, and developmental delays, all of which can negatively affect their academic achievement, behaviours and social development (Webster, 2022). Furthermore, the long-term effects of ACEs may increase the risk of chronic health problems in adulthood (Morgan and Parker, 2022).

School A has a trusted adult in every classroom. All staff (including Lunch Time Supervisors) are Trauma Informed certified. The PACE model (Playfulness, Acceptance, Curiosity, Empathy) and the 'four R's of Responding' Regulate; Relate; Reason; and Repair can help educators explore what is going on with the child as a whole rather than focusing merely on the behaviour displayed (Kenny *et al.*, 2017; Weare, 2015 *as cited in* MacLochlainn, 2022; Trauma Informed Wales, 2022). By offering a non judgement safe space and adults displaying empathy and reassurance children can heal from trauma (Trauma Informed Wales, 2024; Welsh Government, 2015; 2016; 2022; 2022a; UNICEF, 2024; DfES, 2003; School A, 2025; 2025a; Kounins, 1970 *as cited in* Rath, 1964; Lodi *et al.*, 2021) and prevent trauma from manifesting into mental health issues later on in life (Amirfathi, 2024; Welsh Government, n.d; 2022).

Moreover, educators' communication abilities are a key aspect in supporting children's autonomy (Karasova and Kleckova, 2023). Teaching staff modeling calmness, empathy, compassion and respect coupled with establishing positive relationships with all learners to achieve an inclusive environment where all children feel heard and recognised in all aspects of their learning journey (DfES, 2003; School A, 2024; 2024a; 2024b; 2025; Welsh Government, 2009; 2012; 2015; 2016; 2022; UNCRC, 2024; Bandura, 1961; 1977 *as cited in* Ross, 2006; Ginott, 1972a; 1979 *as cited in* Manning and Bucher, 2001; UNICEF, 2024).

Additionally, teachers and support staff at School A endeavour to make each lesson fun and enjoyable by using creative strategies to aid children in becoming intrinsically motivated.

However, a study on behaviours in schools in Wales suggested children were ‘often bored’ in classrooms and can be a mitigating factor to poor behaviours (Reid *et al.*, 2010).

Teachers greet children at the classroom door daily with a smile, fist pump, dance or handshake as a holistic approach throughout School A. Children decide what they like to greet the teacher with, and the teacher returns the gesture. The teacher may ask how was your morning/evening? Or how was your football match? What was the score? Did you score? Teachers regularly celebrate children's success whether in school or outside of school. These meaningful interactions aid children to feel connected, included, and valued in school setting A (School A, 2024a) and promote their overall wellbeing and personal character. This is particularly useful for children with mindblindness as not all children understand a smile due to their inability to understand emotions, therefore these children mostly choose a fist pump to greet their teacher in the morning (Baron-Cohen, 1997; School A, 2024; 2024a; Welsh Government 2015; 2021a; 2022; 2022a; UNICEF, 2024; Education Act, 2002; DfES, 2003). Children are introduced to a settling in task such as handwriting while the teacher welcomes every child at the door. Effective behaviour management is made more likely when there are positive relationships and mutual respect between education staff and learners (Kennedy & Haydon, 2021 *as cited in* Collins and Landrum, 2022; Education Endowment Foundation, 2021).

Furthermore, children ‘check in/check out’ daily with their feelings of that particular morning/afternoon at school A. The feelings chart is age appropriate for each class and is graded one – five. One is feeling fantastic, confident, or brilliant. Three is feeling cranky and fed up, and five is feeling frightened, furious or cross. This provides staff with an opportunity to monitor children who are recording themselves as low, annoyed or upset and can intervene and allow children to elaborate on how they are feeling and work together to implement the correct support and strategies needed to comfort a child. The feelings checkin/checkout can support children in naming and recognising emotions they are feeling (School A, 2024; 2025; Welsh Government, 2022a; Education Endowment Foundation, 2021; DfES, 2003). One of the four key pillars in the new curriculum for Wales (2022) is Health and well-being which emphasises the need for emotional wellbeing and self-regulation. Children checking in with feelings chart each morning supports this and can contribute to children feeling ‘healthy confident individuals’ (Welsh

Government, 2015; 2016; 2022: 2022a; 2025; Goleman, 1995; Shapiro, 1998 *as cited in* Richburg and Fletcher, 2002; DfES, 2003; UNICEF, 2024).

To conclude, every child deserves to feel valued, supported, and capable of reaching their full potential. There are many proactive classroom management strategies implemented at School A, from celebrating their strengths, supporting their growth, and securing safe spaces to enhance cognitive attributes, inclusion, and overall well-being. There are many internal and external barriers to effective classroom management such as ACEs, neurodivergence, and socio-economic disparities. School A offers many de-escalation approaches such as restorative practice, trauma informed and mindfulness which can give children skills and strategies to manage their emotions and take accountability for their actions to make the classroom environment inclusive to all. These proactive measures act as a powerful catalyst for positive behaviours to enable all children to thrive daily and enhance their academic and social performance.

References

Amirfathi, P., (2024) The Impact of Childhood Trauma on Adult Mental Health: A Psychological Perspective. Available at: https://www.researchgate.net/profile/Parishad_Amirfathi2/publication/387521704_The_first_international_conference_on_new_researches_in_management_law_humanities_and_entrepreneurship_The_Impact_of_Childhood_Trauma_on_Adult_Mental_Health_A_Psychological_Perspective/links/6772ae07117f340ec3e52f80/The-first-international-conference-on-new-researches-in-management-law-humanities-and-entrepreneurship-The-Impact-of-Childhood-Trauma-on-Adult-Mental-Health-A-Psychological-Perspective.pdf (Accessed: 15.10.2025).

Ayllon, T., Layman, D. and Burke, S., (1972). Disruptive behavior and reinforcement of academic performance. *The Psychological Record*, 22(3), pp.315-323. Available at: <https://link.springer.com/article/10.1007/BF03394096> (Accessed: 28.09.2025).

Baron-Cohen, S., (1997). *Mindblindness: An essay on autism and theory of mind*. MIT press. Available at:

https://books.google.co.uk/books?hl=en&lr=&id=MDbcNu9zYZAC&oi=fnd&pg=PR9&dq=mindblindness+baron+cohen&ots=ZA1DuJSwbG&sig=aSHcjHVzyvyyj1Lj6VddSFKCwCU&redir_esc=y#v=onepage&q=mindblindness%20baron%20cohen&f=false (Accessed: 20.10.2025).

Blatchford, P., Russell, A., Bassett, P., Brown, P. and Martin, C., (2007). The effect of class size on the teaching of pupils aged 7–11 years. *School effectiveness and school improvement*, 18(2), pp.147-172. Available at: <https://www.tandfonline.com/doi/full/10.1080/09243450601058675> (Accessed: 09.10.2025).

Brown, R., Anthony, R., Eyre, O., Lennon, J., Powell, V., Haslam, Z., Rowe, A. and Moore, G., (2025). A qualitative Exploration of Contextual Factors Within Schools Impacting the Introduction of the New Statutory 'Framework on Embedding a Whole School Approach to Emotional and Mental Wellbeing' in Wales. *School Mental Health*, pp.1-9. Available at: <https://link.springer.com/article/10.1007/s12310-024-09740-z> (Accessed: 04.10.2025).

Canter, L., (2010). *Assertive discipline: Positive behavior management for today's classroom*. Solution Tree Press. Available at: https://books.google.co.uk/books?hl=en&lr=&id=L3gXBwAAQBAJ&oi=fnd&pg=PT10&dq=+Assertive+Discipline.&ots=7kU12vEDk_&sig=n8yBz40W4KDLi5n33tkITRuJMLk&redir_esc=y#v=onepage&q=Assertive%20Discipline.&f=false (Accessed: 01.10.2025).

Collins, L.W. and Landrum, T.J. (2022) 'Using behavioral interventions to build relationships with students with challenging behavior,' *Teaching Exceptional Children*, 55(3), pp. 188–197. <https://doi.org/10.1177/00400599221085727>. Available at: https://journals.sagepub.com/doi/full/10.1177/00400599221085727?utm_source (Accessed: 10.10.2025).

Department for Education and Skills (DfES) (2003) *Every Child Matters*. Available at: <https://assets.publishing.service.gov.uk/media/5a7c95a4e5274a0bb7cb806d/5860.pdf> (Accessed: 28.09.2025).

Diamond, A., (2012) Activities and programs that improve children's executive functions. *Current directions in psychological science*, 21(5), pp.335-341. Available at: <https://journals.sagepub.com/doi/full/10.1177/0963721412453722> (Accessed: 10.10.2025).

Education Act (2002) Available at: <https://www.legislation.gov.uk/ukpga/2002/32/section/175> (Accessed: 29.09.2025).

Education Endowment Foundation (2019) *Improving behaviour in schools: Guidance report*. London: Education Endowment Foundation. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> (Accessed: 02.10.2025).

Education Endowment Foundation (2025) *Parental Engagement*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> (Accessed: 12.10.2025).

Education Endowment Foundation, (2021) *Improving Behaviours in Schools*. EEF. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> (Accessed: 03.10.2025).

Egan, D., (2016) Educational equity in Wales. *Wales Journal of Education*, 18(1). Available at: <https://journal.uwp.co.uk/wje/article/id/335/> (Accessed: 03.10.2025).

Estyn (2025) *Fostering mutual respect – promoting positive behaviours in secondary schools*. Cardiff: Estyn. Available at: <https://estyn.gov.wales/app/uploads/2025/05/Fostering-mutual-respect-promoting-positive-behaviours-in-secondary-school.pdf> (Accessed: 30.09.2025).

Garrett, T., (2014). *Effective classroom management: The essentials*. Teachers College Press. Available at: https://books.google.co.uk/books?hl=en&lr=&id=OcMFBAAQBAJ&oi=fnd&pg=PR7&dq=effective+classroom+management&ots=NrUs8-AiGT&sig=Wvqyd-EHItBaN2JXwedxP28Exio&redir_esc=y#v=onepage&q=effective%20classroom%20management&f=true (Accessed: 27.09.2025).

Goodall, J., (2017). *Narrowing the achievement gap: Parental engagement with children's learning*. Routledge. Available at: <https://www.taylorfrancis.com/books/mono/10.4324/9781315672465/narrowing-achievement-gap-janet-goodall> (Accessed: 10.10.2025).

Goodman, Andrew M., Robert A. McBain, Yan Ye, Wenhong Sun, and Bampen Maitreesophon. (2023) "Classroom Management Document Research: What are Effective: Proactive and Workable Techniques for Maximizing Learning and Minimizing Disruption in the Classroom?." *International Journal of Sociologies and Anthropologies Science Reviews* 3, no. 4: 13-20. Available at: <https://so07.tci-thaijo.org/index.php/IJSASR/article/view/2944> (Accessed: 27.09.2025).

Hastie, P.A., Sinelnikov, O.A., Brock, S.J., Sharpe, T.L., Eiler, K. and Mowling, C., (2007) Kounin Revisited: Tentative Postulates for an Expanded Examination of Classroom Ecologies. *Journal of Teaching in Physical Education*, 26(3). Available at: https://dl1wqtxtslxzle7.cloudfront.net/38812656/54ecd7fd0cf27fbfd771aa32-libre.pdf?1442610882=&response-content-disposition=inline%3B+filename%3DKounin_revisited_Tentative_postulates_for.pdf&Expires=1761426582&Signature=Ty9P-l2ukmXRNGJzfZPefl97UEcwrBu1D7M~huI4IsWY9xxEYpTYMkZI1vxnb2B87SvblXn4umTfC1Yg-

[fyKuHIvhGwhmRD9GDCfwqoATJy9NQGDHSgfg4zMGbMrmuAphCIC~uu93cukWvyi5SZEKKoqlUjrNYA8zwnksPV2twYjqegF0n2JmrAg~tJPDjWLCUHwNiAcQR78rAbQ2sKtOPZFvYv3t44e2yRjzD2d4yFH09JzU~NgGD6-AA6hazs9h7XCvJ4Pn7UPbFZfhI3MPKA~A6GQafzEPjGd4j4lzN989Flv2~tZccgauYcog4clYMg7rZWIRVHMPXGVXeZMQ_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA](https://www.tandfonline.com/doi/full/10.1080/01425690902954612) (Accessed: 15.10.2025).

Hempel-Jorgensen, A., (2009) The construction of the ‘ideal pupil’ and pupils’ perceptions of ‘misbehaviour’ and discipline: contrasting experiences from a low-socio-economic and a high-socio-economic primary school. *British Journal of Sociology of Education*, 30(4), pp.435-448. Available at: <https://www.tandfonline.com/doi/full/10.1080/01425690902954612> (Accessed: 28.09.2025).

Hester, P.P., Baltodano, H.M., Hendrickson, J.M., Tonelson, S.W., Conroy, M.A. and Gable, R.A., (2004) Lessons learned from research on early intervention: What teachers can do to prevent children's behavior problems. *Preventing School Failure: Alternative Education for Children and Youth*, 49(1), pp.5-10. Available at: <https://www.tandfonline.com/doi/epdf/10.3200/PSFL.49.1.5-10?needAccess=true> (Accessed: 24.09.2025).

Humphrey, N., Bartolo, P., Ale, P., Calleja, C., Hofsaess, T., Janikova, V., Lous, A.M., Vilkiene, V. and Wetso, G.M., (2006) Understanding and responding to diversity in the primary classroom: An international study. *European Journal of Teacher Education*, 29(3), pp.305-318. Available at: <https://www.tandfonline.com/doi/full/10.1080/02619760600795122> (Accessed: 12.10.2025).

Isuku, E., (2018) Classroom management and problems associated with it. *A handbook of teaching practice. Faculty of Education, University of Ibadan*. Available at: https://www.researchgate.net/profile/Eragbai-Isuku/publication/342183928_Classroom_Management_and_Problems_Associated_with_it/links/5ee7e44a299bf1faac56ac4e/Classroom-Management-and-Problems-Associated-with-it.pdf (Accessed: 27.09.2025).

Karasova, J. and Kleckova, G., (2023) Supporting learners through effective communication: Student teachers' communication strategies to address learner behaviour. *Australian Journal of Teacher Education (Online)*, 48(3), pp.19-36. Available at: <https://search.informit.org/doi/abs/10.3316/informit.T2024030500009091155982714> (Accessed: 26.09.2025).

Korpershoek, H., (2014) Effective classroom management strategies and classroom management programs for educational practice. Available at:

[file:///C:/Users/KWilliams\(YsgolGelli/Downloads/10.4324_9780203074114_previewpdf.pdf](file:///C:/Users/KWilliams(YsgolGelli/Downloads/10.4324_9780203074114_previewpdf.pdf)
(Accessed: 26.09.2025).

Kuyken, W., Padesky, C.A., Dudley, R. (2009) Collaborative Case Conceptualization: Working Effectively with Clients in Cognitive-Behavioral Therapy. The Guildford Press, London.

Available at:

[https://books.google.co.uk/books?hl=en&lr=&id=GbeOgNH7sfkC&oi=fnd&pg=PR3&dq=Kuyken,+W.,+Padesky,+C.A.,+Dudley,+R.+\(2009\)+Collaborative+Case+Conceptualization:+Working+Effectively+with+Clients+in+Cognitive-Behavioral+Therapy.+The+Guildford+Press,+London.&ots=A0EXmxuaDR&sig=VW8Z6eWOeWIDCZviDeW17nk5EoA&redir_esc=y#v=onepage&q&f=false](https://books.google.co.uk/books?hl=en&lr=&id=GbeOgNH7sfkC&oi=fnd&pg=PR3&dq=Kuyken,+W.,+Padesky,+C.A.,+Dudley,+R.+(2009)+Collaborative+Case+Conceptualization:+Working+Effectively+with+Clients+in+Cognitive-Behavioral+Therapy.+The+Guildford+Press,+London.&ots=A0EXmxuaDR&sig=VW8Z6eWOeWIDCZviDeW17nk5EoA&redir_esc=y#v=onepage&q&f=false) (Accessed: 10.10.2025).

Lodi, E., Perrella, L., Lepri, G.L., Scarpa, M.L. and Patrizi, P., (2021) Use of restorative justice and restorative practices at school: A systematic literature review. *International Journal of Environmental Research and Public Health*, 19(1), p.96. Available at:

<https://www.mdpi.com/1660-4601/19/1/96> (Accessed: 10.10.2025).

MacLochlainn, J., Kirby, K., McFadden, P. and Mallett, J., (2022) An evaluation of whole-school trauma-informed training intervention among post-primary school personnel: A mixed methods study. *Journal of Child & Adolescent Trauma*, 15(3), pp.925-941. Available at:

<https://link.springer.com/article/10.1007/s40653-021-00432-3> (Accessed: 12.10.2025).

Manning, M.L. and Bucher, K.T., (2001) Revisiting Ginott's congruent communication after thirty years. *The Clearing House*, 74(4), pp.215-218. Available at:

<https://www.tandfonline.com/doi/pdf/10.1080/00098650109599194> (Accessed: 12.10.2025).

Marzano, R.J. and Marzano, J.S., (2003) *Classroom management that works: Research-based strategies for every teacher*. Ascd. Available at:

https://books.google.co.uk/books?hl=en&lr=&id=OJDgEAAQBAJ&oi=fnd&pg=PP1&dq=classroom+management+strategies&ots=IKpzKmuqNF&sig=841OHv_awc2teZQP-SM_6jtlYxc&redir_esc=y#v=onepage&q=classroom%20management%20strategies&f=false
(Accessed: 26.09.2025).

Marzano, R.J. and Marzano, J.S., (2003a) The key to classroom management. *Educational leadership*, 61(1), pp.6-13. Available at: [https://www.researchgate.net/profile/Robert-](https://www.researchgate.net/profile/Robert-Marzano/publication/283749466_The_Key_to_Classroom_Management/links/56f26c0908aed354e57293d3/The-Key-to-Classroom-Management.pdf)

[The Key to Classroom Management/links/56f26c0908aed354e57293d3/The-Key-to-Classroom-Management.pdf](https://www.researchgate.net/profile/Robert-Marzano/publication/283749466_The_Key_to_Classroom_Management/links/56f26c0908aed354e57293d3/The-Key-to-Classroom-Management.pdf) (Accessed: 25.9.2025).

Morgan, H. and Parker, A. (2022) *Sport, physical activity and criminal justice: Politics, Policy and Practice*. Routledge. Available at:

https://www.google.co.uk/books/edition/Sport_Physical_Activity_and_Criminal_Jus/SouWEAAQBAJ?hl=en&gbpv=1&dq=9781003207788&pg=PA1957&printsec=frontcover (Accessed: 09.10.2025).

pThyHeAGL95fw8c5kXq5VGaRnDv70SEEHmC7GpbmSTCigIvHBjqwAYnbRDy1Viznf5DHU3iOmqFPkuSoOzh4BaI9JncliQLX2UthcFv3O0EBp4gcXCuMA9XBvAZISB4QIV26Y49fuA7YN9rTQboLTDe6ZFhru6qaYUvChV101t4WERvz2e19NWqbB4pSJ644fDpgKtlZXIZuOBuOFGpinAkcT1kdxWJ8gETs4C3Aw7CJhfAISy5kEDTkj0DhQSI5L2I1Ev7yp1XkV73jMgEi5CylgryTAk&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20251005T195859Z&X-Amz-SignedHeaders=host&X-Amz-Expires=300&X-Amz-Credential=ASIAQ3PHCVTYT5D7BQHD%2F20251005%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Signature=48c2a70db46f3ce8d62fb5660cc6b2ab78ac38e14f8a20e435a1e9fc1b08325f&hash=168af53966b2caec4cd081a2ed22ad8f502bd3c90cce6a75e51b4aa7c86cb1f2&host=68042c943591013ac2b2430a89b270f6af2c76d8dfd086a07176afe7c76c2c61&pii=S1877042810020926&tid=spdf-8f0e8749-9309-41be-b21a-68981bb88349&sid=d23095194296664602885ca004ac387e8947gxrbq&type=client&tsoh=d3d3LnNjaWVuY2VkaXJlY3QuY29t&rh=d3d3LnNjaWVuY2VkaXJlY3QuY29t&ua=1d005d595c055808515b&rr=989f7f346ca76525&cc=gb (Accessed: 29.09.2025).

Özgenel, M., Yağan, E. and Baydar, F., (2025) Teacher performance and professional development as predictors of school effectiveness. *Athens Journal of Education*, 12(1), pp.1-16. Available at: <https://www.athensjournals.gr/education/2024-5206-AJE-Ozgenel-07.pdf> (Accessed: 12.10.2025).

Raths, J., (1964) Power in the Classroom. *Educational Leadership*, 22(3), pp.197-202. Available at: <https://louisraths.wordpress.com/teaching-for-thinking/> (Accessed: 10.10.2025).

Reid, K., (2009) The National Behaviour and Attendance Review (NBAR) in Wales: findings on school behaviour from the professional perspective. *Emotional and behavioural difficulties*, 14(3), pp.165-183. Available at: <https://www.tandfonline.com/doi/full/10.1080/13632750903073327> (Accessed: 29.09.2025).

Reid, K., (2011) Tackling behaviour and attendance issues in schools in Wales: implications for training and professional development. *Educational studies*, 37(1), pp.31-48. Available at: <https://www.tandfonline.com/doi/full/10.1080/03055691003729047> (Accessed: 25.09.2025).

Reid, K., Challoner, C., Lancett, A., Jones, G., Ap Rhysart, G. and Challoner, S., (2010) The views of primary pupils at Key Stage 2 on school behaviour in Wales. *Educational Review*, 62(1), pp.97-113. (Available at: <https://www.tandfonline.com/doi/full/10.1080/00131910903469569#d1e355> (Accessed: 29.09.2025).

Richburg, M. and Fletcher, T., (2002) Emotional intelligence: Directing a child's emotional education. *Child Study Journal*, 32(1), pp.31-38. Available at: https://d1wqtxts1xzle7.cloudfront.net/91657040/the_20key_20to_20our_20emotions_20article-libre.pdf?1664337976=&response-content-

[Skills/Schools-and-Teachers/teachers-and-support-staff/pupil-Level-annual-school-census/Teacher-Recruitment-and-Retention/teacherretentionyears-by-subject-destination.](#) (Accessed: 29.09.2025).

Trauma Informed Wales (2022) *Trauma-Informed Wales: A societal approach to understanding, preventing and supporting the impacts of trauma and adversity*. book. Available at: <https://traumaframeworkcymru.com/wp-content/uploads/2022/07/Trauma-Informed-Wales-Framework.pdf>. (Accessed: 10.10.2025).

Trauma Informed Wales (2024) *Trauma-Informed Wales*. Available at: <https://traumaframeworkcymru.com/> (Accessed: 10.10.2025).

UNICEF (2024) *UN Convention on the Rights of the Child*. Available at: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/> (Accessed: 02.10.2025).

Weare, K., (2018) The evidence for mindfulness in schools for children and young people. *Mindfulness in Schools Project*. Available at: https://ave-institut.de/wp-content/uploads/Weare-Evidence_for_mindfulness_in_schools.pdf (Accessed: 12.10.2025).

Webster, E.M. (2022) “The impact of adverse childhood experiences on health and development in young children,” *Global Pediatric Health*, 9. Available at: <https://doi.org/10.1177/2333794x221078708>. (Accessed: 10.10.2025).

Welsh Government (2009) *Learning Wales: Behaviour and attendance*. Available at: <https://www.gov.wales/sites/default/files/publications/2018-03/15-behaviour-and-attendance.pdf> (Accessed: 09.10.2025).

Welsh Government (2012) *Practical approaches to behaviour management in the classroom*. Available at: <https://www.gov.wales/sites/default/files/publications/2018-12/practical-approaches-to-behaviour-management-in-the-classroom-a-handbook-for-classroom-teachers-in-primary-schools.pdf> (Accessed: 26.09.2025).

Welsh Government (2015) *Successful futures. Well-being of Future Generations (Wales) Act 2015 – the Future Generations Commissioner for Wales*. Available at: <https://www.gov.wales/well-being-of-future-generations-wales> (Accessed: 20.09.2025).

Welsh Government (2016) *Inclusion and Pupil Support*. Available at: https://www.gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf (Accessed: 28.09.2025).

Welsh Government (2021a) *Whole-school approach to mental health and wellbeing framework guidance: impact assessment*. Available at: https://www.gov.wales/whole-school-approach-mental-health-and-wellbeing-framework-guidance-impact-assessment-html?utm_source (Accessed: 29.09.2025).

Welsh Government (2022) *Let's get started, A New Curriculum in Wales*. Available at: <https://primarysite-prod-sorted.s3.amazonaws.com/ysgol-y-castell/UploadedDocument/ea6f2fcdcfcd45f8a2fd968b24d92680/a-new-curriculum-in-wales-a-guide-for-children-young-people-and-families.pdf>. (Accessed: 29.09.2025).

Welsh Government (2022a). *Keeping learners safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002*. Available at: <https://www.gov.wales/sites/default/files/publications/2022-04/220401-keeping-learners-safe.pdf> (Accessed: 29.09.2025).

Welsh Government (2025). *Behaviours that challenge and disrupt in schools across Wales: effective strategies and mitigations (summary)*. Available at: https://www.gov.wales/behaviours-challenge-and-disrupt-schools-across-wales-effective-strategies-and-mitigations-2025-summary-html?utm_source (Accessed: 03.10.2025).

Welsh Government (n,d) *Research in Wales making a difference to the mental health of Welsh children and young people*. Available at: <https://healthandcareresearchwales.org/about/news/research-wales-making-difference-mental-health-welsh-children-and-young-people>. (Accessed: 01.10.2025).

Wilson, L.M. and Corpus, D.A., (2001) The effects of reward systems on academic performance. *Middle School Journal*, 33(1), pp.56-60. Available at: <https://www.tandfonline.com/doi/pdf/10.1080/00940771.2001.11495578> (Accessed: 12.10.2025).

Yelgün, A. and Karaman, İ., (2015) What are the factors reducing the academic achievement in a primary school located in a neighborhood with a low socioeconomic status?. *Education and Science*, 40(179). Available at: <https://educationandscience.ted.org.tr/article/view/1469/1660> (Accessed: 10.10.2025).