

Managing behaviour in a secondary school setting

**Behaviour and learning: Approaches to
classroom management**

Ruby James (2500109)

Link to presentation - https://uowtsd-my.sharepoint.com/:p:/g/personal/2500109_student_uwtsd_ac_uk/cQrE2O9R-ngKS4_SVjB0rUjSEgUC99inFOiW4guS24cPpbpROw

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1. Aims & objectives

A- To develop a clear understanding of behaviour management within a secondary school setting.

O- Complete tasks to strengthen our knowledge.

O- Critically analyse a variety of behaviour management strategies and theorists.

What would you like to achieve from today's workshop?

2. Understanding behaviour

How would you define behaviour management?

Notes:

3. Task – complete the table below:

Which factors, in your opinion, influence a pupil's behaviour in a secondary school environment?

Influencing factors	Example	Impact on behaviour

Notes:

Example answers for the task above:

Influencing factors	Example	Impact on behaviour	Reference
Home life	Sleep difficulties	Lack of concentration	Sunni and Vyas (2023)
Social life	Balancing friendships	Conflict	Woolfolk (2019)
ALN	ADHD	Sticking to a schedule – sitting still during school	NHS (2025)
Education	Teacher-pupil relationship	Encourage motivation and positive behaviour in a classroom setting.	Martin and Collie (2019)

4. Supporting theorists

4a. Skinner

4b. Maslow

4c. Bandura

4d. Bronfenbrenner

5. Task – Discuss in pairs

What theorist do you believe has the most inclusive approach whilst covering behaviour management and why?

6. Behaviour management strategies

6a. Positive reinforcement

6b. De-escalation

6c. Verbal support

7. Comparing strategies

STRATEGY	STRENGTHS	LIMITATIONS
Positive Reinforcement	Motivating	Pupils become dependent on receiving rewards
Verbal support	Maintains relationships	Requires practitioner skill
De-escalation	Prevents escalation	Time consuming

Notes:

8. Task – toolkit

What should we include in our teacher toolkit to support behaviour management?

Can you list 5 things that you think should be included in your teacher toolkit?

☐☐☐☐☐

Below is a list of resources that you can take away from this session. You are more than welcome to adapt any of the resources I have created or linked below:

☐ IDP Template

<https://www.gov.wales/sites/default/files/publications/2026-06/individual-development-plan-example-of-standard-form.pdf>

☐ One-page profile template to ensure that pupils receive the support they deserve.

Name:
Year:

Date:

My needs and difficulties:

How my teacher can help
me:

My future goals:

What is important to me:

(Made with Google Docs, 20/10/26)

☐ Behaviour monitoring record

Weekly behaviour monitoring record

Name	
Form	
Behaviour to observe	

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Form					
Lesson 1					
Lesson 2					
Lesson 3					
Lesson 4					
Lesson 5					

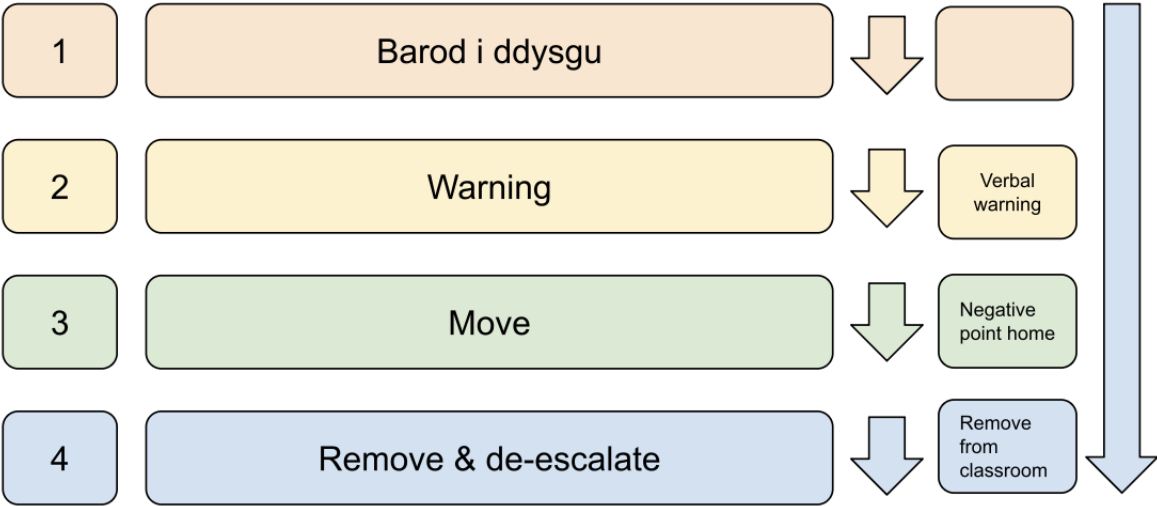
Made with Google Docs, 19/10/26

Name: Date:
Behaviour:
Describe what happened:
What would you do differently moving forward?

(Made with Google Docs, 19/10/26)

☐ Classroom expectations poster

Barod i ddysgu!
 You are expected to work at your best standard, respecting the space around you. If you fail to follow this, you will face consequences for your behaviour including sanctions and negative behaviour points.



(Made with Google Docs, 20/10/26)

☐ Communication booklets / ACC books



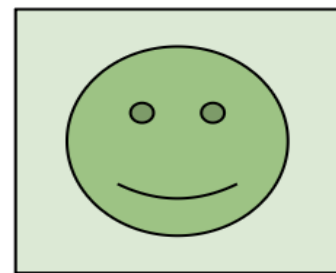
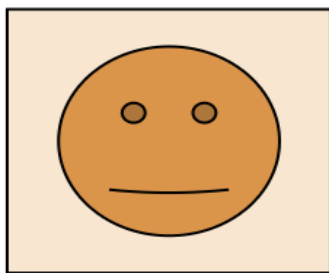
(Timms, 2023)

Useful guide to create a communication booklet-

<https://tinyurl.com/3zsntvbu>

☐ De-escalation prompt cards (help staff know what to do in a situation where behaviour escalates)

Emotion cards for your lanyards



I am feeling:
Worried
Anxious
Confused

I am feeling:
Sad
Angry
aggressive

I am feeling:
Happy
Confident
motivated

Made with Google Docs 19/10/26

- Laminate these cards for pupils to express their feelings without having to elaborate if they feel overwhelmed
- Reduces the pressure on the pupil to express how they feel in front of their peers.
- Very effective for ALN pupils, encourages emotional literacy helping the pupil understand how they feel.

The Top 10 De-Escalation Techniques – Practical Moves You Can Use Tomorrow



The Top 10 De-Escalation Techniques in Special Education – Practical Moves You Can Use Tomorrow

1 Co-regulate first: "My calm leads your calm."	2 Start with connection, not correction
3 Protect personal space and reduce the audience	4 Use non-threatening body language (your body talks first)
5 Keep your words minimal and concrete	6 Listen to understand, then reflect back
7 Validate the feeling; don't validate the behavior	8 Offer structured choices to return control (without giving up the limit)
9 Don't take the bait: exit power struggles quickly	10 Use silence and time – then plan the repair

- Shares a focus on preventing challenging behaviour rather than immediate punishment.
- Encourages behaviour management strategies, positive teacher-pupil relationship with building a connection.

Prompt card examples:

Front of the card	Back of the card
connection	Build a relationship with the pupil to gain trust before correcting their behaviour.'
Feelings	Consider and acknowledge the pupil's emotions within reason.
Space	Ensure everyone's safety, remove pupil/peers if behaviour escalates and becomes a risk to others

☐ De-escalation poster

Stay calm

Approach all behaviour with a calm tone to avoid escalation. Ensure to use non-threatening body language and controlled facial expressions.

Look for help

If behaviour escalates it is important to seek help from a member of staff.

Avoid confusion

To gain the pupils attention, ensure one member of staff to speak and to avoid overlapping, using simple phrases.

Remove

Give the pupil the option to remove themselves from the situation in order for them to regulate, e.e. Sensory room.

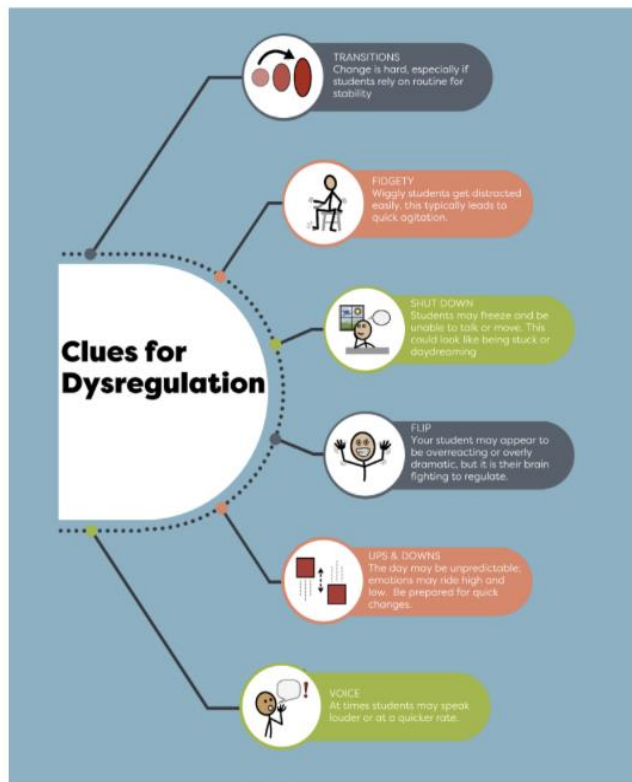
Stay safe

When the behaviour escalates becoming dangerous and the pupil refuses to leave, in order to keep the class safe, ask them to exit the classroom.

Made with Google Docs, 20/10/26

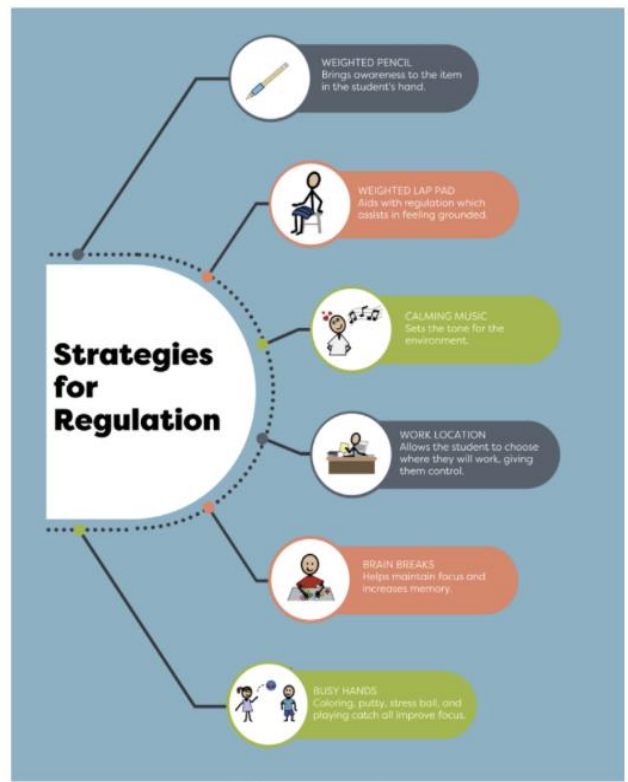
- Quick visual support for staff with a clear step-by-step routine
- Improves the school structure whilst facing a challenging pupil.
- Encourages consistency when managing behaviour in a secondary school setting.

☐ Dysregulation awareness posters



Adapted from Relationship, Responsibility, and Regulation
Trauma-Informed Practices for Fostering Resilient Learners
Katie Van Meter, 2019

Center for Intensive
Behavioral Supports



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Katie Van Meter, 2019

Center for Intensive
Behavioral Supports

(Center for Intensive Behavioural Supports, 2025)

Link to see the writing on the posters above:

<https://drive.google.com/file/d/12gqQnLosl5SNAEu2s-5l9YN0ztyrb4NT/view>

☐ Useful links for parents/carers:

- <https://www.gov.wales/sites/default/files/publications/2026-08/toolkit-for-parents-and-carers-of-children-with-additional-learning-needs-2026-0.pdf>
- <https://behavioralsupportsil.org/resources/filters/all/behavioral/adult-handout>

What else could we include:

9. Practitioners' behaviour influencing students

Notes:

Can you reflect to when you were in school, was there a teacher who had a positive impact on your behaviour?

What behaviour management strategies did they implement in a secondary school setting?

10. Considering ALN

When possible, complete the table below with behaviour management adaptations you would make in day-to-day activities/sessions to support pupils with ALN, with an emphasis on ensuring inclusion.

Need	Adaptation
Anxiety	
ASD	
ADHD	
Non-verbal	

Useful links while considering ALN:

- <https://pmc.ncbi.nlm.nih.gov/articles/PMC11320041/>
- <https://estyn.gov.wales/app/uploads/2025/05/Fostering-mutual-respect-promoting-positive-behaviours-in-secondary-school.pdf>
- https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/1bmis16/cdi_prequest_journals_2894147241

11. Relevant experiences

Think back to a lesson that you have observed or a secondary class you have worked in.

What behaviour management strategy was used regularly?

What was the outcome? Positive? Negative?

Using information from today's workshop, what theory would fit this behaviour management strategy best?

Link to 'The zone of regulation song' -

<https://youtu.be/wlRVklZXicM?si=ZhJoxZctNyEaEZvU>



Link to sensory massage song - <https://youtu.be/EWiKGUj6uC4?si=0SzRj6rO-OeDaxxZ&t=13>



12. Reference list & link to presentation

https://uowtsd-my.sharepoint.com/:p:/g/personal/2500109_student_uwtsd_ac_uk/cQrE2O9R-ngKS4_SVjB0rUjSEgUC99inFOiW4guS24cPpbpROw

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