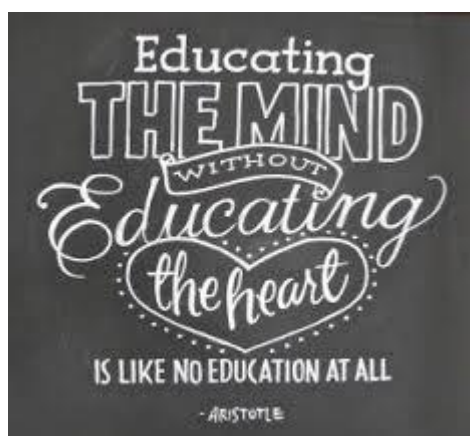


Learning to Manage Myself

(Formally known as Behaviour Policy)



West Rise Community Infant School and Nursery



WEST RISE

Updated

November 2023

Learning to Manage Myself

(Formally known as Behaviour Policy)

Introduction

It is widely accepted that for children to learn and perform at their best and to form and sustain positive friendships and relationships with others, children need to acquire the skills to manage themselves and their behaviour. We all experience a greater sense of security when boundaries and expectations are clear and consistent. As such, a clear policy is imperative - not to punish, but to create a predictable environment in which both students and staff can work and learn.

Founded on evidence-based research (See Appendix 1), this policy aims to show how our approach to 'behaviour management' is one of a 'power with', as opposed to a more traditional 'power over' paradigm. This approach is supported by a compassionate, empathetic and mindful response to a child who is perhaps making the wrong choices in how they are learning to manage themselves. It also serves to ensure that all members of the school community work to the school vision, aims and content of this policy.

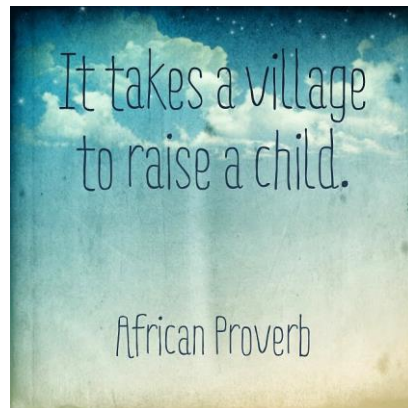
The underpinning knowledge of evidence-based neuroscience and attachment awareness, enables all adults at West Rise to skilfully work with children to ensure best behaviour, with all adults recognising the vital importance of building secure and positive relationships with children, seeking to understand their unique personality and disposition.

At West Rise Community Infant School we believe that:

- Children are motivated when they are happy, successful, encouraged, praised and given positive reinforcement
- Children need a positive image of themselves in order to be successful and give of their best
- Children develop personal and social skills through learning with and alongside others
- Children will give of their best when they feel understood and included
- Children need a secure base and secure relationships they can depend on
- Children's wellbeing is essential to their ability to thrive and perform well at school
- Children should be given the opportunity to independently manage their behaviour by being given reflective spaces in the classroom in order to calm and refocus.
- Children and staff have the right to learn in a safe environment in which they can learn and reach their full potential.

It is the responsibility of every adult to support a child in their learning journey throughout school. Whilst a child is allocated to a class, a specific teacher and teaching team (including

INAs), it is the responsibility of all adults at school to support the development of a child's behaviour no matter which class they are in – ***'It takes a village...'***



Purpose & Aims

We aim for our school to be a safe, caring and happy place – the safety of every child is our key priority and an important consideration in this policy. We strive to create an atmosphere that is conducive to best learning in that it is calm, organised and respectful. Where the ethos of mindfulness and wellbeing are at the forefront of learning and behaviour development.

We aim to encourage and actively teach children to be kind, considerate and respectful - To be polite and responsible at all times, learning about their own personal responsibility as a human to be the best they can be.

We aim to develop confident and self-aware children who adopt enhanced socially appropriate behaviour, and in doing so are able to access best learning for themselves and promote best learning for others.

The purpose of this policy is to ensure that all stakeholders are fully aware of expectations in managing behaviour and the role that each person plays within this.

The Role of the Governing Body

The Governing Body is responsible for ensuring the safety of every child, and alongside Senior Leadership, for leading the quality of behaviour and safety at school. The Governors, in consultation with the head and staff, have agreed this policy.

The Role of the Head teacher and Senior Leadership Team

The quality of leadership provided by the Head teacher and Senior leadership team is crucial to our school's success in promoting best behaviour. The Head teacher takes the lead in defining the vision and aims of the school and creates the conditions for high

standards, consistency and fairness, as well as ensuring that this policy has been written in accordance with the most up to date guidance from the DfE.

The Headteacher and members of the Senior Leadership team ensure that this policy is shared and fully understood by new members of staff during the Induction process. They also ensure that regular training and support is given, especially where children may need additional support.

The Senior Leadership Team and Pastoral Team have a key responsibility in working with children who are not able to easily access classroom behaviour management strategies and perhaps show more extreme behaviours. When this is the case, it is important that all members of the school community understand the unique and very skilful way that an individual child is managed, as behind the support of key children who are displaying emotionally dysregulated or attention / connection needing behaviour, there will be a sophisticated neuroscience-based programme in place, with the ultimate aim of supporting a child to self-regulate and return swiftly back into class, and able to access learning. Surrounding this is also likely to be a therapeutic programme based on need.

The role of the Teachers and Support Staff

All adults in school have an important responsibility to model high standards of behaviour and self-regulation in both in their dealings with children and with each other. It is the responsibility of the class teacher to use their knowledge of neuroscience, attachment awareness and best practice generally to support individual children in developing pro-social behaviour.

As adults it is our responsibility to:

- Create a positive climate which enables best behaviour and learning
- Ensure a smooth transition when welcoming a new class, with rules, routines and expectations being clearly explained and modelled
- Value each child as an individual and hold the highest expectations of each individual to behave beautifully
- Use our understanding of neuroscience for learning to offer children a positive mirror of behaviour and approach
- Understand the potential underlying reasons for a child's behaviour
- Ensure that children understand that they must take responsibility for their behaviour and work to put this right
- Provide a safe and effective learning environment, with predictable routines and structures in place

- Encourage relationships based on kindness, respect and an understanding of the needs of self and others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Defuse, connect and repair when things have gone wrong

We strongly believe that children come to school to learn how to behave and to be taught how to communicate very big emotions in the most appropriate way, and to acknowledge that our children have only been alive for 3, 4, 5 or 6 years. It is therefore our job to teach them how to behave appropriately.

The Role of the Parents

Children need parental encouragement and support to make best progress in school. A positive partnership with parents is crucial in building trust and mutual respect, and in developing a common approach to behaviour expectations and strategies for dealing with behavioural challenge.

Parental participation in all aspects of school life is encouraged and for this policy to be effective, parents are asked to co-operate with the school in matters of how we deal with poor behaviour in school. To this end the Home/School agreement is shared with all new entrants and their parents/carers.

Parents are informed of behaviour policy in a variety of ways, including our website. Where behaviour is causing concern parents will be informed at an early stage and given the opportunity to meet, talk and plan. Parents are notified immediately when serious incidents occur in order for strategies to be agreed and put in place.

The Curriculum and Learning

We believe that our Wellbeing curriculum and tailored learning contribute to best development of behaviour. Through planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback, the 'disaffection' which can lie at the root of poor behaviour can be avoided.

The children learn about expectations for best learning through not only assemblies and w Wellbeing First teaching, but also through the guiding principle that all staff model self-regulation in the way that they respond to children, events and challenges within the school day.

For further information please see our *Learning and Teaching Policy*

Classroom Management

At West Rise, we believe the learning environment is the starting point to ensure best behaviour at school. By creating the very best environment for parents, staff and children to thrive in, we enable adults and children alike the very best opportunity to be the best they can be. Providing beautiful, calm and neuro friendly learning environments instil an implicit 'way' of behaving, which we call the 'art gallery' effect.

The classroom environment gives clear and consistent messages to children about the extent to which their efforts are valued and at the same time, in a non-verbal way, lays the expectation for best behaviour – the quality of atmosphere and ethos is essential.

Relationships between teacher and children, strategies for encouraging best behaviour, furniture arrangements, access to resources and classroom displays all have a bearing on the way children behave.

High level organisation and a clutter free environment are essential to best behaviour, as is the teacher's persona in the room, ability to structure situations and manage time, so that there is an ongoing sense of calmness, togetherness and order.

We aim to ensure that:

- Classrooms are clutter free and are arranged to develop independence and personal initiative
- Furniture is arranged to provide an environment conducive to on task behaviour
- Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption
- Displays are created to develop self-esteem through demonstrating the value of every child's contribution and reinforce behavioural expectations
- The classroom presents as a welcoming environment that speaks of best learning
- Teaching methods encourage enthusiasm and active participation for all
- Children are encouraged to work and play in co-operation with others
- Praise is used to encourage good behaviour as well as good work.
- Designated reflective spaces are available in each classroom, resourced with appropriate objects to enable a child to calm and self-regulate.

It is expected that most behaviour will be managed within the classroom by the class teacher. However, if a situation arises where one child, or indeed any child is repeatedly requiring the teacher to stop teaching and intervene at the expense of other children's learning, then it is only right that the management of this behaviour is passed onto the SLT / Pastoral team, the details of which are outlined later in this policy.

School Expectations

Expectations and procedures will:

- Be kept to a necessary minimum
- Be part of an agreed class charter
- Be based on the very simple statement, that **'at West Rise we do as we are told'**
- Be consistently applied and enforced
- Promote the idea that every member of the school has a responsibility to get on with learning and that every child has the same right to get on with their learning, whether this is on the playground or the classroom
- Be adapted for children where appropriate

Rewards

At West Rise we reward children's positive learning behaviour, as well as pro-social behaviour in a variety of ways.

Rewards include:

- Verbal praise from both peers and adults
- Visual praise from both peers and adults – e.g. thumbs up, a wink
- Shared responsibility for best behaviour (Collecting objects e.g. owls, marbles, gems) towards a class celebration
- A Wise Owl certificate awarded in Celebration Assembly
- A visit to the office to receive commendation for exceptional learning or pro-social behaviour

Parents should receive feedback about their child's effort and behaviour when collecting at the end of the day. Not an onerous feedback session; simply a smile, a wink, a high five or a comment to the child as they go out of the door – each child, each day.

As appropriate, individual class teachers will set personal targets with rewards tailored to meet the needs of the class or individual.

Consequences

****Please note that the Nursery is included in this policy but has its own procedures and strategies in place appropriate to the age of the children in their care, which are underpinned by the same values and aims.***

The word 'discipline' originates from the latin word 'disciplina', which means 'instruction', and derives from the root 'discere', which means 'to learn'. The word 'discipulus', which means, 'disciple or pupil', also stems from this word. So, in a very fundamental sense,

'DISCIPLINE' means to teach, not punish a pupil. This sits at the heart of our approach to managing poor behaviour at school.

Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.

In school, children are expected and taught to exhibit Wise Old Owl Behaviours – good listening, best behaviour, full focus and trying their best. The Wise Old Owl is displayed on the board as a reminder for the children of expected behaviour. Children who do not display Wise Old Owl behaviours are politely asked to behave, are reminded of expected behaviour and are given a chance to put it right, just like a Wise Old Owl, the school's symbol for having a Growth Mindset and learning from our mistakes. This is the key procedure that is in place in all areas of school. It is hoped a child will listen and correct their behaviour. However, if a child does not correct their behaviour, the next step of the behaviour policy comes into action.

Continued Poor Behaviour

The adult uses an 'I need you to' message and if necessary an 'I will count to 3' message, combined with naming the consequence/s of not responding by the count of 3 (the consequence being a sanction meaningful to that child. E.g. Missing playtime or loss of class privileges). The child's name is then placed under the Hideaway Hedgehog picture on the board as a reminder that their behaviours are in line with a Fixed Mindset (not listening, not correcting behaviour when asked, not focusing when reminded and not trying their best) and that they have a chance to correct their behaviour and be a Wise Old Owl again.

If the child responds by the count of 3 and corrects their behaviour then child is back on track and no consequence or payback is necessary – their name can be removed from the board. If they continue, then the sanction needs to be carried out. It is essential that the adult explains to the child why their consequence is in place and help the child to identify why it wasn't ok and what they can do to put it right next time.

If the child continues displaying poor behaviour and this is impacting on the teacher's ability to continue teaching the class, then the adult may choose to offer the chance for the child to access the reflective area in the classroom in order to try and self-regulate using the resources provided, and / or if deemed appropriate co-regulate with an additional member of staff. If the child then continues to disrupt learning with poor behaviour, the teacher can escalate the incident to be dealt with by a member of the Pastoral or Leadership Team.

At no point must a child displaying poor behaviour be 'man handled' to the office due to Health & Safety reasons. The Head / Deputy must be called for to attend to the child. If necessary, the adult dealing with the situation may remove the child to outside of the classroom.

If a child is consistently needing to be given time to self-regulate or is receiving sustained amounts of payback, the Pastoral / Leadership Team as an enhanced programme may need to be put in place based on any underlying issues.

It is an essential part of our policy that we will not punish whole groups of children for the misdemeanour of individuals. The whole class will be encouraged to support individuals who are experiencing difficulties with behaviour and seek to understand the root cause.

Lunchtime Provision

Mid-day Supervisory assistants need to receive effective communication from teachers about individual behavioural needs. The liaising between class teachers and MSAs is important in enabling MSAs to manage behaviour.

Children are expected to continue best behaviour into their lunchtimes and there should be no changes to this expectation, just because it is lunchtime and is less structured. Whilst lunchtime is by nature a more free and social time it is still a learning time and therefore, best behaviour is expected. Teachers have a responsibility to ensure that MSAs are valued and there is a consequence to poor behaviour - the very simple statement, **'at West Rise we do as we are told'** is the key message here.

Behavioural expectations and management are the same for MSAs as the rest of the staff. The sanction on rules and sanctions earlier in the policy relates to MSAs in the same way, except if a child displays poor behaviour, and refuses to correct their behaviour after the count to 3, the child is given a time out by being asked to stand on a spot on the playground for 5 minutes to observe other children behaving in a positive way. After this time the child is reminded of expected behaviour and the 'do as you are told' message.

MSAs are encouraged to supervise and play games with the children. We try to supply a variety of playground equipment and activities to encourage best play.

Detention

Detention, in its traditional sense, is not something that we believe is useful for the age of the children that we teach, and we feel that it is a punishment rather than an opportunity for learning. However, there are times when children will need to miss out on recreational times where they have been unsafe on the playground or have not responded to usual

classroom behaviour management strategies. When a child is required to spend time 'on the boring chair, in the boring office', this time is carefully managed and is used as an opportunity for the child to be supported to reflect, repair and restore relationships that have broken down through poor behaviour. Mindful breathing, the Wise Old Owl, and reminding of the neuroscience behind behaviour always underpins this approach.

Extreme or Violent Behaviour

In the very rare event of a serious incident, where behaviour is extreme, in that it is purposeful act of violence rather than as a result of an immature physical reaction, then the Head teacher and/or Deputy Head teacher is to be called for immediately. The knowledge of the individual child, an understanding of evidence-based neuroscience and the context of the outburst is crucial in dealing with dysregulated 'kick offs'.

The Pastoral Lead will keep an awareness of behaviour patterns across school and any incident which calls for a child to be removed to the office, a behaviour investigation is carried out and triggers recorded. This may then lead to specific individual programmes being developed and parents being informed, especially if Senior Leadership have been called for.

Neuroscience tells us that if patterns of misbehaviour become established, we need to help break the pattern and offer new strategies for dealing with tricky emotions. In order to do this an individual package is developed.

The package may include:

- Using evidence-based neuroscience to create new messages through positive psychology, e.g. red, amber, green charts, teaching about the brain, affirmation cards, enhanced personal wellbeing books – basically what is needed for a child to break and renew their behaviour pattern
- Developing children's individual understanding of their own behaviour risk factors that are influenced by their own behavioural challenge e.g., child who has a tendency to anger is shown strategies for grounding and appropriate response, the child who has hyper energy is shown awareness of the effects of food, the child who needs to run off their energy and switch environments – essentially breaking a pattern, switching the energy and applying opposite to the behaviour shown and the emotion felt
- Positive time out with adult, in a quiet place e.g, Relax kids / Yoga / MindUP / Headspace
- Carefully unpicking any underlying causes

Teachers will inform other staff of specific strategies used for particular children.

When Behaviour is 'Beyond'

Where acute anti-social, disruptive or aggressive behaviour occurs we know that sanctions alone are ineffective, and as such, careful evaluation of the curriculum and provision on offer, classroom organisation and management, and whole school procedures take place to eliminate any of these factors. Additional specialist help from outside agencies may be necessary and this should be discussed with the Head teacher.

In seeking to ensure positive behaviour at school we look very carefully at the reasons why a child may be demonstrating challenging behaviour. We do, as appropriate, refer to our Safeguarding and Child Protection policy.

There are times when a young child's behaviour can tip into a potentially unsafe outburst/tantrum. If a child is refusing to comply and / or demonstrates behaviour which presents danger to self or others then staff may resort to employing 'reasonable force' which may be restraint. Key members of staff have received restraint training and always work within ESCC / DfE Guidance July 2013.

If there has been a need to restrain a child in order to keep them safe then parents will be immediately informed. If a child has ongoing behaviour outbursts which presents an issue of safety for the child or others, parents will be asked to a meeting to complete a risk assessment and use of positive restraint agreement form.

Exclusion

At West Rise, we believe that exclusion from School for a young child can cause more psychological harm than good. Crucially, children need to trust that an adult will not give up on them or reject them when they get things wrong, and sending them home is more likely to increase the desire to be at home than offer a warning. Therefore, most exclusions if they are to take place, will be of an internal nature – Exclusion from School would be the last resort. However, if a pupil is at serious risk of exclusion, the procedures as outlined by ESCC are referred to. We work closely with parents and outside agencies to provide appropriately for those children who find school challenging in the extreme.

For the vast majority of children, exclusion will never be necessary as other strategies at school help children to learn to manage their behaviour. However, if all strategies have been exhausted and a child displays continued extreme, violent or aggressive behaviour, suspensions and exclusion will sometimes be necessary as a very last resort. In this case, the DfE School Suspensions and Exclusions publication will be referred to.

Child on Child Abuse (Bullying)

We recognise and acknowledge that bullying is harmful and has serious consequences for children's wellbeing and learning if it is not dealt with effectively.

Please see Appendix C of our Safeguarding and Child Protection Policy for further information

Racial and sexual harassment

As with bullying we take incidents of racial and sexual harassment very seriously and it is simply not tolerated. Similar strategies to those for dealing with bullying will be implemented.

Please see Appendix C of our Safeguarding and Child Protection Policy and Equalities policies for further information

Searching and Confiscating

In the exceptional cases where we need to carry out a search of a child or indeed confiscate anything from a child the DFE publication/advice on searching and screening needs to be referred to.

Please see below the evidence-based research underpinning this policy, as well the publication 'Know me to Teach Me' by Louise Bomber

Adopting a Positive Mental Health Approach to Behaviour Management in Schools by Louise Muller (MSc Mental Health and Wellbeing in Education)

Introduction and Context

It is widely accepted that the behaviour of pupils is synonymous with learning outcomes and that school success hinges not only academic prowess and intellectual ability, but also on social competencies such as the ability to self-regulate, the capacity to forge positive relationships and the capability to sustain effective interactions with both peers and adults alike. Without these pro-social skills, as well as additional vital learning skills such as; effective cognitive functioning, conscientiousness, focus, attention, and willingness to learn, children can be set on a trajectory towards what Dishion and Snyder (2004) describe as lifelong 'chronic problem behaviours', but worse than that when combined with negative life experiences, can potentially predict an individual's propensity for developing future mental health conditions (Hunt, Slack & Berger, 2017;

lachini, Petiwala & DeHart, 2016). Therefore, schools hold a pivotal role in a child's future success, and the adults within it the responsibility for this.

The predominant psychological model informing contemporary behaviour management in schools is Behaviourism. A frequently used and most common Behaviourist framework is the ABC (Antecedent event –Behaviour response – Consequence) model of behaviour management (Bull & Solity, 1987; Cameron, 2001), frequently teamed with an assertive discipline model, which is authoritarian in its approach and often based on disproportionate punishment and coercion. Cameron (2001) highlights several problems that these kinds of behavioural models can perpetuate, including their inability to acknowledge the underlying, often complex emotional reasons behind a child's presenting behaviours, and inconsistency in application. Cameron also argues how behaviour management approaches that are based on behaviourism models are hindered in their effectiveness due to their overly adult - directed approach, not allowing children to adapt or correct their behaviour.

With MH&W being more recently thrust to the forefront of education, due to the government Green Paper (Transforming children and young people's mental health provision, 2017), schools are rightly responding with the introduction and implementation of proactive and preventative programmes and curriculums based on positive psychology education practices (Seligman, 2009). However, unfortunately and for a variety of complex reasons, many schools continue to turn to a more reactionary, 'power over' model for managing behaviour, often forgetting or neglecting to look 'behind' a child's problematic behaviour, especially when under stress, reverting to coercion and manipulation when dealing with the disruptive behaviour (Alderman & Green, 2011).

Using research from the fields of psychology, education and neuroscience, this report aims to discuss how by educating school staff on the potential reasons why children behave the way they do, why teachers sometimes respond the way they do, and how by changing our responses to this behaviour in a 'power with', as opposed to a 'power over' paradigm and supported by a mindful approach, school staff can positively affect the current and future MH&W the children in their care. It will also show how a teacher's own MH&W can be positively affected by this change of approach and will identify how these findings can and should be used to inform behaviour management policies in schools.

Teacher Wellbeing as an essential component of a school's behaviour management policy

Teachers who are socially and emotionally competent and mentally well set the climate and tone of their classroom, not only by developing and supporting encouraging relationships between

pupils, but also in the way they manage and interact with the children in their class. According to Jennings and Greenberg (2009), by acting as role models for respectful and appropriate communication, especially when dealing with high tension and stressful situations such as a child displaying inappropriate behaviours, teachers who operate with compassion, empathy, calm, non-judgment and an awareness of the emotional and biological motivation behind a pupil's behaviour are better able to help the child learn to manage their behaviour, rather than resorting to punitive or coercive tactics. However, uninformed or 'burned out' teachers who are emotionally wired and exhausted can very often revert to these reactive tactics that do not model self-regulation and potentially contribute to a self-perpetuating, toxic and harmful classroom environment, especially for those who are already vulnerable to mental health problems (Osher, Bear, Sprague & Doyle, 2007).

Staff who work in schools are frequently exposed to emotionally arousing situations through the demanding behaviour of children in their care, and as the role involves the responsibility and care of a class, they have limited options in being able to step away from a situation in order to defuse their own heightened emotions or have the space to manage their own self-regulation when a given situation provokes a strong emotional reaction (Carson, Templin & Weiss, 2006; Montgomery & Rupp, 2005). And, although teachers ultimately understand the importance of staying in emotional control and do their best to keep their feelings hidden from the children in their care (Carson & Templin, 2007; Sutton, 2007; Sutton & Wheatley, 2003), this is often ineffective as a human's sympathetic nervous system is set to identify potentially emotionally threatening situations and the most hyper vigilant children would already unknowingly have started creating biochemically charged reactions to react to the situation (Van Horn, 2011).

By offering staff the knowledge, skills and opportunities to research, practise and develop skills and practices to support their own emotional wellbeing, including self-regulation, there is potentially also a reciprocal value to placing teacher wellbeing at the heart of any behaviour policy as improvements in classroom climate may support a teacher's enjoyment of the role, support their own feelings of effectiveness, thus creating a positive feedback loop which may help to prevent teacher burnout. It is therefore vital that teachers' MH&W underpins any behaviour management policy.

Educating teachers to look 'behind' the behaviour

'Although teachers are not therapists, they often find themselves acting as front – line trauma-workers for young people who do not have access to clinical care' (Brunzell, Waters & Stokes, 2015). This is a significant responsibility for teachers, many of whom have just entered the

profession with minimum life experience or an experience that has not exposed them to significant adversity in their lives, in some cases meaning they are potentially unable to identify with the lives of those in their care (Brown, 2003).

Research indicates that as many as 68% of children have or will have experienced at least some form of traumatic event during their school years (Pappano, 2013), a view echoed by the research of Van Der Kolk (2014), who states that 'many children who attend school have or will experience some type of trauma that may impact cognition, behaviour, and relationships'. The American Psychological Association (APA; 2015) describes trauma as 'an emotional response to a terrible event'. Although, at first consideration this may lead us to consider events physically witnessed by a child, in this day and age we cannot discount the trauma that can be caused by what children see, hear and engage with in the media and via computer games, including school shootings, terrorism, and sexual violence, often all at their fingertips via handheld devices. There is an evidence based correlation between these events (also referred to as Adverse Childhood Experiences (ACEs)) and future physical and mental health problems in later life (Felitti, 1998). Grouped into three overarching categories of abuse, neglect and household dysfunction, the effects of these challenges can manifest themselves in the classroom in several ways, including behavioural challenge, aggression, depression, anxiety or withdrawal and delayed cognitive development (Lansford et al., 2002; Veltman & Browne, 2001). Research in the field of neuroscience has underlined the correlation between the brain being the central system linking neurobiological and psychosocial development (DeGregorio & McLean, 2013; Pechtel & Pizzagalli, 2011; Kearney, Wechsler, Kaur, & Lemos-Miller, 2010), with the orbitofrontal cortex identified as the part of the brain that is most powerfully involved in the management and regulation of emotion. Thankfully, Allan Schore's research findings (2003) detected that it is also the part of the brain that is most 'plastic' or amenable to change, identifying that more than any part of the brain the orbitofrontal cortex retains the neuroplasticity capacity of early development, even into adulthood (p.265), suggesting that emotion management can be re-programmed given the right conditions and approach. Alongside this are evidence based approaches demonstrating the importance of breaking the cycle of trauma by considering the question, "What happened to you?" instead of "what is wrong with you?" (SAMHSA, 2012), again suggestive of the potential for improvement. Without significant training about what affects normal socio-emotional and neurobiological development and how children's lives are impacted by the experiences, teachers could potentially and unknowingly cause further harm and distress to a child in their care. Therefore, teacher

education on trauma informed practices are also essential in the development of any behaviour management policy.

The Importance of Securely Attached Relationships

Crucial to the success for potential neural re-programming is the need for children to be supported by adults who are willing to 'co-regulate' with them when their emotions overtake their capacity to self-regulate. This can be done by sharing our calm with the child, not joining (or indeed adding to) their chaos (Knost, 2013). Referred to by Perry (2011) as the "agents of change", relationships are essential when working with all children, but especially those who are offering challenge. Further research in this area suggests that attached relationships in the school setting are fostered when a child experiences nurturing relationships (Al-Yagon & Mikulincer, 2006; Kennedy & Kennedy, 2004), developed in a positive, safe and caring whole school approach (Shaw, 2007; Shochet, Smyth & Homel, 2007). For a child to feel safe and in a place where they are able to trust, they need to know that all adults will treat them in the same way. Zwarych (2004) describes well attached, safe and secure pupil teacher relationships as giving the child a sense of ownership, belonging, bonding and connectedness associated with all members of the school community, especially with prominent figures in the school. Therefore, consistency of message and approach is key, modelled by all, including the Senior Leadership in all aspects of relationship, and at every level.

Research by Penner (2012) identified lack of time in an already crowded school timetable as a barrier to developing the necessary relationships to effect change. In training staff to understand that many behavioural problems emanate from attachment issues (Bowlby, 1988), staff should identify that it would be time well spent to provide children with as many opportunities as possible to develop positive, supportive adult relationships (Miller, 2011; Marzano, 2003). Crucially, children need to trust that an adult will not give up on them and have their best interests at heart. Patience is also an essential prerequisite to real change in a child's established behaviour patterns. As stated by Matsumura et al. (2008), 'students will flourish within boundaries knowing that they are safe and free to take risks and that they won't be rejected when mistakes are made'. Positive, trusting and consistent relationships are therefore an essential ingredient of an effective pro-social behaviour management policy.

A Mindful Solution

Emerging research indicates that Mindfulness practices have proven positive effects on aspects such as stress reduction, emotional regulation and positive socio-emotional behaviours, as well as the promotion of general wellbeing (Kabat-Zinn, 2003; Keng, Smoski & Robins, 2011). Research

by the Dalai Lama and Ekman (2008) also suggests that by engaging in the breath, whilst focussing on internal reflection can promote feelings of compassion and psychological balance. Included in mindfulness are also the constructs of kindness and gratitude which in turn can also strengthen more empathetic responses, especially in response to stressful or combative situations (Zelazo & Cunningham, 2007). Therefore, there is no doubt that teachers would benefit from practising mindfulness.

By virtue of their age and stage of development, young children often find it difficult to regulate their emotions and behaviours, especially those who have experienced any sort of trauma or adverse childhood experience (Felitti, 1998; Mersky, Janczewski & Topitzes, 2017; Crouch, Radcliff, Strompolis & Wilson, 2018). In their evidence based review, Waters et al. (2014) discussed the statistically significant effects of mindfulness practices in schools and concluded that they positively increased a child's success in school by increasing cognitive functioning and the child's ability to emotionally self-regulate.

In the same way as it would not be seen as best practice for a teacher to enter a class without a full knowledge and understanding of the academic subject they would be teaching, teachers would need to receive appropriate training and crucially experience mindfulness in order to deliver effective and safe mindfulness programmes. Therefore, as a result of the act of teaching mindfulness to children, teachers would also benefit from its positive effects and could use this strategically when dealing with highly stressful situations in the classroom, for example when managing difficult behaviour, thereby creating and role modelling the very self-regulative and socially and emotionally positive tone and classroom climate that should underpin any effective behaviour management approach. Therefore, mindfulness gives an opportunity for a teacher to not only model but benefit from its self-regulatory effects, as well as the potential to develop a more compassionate approach, which would be of optimum benefit to not only the staff member but to the children in the classroom, also and an integral part of any behaviour management policy.

Conclusion

Even the name, 'Behaviour Management Policy' links to a top down and adult led, 'power over' paradigm that is outdated and ineffective, with adults being charged to 'manage' behaviour, rather than implicitly and explicitly teach it. Ironically, all too often schools misuse the term discipline, emphasising its definition 'to punish or penalise for the sake of enforcing obedience', rather than the definition that links to the true essence of education, which is 'to train or develop by instruction and exercise especially in self-control' (Merriam-Webster online dictionary). It is therefore neglectful for schools to continue with such an archaic approach to managing behaviour, and in

line with the views of Bear (2014), would recommend that a rebrand to a 'Behaviour Development Policy' would be more fitting with the purposes of education, with a clear focus to individual growth as opposed to keeping students 'in order'.

At the core of all the alternative approaches to interventionist behaviour management is the philosophy that children should be treated in a humane way with respect and care, no matter what, especially for the youngest children in our school system. Walkley and Cox (2013) claim that a barrier to this approach for educators who believe in an exclusionary and discipline orientated behaviour management style, is the perception or indeed misperception that the approach is "being soft". Gossen (2004) comments that schools still need to establish a 'bottom line', even within a positive, tolerant and accepting behaviour policy, which is upheld consistently so that staff feel safe and supported. However, it would be incongruent with the values of any school who have the wellbeing of a child at the heart of their policy to operate a Zero tolerance policy which has no regard for the underlying causes of a child's actions (Alnaim, 2018). If punishment were an effective way of dealing with challenging behaviour there would be no need for this cycle to continue. Our prisons are full, and gang and knife crime is on the rise which is proof that the cycle does indeed continue in wider society. Therefore, punishment, though quick to deliver and able to produce rapid, often temporary suppression of a child's behaviour (Magg, 2016) is an ineffective behaviour management tool.

A teacher's ultimate job is to prepare a child for their future world and equip them with the intellectual, physical and emotional skills that are required to fully flourish as a human being (Keyes, 2002). Therefore, based on the evidence presented, it would be a recommendation that educators look at behaviour and discipline through the lens of emotional intelligence (Goleman, 2006) and a more mindful, positive mental health approach to dealing with behaviour in schools, which would be of benefit to the MH&W staff and children alike.

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