Zig Zag Education

Course Companion

for T Level Technical Qualification in Education and Early Years

Element 4: Behaviour

Update v1.1, August 2023

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Contents

Teacher's Introduction

This course companion is for **Element 4: Behaviour**, part of the NCFE Cache T Level Technical Qualification in Education and Early Years (603/5829/4). The aim of this resource is to guide students through the core content of the unit, providing them with in-depth information that covers each of the specification points. This resource aims to provide students with the knowledge and skills that will help them succeed in the assessment for this unit, which involves demonstrating an understanding of how additional needs are determined and how support can be provided to those with additional needs.

For clarity and ease of use, the content of this course companion matches the order of the specification points. The content is structured as follows against the unit's learning aims:

- **Element 4.1:** The stages of children's and young people's social, emotional and physical development and how they inform behaviour, and how practitioners can use this information to meet children's / young people's needs.
- **Element 4.2:** How a range of individual, environmental and educational factors can influence children's and young people's behaviour.
- **Element 4.3:** The link between self-esteem, identity and unwanted behaviour (including the effects of over-confidence as well as low self-esteem).
- **Element 4.4:** How self-image, self-esteem and ideal self-inform children's / young people's self-concept.
- **Element 4.5:** The importance of children and young people knowing how to adapt their behaviour to different social contexts.
- **Element 4.6:** Why it is important to set and follow behaviour management policy and processes.
- **Element 4.7:** How home, family circumstances and care history can affect children's and young people's behaviour.

- **Element 4.8:** How children / young people may respond to both positive and negative verbal and non-verbal communication from adults.
- **Element 4.9:** How and why practitioners use positive approaches to motivate children's / young people's behaviour, attainment and achievement.
- **Element 4.10:** How and why practitioners use a range of strategies for setting clear expectations of behaviour.
- **Element 4.11:** How and why practitioners use a range of strategies to support children and young people to develop self-regulation and resilience.
- **Element 4.12:** How and why practitioners use a range of strategies to respond to behaviour.
- **Element 4.13:** How and why practitioners use a range of strategies to motivate children and young people to test and stretch their skills and abilities.
- **Element 4.14:** How practitioners assess risks to their own and others' safety when dealing with challenging behaviour.

Throughout the resource, there are key features to keep an eye out for:

Keywords: used to draw students' attention to various keywords throughout the unit.

Did you know? *Provides further information and additional content to inspire students.*

Case studies Help students to apply the issues identified in the resource to real-world scenarios.

Applied activities *encourage application of knowledge to the case studies or to real-world scenarios in the health and social care sector.*

Research activities *inspire further research and stretch and challenge higher-ability students.*

Some of the activities can be completed using either computers, mobile phones or tablets to aid students' research, and/or can be completed outside the classroom as homework.

There is also a set of **revision questions** provided at the end of each section (with answers and generic levelled mark scheme where required included). These questions should help students recap their knowledge throughout the course companion and will ensure that they have understood what they have read.

October 2022

Update v1.1, August 2023 *(to match specification changes for first teaching September 2022/2023)*
- Standardising language used by practitioners – 'Rewards systems' changed to 'Incentive and recognition schemes' on pp. 22, 38, 39, 42, 55, 61, 78, and 80 *(to match specification changes for first teaching September 2022)*
- Reference to 'Education and Childcare' has been amended to 'Education and Early Years' throughout.
- Reference to 'teaching children and young people how to reframe challenges in a positive light' has been amended to 'supporting children and young people to reframe challenges in a positive light' on pp. 49–50.
- Reference to 'the student must understand how and why practitioners use a range of strategies to deal with inappropriate behaviour' has been updated to 'the student must understand how and why practitioners use a range of strategies to respond to behaviour' on pp. 53–54 and in the answers to Q4 and Q5 on pp. 80–81.
- Reference to 'setting high expectations' has been amended to 'setting high, realistic expectations' on pp. 59, 63 and 83.
- Reference to 'involving parents/carers, as part of a whole-school approach' has been amended to 'involving parents/carers, as part of a whole setting approach' on pp. 59, 63 and 83.

4.1: How the stages of children's and young emotional and physical development ma behaviour, and how practitioners can use th meet children's / young people's

Not all children and young people develop socially, emotionally and physically at way as each other. This chapter will outline some of the stages of social, emotior which may inform a child's or young person's behaviour; it will also examine son practitioners can use this information to meet a child's or young person's needs.

Stages of social development that may inform

Through interacting with their peers and with adults, children and young people different ways. However, there are a number of aspects of social development w children and young people are able to interact effectively in the classroom, at ho If these aspects of social development do not develop appropriately in children a their behaviour and the way in which they interact with the world. Some of thes child's social development are discussed below.

Understanding of social norms

Social norms are an agreed set of rules which guide people in their daily interact are not written down, and most of us pick up and absorb them as young childrer particularly adults, interact with each other in society. For example, it is usual wh 'Hello', or give a similar greeting, and to make eye contact when we talk to some understanding of these rules continue to develop as we grow from children to young people and then on into adulthood. Different social norms may apply in different situations. For example, when meeting someone in the business world for the first time it is usual to shake the person's hand; this rule wouldn't necessarily apply if you meet someone, for example, at a party.

Most three-year-olds are able to absorb social norms fairly quickly; however, there are many reasons why some children and young people may find it difficult to absorb, understand and/or abide by social norms.

Ability to relate to others

An ability to relate to others could be said to be linked to our ability to understa Usually, this ability will develop alongside our increasing awareness of social nor mentioned, this does not happen in the same way and to the same extent for ev why a child's or young person's ability to relate to others may not develop in the reasons will be looked at in Element 4.2 when we begin to look at how a range o educational factors can influence children's and young people's behaviour.

Levels of empathy

A child's or young person's ability to feel emp alongside their ability to relate to others. If ar empathy for others, this can affect the way th with others and can also negatively affect a cl behaviour. Practitioners could engage the chi the classroom or setting which could help the to relate to others and their empathy toward

> **Empathy:** the ability to understand and relate to how another person is feeling.

Special educational needs and disabilities (SEND)

There are a number of different SEND issues which may result in the child or youn
communicate with others. This may lead to frustration and can result in the indivic
behaviours. Some of the difficulties and conditions which can lead to difficulties w

Autism spectrum disorder (ASD)

Autism affects the way in which individuals communicate and interact with the v
spectrum often have issues with social communication and social interaction; th
verbal and non-verbal cues such as gestures and the tone of voice someone use
with autism often find it difficult to pick up and understand social norms and cue

Language delay

Language delay in children can be as a direct result of a condition such
as ASD, deafness, Down's syndrome or hearing impairment;[3] in other
cases, language delay can occur independently. This delay is nothing to
do with the child's age. It is important to note that children who speak
English as an additional language (EAL) are not considered to have a
language delay as their difficulties are as a direct result of not being able
to speak English yet.

If the child or young person has difficulty understanding and/or using spoken lan
lead them to feeling extremely frustrated as they will be unable to make their w
understood. Often these frustrations will manifest themselves in the form of un\
behaviour in the setting or classroom. It is important that practitioners find othe
these children and that they find ways in which these children and young people
and their peers in the setting or classroom. The strategies introduced should tak
of maturity of the child or young person who is experiencing difficulties. The ind
from professionals, in the classroom and at home, to help them to overcome an\

Stages of emotional development which may i

As we saw with the stages of social development, the stage of emotional develo
at can also inform their behaviour. There are a number of reasons why a child's c
emotional development is not as advanced as their peers, including SEND needs.
be helped in a number of ways to improve their emotional development.

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[1] National Autistic Society – What is autism? – **https://www.autism.org.uk**
[2] Ibid.
[3] Raising Children Network – Language delay – **https://raisingchildren.net.au/babies/development/language-**

Ability to name and manage own emotions

As a society it is vital that we learn to name and manage our own emotions in order to interact successfully with each other; this is known as emotional regulation. At different developmental stages in their lives, children begin to develop the ability to regulate and manage their own emotions, and, as effective practitioners, this is something we can continue to help them to develop. However, some children and young people do not develop the ability to regulate their own emotions at the same ages and stages of development as their peers. This can happen for a variety of reasons; for instance, if the child or young person has SEND needs. Being unable to effectively self-regulate can lead the child or young person to become frustrated and can lead to outbursts of behaviour such as tantrums. We must continue to help these children to be able to name and manage, or to regulate, their own emotions, if they are to be able to interact successfully with their peers and adults in the setting or classroom.

Case study
Rosa is seven and currently in Year 2 at a mainstream primary school (this means she is not in a special school). Rosa seems unable to be able to self-regulate and constantly has tantrums when she feels something in the classroom has not gone her way. Other children are now starting to avoid her.
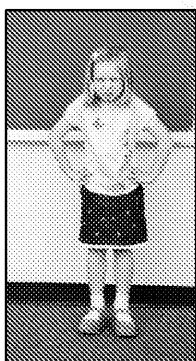
Applied activity
Read the case stu
ways in which yo
self-regulate and
ups and downs o
start by visiting t
website at **[zzed.
ideas from this w
you look at – to c
resource which c
Rosa to name an
their own emotio

Levels of maturity

The level of maturity at which a child or young person is at can determine their a
situation or an event. This is similar to the concept of self-regulation we looked a
look at again in section 4.11. We wouldn't necessarily expect a two- or three-ye
appropriate reaction when they lose a game; however, we wouldn't expect an 1
losing at the same game. Most children's level of maturity will develop with age;
reasons why a child's or young person's level of maturity does not develop at the
example, the individual may have special educational needs or disabilities (SEND
development, or the child or young person may have specific medical needs whi
development. Furthermore, if the child or young person has experienced, or is e
at home, this is also likely to have a profound effect on their emotional developm
maturity. As practitioners, we can support children and young people to help to
and to help them respond more appropriately to events and situations.

Special educational needs and disabilities (SEND)

Children and young people with SEND may not always develop emotionally in the same way as their peers (depending on the nature of their need or disability). Conditions such as ASD (autism spectrum disorder) and ADHD (attention deficit hyperactivity disorder), among others, may result in a child's or young person's emotions developing at a different rate from those of their peers. These children and young people often experience additional frustrations to those which their peers may experience in everyday life, and this can have a direct impact on their behaviour. These individuals may need extra support from practitioners in order to develop their emotional maturity.

Stages of physical development which may in

Children and young people are continually growing physically, and this can come
even affect the way that children and young people behave.

Gross motor skills: our gross
motor skills are responsible for
actions such as running, jumping
and skipping – any and all activities
which involve large movements of
the body using the larger muscles.

Fine motor skills: our fine motor
skills use the smaller muscles in the
body to make more refined and
precise movements; for example, a
baby passing a block from one
hand to the other, or a child
holding a pencil and writing.
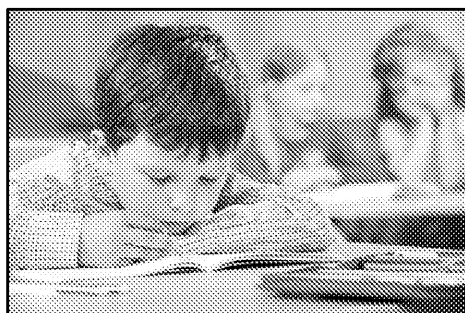
Development of gross and f

Our **gross and fine motor skills** deve
generally within a certain time fram
developmental milestones. We can
develop their gross and fine motor s
movements and activities. However
to do things before their bodies are
frustration; they need to practise m
they are able to carry them out una
not develop at age-appropriate stag
variety of reasons, children and you
and this can lead to behavioural diff
activities we can do with children ar
develop appropriate gross and fine

Did you know?
Although handwriting may seem
children need to develop their gr
be successful. Therefore, young c
opportunities to practise big arm
become successful writers. Gettir
paintbrushes and water on the o
example of this.

Applied activity
Research and create a timeline of fine and gross motor skills for individuals fro
of age. While every individual is different, most children will develop these skil
time. If the development of these skills falls significantly outside the typical wir
may mean that the individual could be showing signs of having a special educa

Body changes as a result of puberty
Puberty can be an incredibly difficult time for the children and young
people going through it, not just physically but emotionally too. There is
no set time at which puberty occurs, and this can vary according to the
individual; children as young as eight have been known to go through
puberty. This can be a very challenging time as rapid changes happen to
the body. Puberty also causes hormone surges and can cause the
individual to experience a rollercoaster of emotions from one day to the
next. Puberty is also known to affect the sleep patterns of individuals,
with teenagers often requiring much more sleep than they did previously.

As practitioners, we can help to support children and young people as they go th
their bodies and emotions by helping them to understand what is happening to t
important that we give support to those who may be going through puberty at a
may not have the emotional maturity to deal with the changes that are happenir
will experience the same level of support from home when they are going throu
may need additional support from their educational setting.

Research activity

What sorts of items might it be useful to keep in school for those students who may not have help at home to prepare them for their period or for those students who may start their first period at school? Make a list. Are there any charities who help to deal with '**period poverty**'? The website Period Poverty **[zzed.uk/11783-periodpoverty]** is a good place to start looking. Make a note of these charities in case you need to refer to them in the future.

Special educational needs and disabilities (SEND)

As mentioned earlier in the chapter, children and young people may become frustrated when they are unable to perform activities and movements they wish. For example, a child may become frustrated and angry when they are unable to the final block on a tower they are building. Children and young people with SEN may find that their gross and fine motor skills do not develop at the same rate as those of their peers and, in some cases, may never develop to the same level. This could result in the child or young person becoming extremely frustrated wh they are unable to join in the same activities as their peers or be as successful as others when carrying out certain activities (for example, cutting paper or writing. As practitioners we need to be mindful of these differences but also be aware of we can help to make an activity more accessible to those with SEND.

4.1 Revision questions

1. Give **four** examples of issues which might affect a child's or young person's

2. Describe **two** ways in which a child's or young person's SEND needs can affe

3. Explain **two** ways in which puberty can affect a young person's behaviour.

4. Explain what is meant by language delay in children and young people.
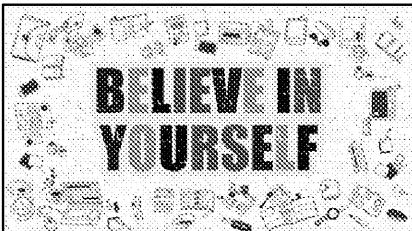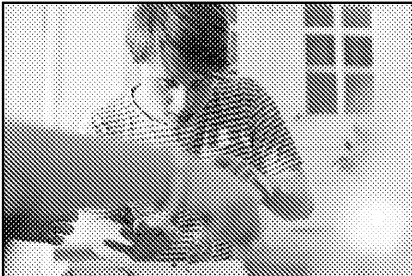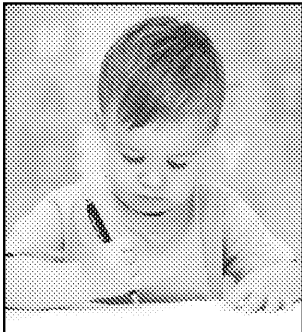
Chapter 4.2: How a range of individual, env educational factors can influence childre people's behaviour

Because children and young people develop in different ways and at different sp individual factors which can influence their behaviour. Children and young peopl different environmental factors; for example, the home and community they gro their experiences at school and other educational settings. This chapter will expl individual, environmental and educational factors can influence a child's or youn

Individual factors which can influence childre people's behaviour

There is a range of individual factors which can also influence how a child or you classroom and at home.

Self-esteem	An individual's **self-esteem** is their ability well about themselves. A person who has esteem will care about what others think them, but not overly so. Unfortunately, s children and young people have low leve esteem and this can influence how they l school and how they interact with their p adults in the setting.
SEND	As discussed in Chapter 4.1, some childre special educational needs and disabilities influence the ways in which they behave. individual with SEND may be developing from their peers, or it may be because th they can't carry out some of the activitie carry out easily. Whatever the reason for displaying unwanted behaviours, it is imp root cause in order to help the individual their feelings before their behaviour dete
Age	As a general rule, young children find it m and feelings known and can become frus Young children may also lack the necessa Chapter 4.1) to carry out chosen activitie frustrated and behave in an unacceptabl in early years settings, to help children to emotions so that they learn to deal with appropriately. It is also important for chil to express their feelings appropriately, ar setting and school staff can help them to

Environmental factors which can influence ch people's behaviour

As briefly mentioned in the introduction to this chapter, there is a range of envir
influence how a child or young person behaves. Not all of these factors are withi
setting's staff to change or influence; however, it is important that we consider s
the root cause of a child's or young person's behaviour. Some of these factors, si
circumstances and care history, will be discussed in more detail later in Chapter

Culture and religious beliefs

A family's cultural and/or religious beliefs can greatly affect how a child or young
educational setting or a school. In some cultures, it is believed that the child mus
and not answer back or disrespect adults in any way. In other households or con
respect for education and educational settings. Whatever the child's or young pe
important to take this into account when trying to find reasons for their behavio
religious background the child or young person comes from.

Foster carers: when a child or young person cannot be looked after by their biological parents or by another family member, they are often cared for by a foster carer. This is a paid arrangement with an agency or the local authority responsible for the child.

Adoptive parents: these parents adopt the child or young person on a permanent basis. They are then responsible for the child's or young person's upbringing and well-being in the same way they would be with a biological child.

Group home: in some circumstances it may not be appropriate to place the child or young person with foster carers; in these circumstances the child or young person will live with other children / young people in a group home. This is staffed by appropriate adult carers.

Trauma: trauma occurs when a child or young person experiences or witnesses traumatic events. These experiences can have a lasting impact on the individual.

Care history

Not all children and young people ar
parents; this may be the case for a v
young people may be living with the
relatives, with **foster carers, adopti**
home. Whatever their home circum
the fact that children and young pec
from a variety of different backgrou
people may have undergone trauma
may be experiencing difficulties now
to move on from this trauma. While
may also need specialist support, th
these individuals in schools and edu
them to deal with what they are fee
understandably, experiencing **traum**
the child's or young person's behavi
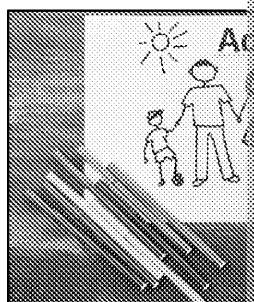
Applied activity
Work with a partner to find out as
about ACEs (adverse childhood exp
lead an individual to suffer from tr
attachment. Use the information y
presentation (e.g. using Powerpoir
colleagues to improve their knowle

Family circumstances

Every child and young person comes from a different family background and will
different experiences. Here are some of the factors, in terms of family experienc
or young person approaches their education and which can affect their behaviou

Family structure

It is important to consider who the child or young person is living with at
home. There are multiple different family types which exist in today's
world – for example, blended or step families, where two different
families come together and one or both parents have a child or children
from previous relationships. The type of family in which the child or
young person is living can have a profound effect on their behaviour,
and they may need help if they are experiencing changes in their family
circumstances.

Parenting styles

There may also be differences in parenting styles which can affect how the child
school. For example, uninvolved parents may pay little or no attention to what tl
and may not be supportive of the school's attempts to improve their child's beha
respectful of the views of parents and carers when trying to involve them in thei

Socio-economic background

Children and young people come from a variety of different backgrounds
and households, with varying levels of financial security. Depending on
the area you work in, there may be extensive levels of poverty which
children and young people need to contend with. Regardless of their
socio-economic background, all children and young people deserve to be
able to access the same opportunities in schools and educational
settings; some, however, may need greater support to overcome
potential barriers to learning which exist as a result of their financial
circumstances. Schools get additional funding based on children and
young people who have been on free school meals at any point in the
previous six years – this is known as **pupil premium** funding.

Educational factors which can influence child[...] people's behaviour

There are a number of educational factors which can influence how children and[...] and other educational settings. Some of these factors are outlined below.

Bullying and discrimination	When children and young people have been or are being[...] discriminated against in some way, this can have a profo[...] behaviour. Some individuals may become withdrawn bec[...] may refuse to attend school; others may choose to act u[...] Either way, this is a cry for help, and bullying and discrim[...] be dealt with in line with the setting's relevant policies. B[...] can have a lasting impact on an individual's well-being ar[...] that even though the bullying is no longer taking place, th[...] still need continued support to help them to deal with it.[...]
Peer relationships	How children and young people interact with their peers [...] their well-being and behaviour. It is quite usual for childre[...] out with each other, and as long as these disagreements a[...] lasting harm is generally done. However, in some cases th[...] long-standing in nature and many more children and you[...] involved the longer the dispute continues. Disagreements[...] spill into school and vice versa. However, it would be naïv[...] disagreements which start outside school will not affect c[...] during school time. Therefore, it is key that setting and sc[...] root cause of the disagreement before it becomes worse [...] individuals' mental health and well-being and before it st[...]
Relationships between children / young people and practitioners	It is important that practitioners aim to develop strong re[...] or young people in their care. By getting to know them a[...] them, practitioners can help children and young people t[...] possibly can. Furthermore, children and young people ar[...] socially acceptable ways if they have formed strong bond[...] the educational setting.

4.2 Revision questions

1. Explain **two** environmental factors which can influence children's and youn[g]

2. Which **one** of the following is an example of an individual factor which can i[n] people's behaviour?

   A   Care history
   B   Self-esteem
   C   Peer relationships
   D   Socio-economic background

3. Describe **one** way in which family circumstances can affect children's and y[o]

4. Explain why it is important to deal with bullying and/or discrimination as so[on]

5. Read the following case material:

   > *Jemima is five years old and has recently joined the Reception class in the*
   > *Jemima is very withdrawn a lot of the time and doesn't seem to enjoy her*
   > *furthermore, she doesn't seem to be making friends.*

   Answer the following question:

   Identify and evaluate which individual, environmental and educational fact[or] behaviour in the classroom. What could practitioners do to help Jemima be[st] the influence they have on her behaviour?

   Your response should show:
   - knowledge and understanding of the range of individual, environment[al] can influence a child's or young person's behaviour;
   - which of these factors may be responsible for Jemima's presentation i[n]
   - what practitioners may be able to do in order to help Jemima to comb[at] influencing her behaviour.

Chapters 4.3 and 4.4: The link between self-e*
unwanted behaviour, and how self-image, *
ideal self inform children's / young peopl*

As children become older, they begin to develop a more complex sense of who t*
compare themselves to others, including against their peers and any adults they*
strong connection between an individual's self-esteem, identity and any unwant*
As practitioners, we need to understand how self-image, self-esteem and ideal s*
people's self-concept, in order to be able to help them grow as individuals and t*
their time in educational settings.

The link between self-esteem, identity and un*

Self-esteem, as discussed in Chapter 4.2, *
ourselves. As mentioned in the introducti*
linked to our identity and how we think o*

Low self-esteem
When children and young people have go*
more likely to interact well with their pee*
are more likely to conform to expectation*
Children and young people may have poo*
reasons, but individuals with poor self-est*
behavioural expectations in schools. These individuals may see themselves as un*
or they may prefer to misbehave rather than to try – and fail at – an activity. Son*
may have experienced nothing but ill-treatment from others and consequently n*
life and cannot see the point in doing anything to change this situation. Individua*
have trust issues and expect others to treat them badly; in fact they are often dr*
treat them badly. It is possible to help children and young people to improve the*
time and patience as you will be attempting to counteract all the negative exper*
had in the past. Children and young people should be helped to focus on their st*
perceived disadvantages they feel they might have.

Over-confidence
Being overly confident in their approach to life can be just as damaging to a chil*
possessed low self-esteem. Those who are overly confident can alienate their pe*
lacking in empathy and as feeling themselves to be superior to others. These ind*
part of a team as they may feel that they are better in every way than their team*
individuals often become frustrated when they come across a skill which they ca*
when they meet a problem they cannot easily solve. These individuals can be dif*
classroom but need just as much help as those children and young people who h*
important to consider whether or not the individual is really over-confident or w*
bravado in an attempt to cover up feelings of inadequacy. Staff need to investig*
confidence have developed from. If it is a direct result of parenting, this will nee*
Children and young people need to understand that it is okay to feel confident b*
make it difficult to relate to others and may result in unnecessary risk-taking.

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[4] MentalHealth.net – Identity and Self-Esteem – **https://www.mentalhelp.net/middle-childhood-developmen***

How self-image, self-esteem and ideal self inf
young people's self-concept

In the following section you will begin to understand how **self-image**, **self-esteem** and **ideal self** are the three elements which inform children's and young people's **self-concept**.

| Self-image | + | Self-esteem | + | Ideal self | = | Self-concept |

How children develop self-concept through tw

Children develop self-concept through two defining stages: the development of
development of the categorical self.

The development of the existential self

The development of the child's existential self can begin to develop when the ch
months old.[5] This is when the child begins to see themselves as a separate indivi
begin to understand that they continue to exist as time goes on.[5] As always, the
existential self develops is dependent on a range of factors, including whether th
educational needs or disabilities (SEND). The interactions the child has with othe
those early months can also affect the development of the existential self; for ex
someone and they smile back, or if they reach out to touch an object and it mov

The development of the categ

Once the baby/child begins to realise th
from everyone else in their world, they
themselves – they begin to categorise t
the development of the categorical self
notice about themselves is their age an
children begin to notice things about th
hair colour and/or eye colour. Eventual
able to notice things about their own p

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5 Dr Saul McLeod – Self Concept – **https://www.simplypsychology.org/self-concept.html**

The possible impact of positive and negative s

It is important that we understand that having a negative self-concept or a posit
profound impact on a child's or young person's behaviour, cognition and/or soci

The possible impact of positive and negative self-concept on b

Having a negative self-concept could have the following possible consequences f
person behaves:

Individuals with negative self-concept

- Individuals with negative self-concept are likely to see any attempt to impleme
  processes with them as a form of criticism and, therefore, are unlikely to enga
  feel they are being unfairly targeted and/or victimised by setting staff because
- Children and young people who have negative self-concept will often uncor
  activities. For example, they may not feel they deserve for anyone to like th
  rewards and so they will behave badly in school as a result. They may feel th
  are likely to get into trouble anyway, they might as well help things along.
- Children and young people with negative self-concept often attract each otl
  educational settings; this often has a negative impact on the way they beha
- Individuals with negative self-concept often come from an unsupportive ho
  unlikely to be concerned about the way they behave in school, children and
  invitation to behave how they want in school. Alternatively, behaving badly
  individual as a way of getting attention from staff and at home. For some in
  concept, any attention is better than none.

> ### Case study
> *Mollie is 11 and in Year 7 in the school you work in. She constantly shouts out and seems to delight in breaking as many school rules as possible. She's a very intelligent girl but rarely shows this side of herself in the classroom, preferring to disrupt lessons rather than to join in. Her parents are not supportive of the school's attempt to help Mollie to improve her behaviour and don't turn up to meetings which the school organises with them.*

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Individuals with positive self-concept

Individuals with positive self-concept are mor
behaviour policy and procedures. They under
to be praised and rewarded, and generally w
engaging in behaviour which results in conse
the need for schools to have acceptable stan
adults take the time to explain this to them. C
positive self-concept like to be thought well c
positive behavioural choices from the individ
from supportive homes where there have been clear behavioural boundaries set
understand the need for these boundaries in school. Of course, even with positive
for any child or young person to make the wrong choice behaviourally on occasio

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Cognition: cognition refers to a range of different processes which happen in c
learning something new. It also refers to how we store and retrieve information

---

The possible impact of positive and negative self-concept on c

If a child or young person has negative self-concept, this can have a profound eff
Possessing negative self-concept is likely to have a negative effect on a child's or
throughout their time at school for a number of different reasons.

- Often, children and young people with negative self-concept think they are
  becomes a self-fulfilling prophecy. This idea has often been reinforced by th
  can be difficult, but not impossible, to reverse.
- In contrast, having positive self-concept often gives children and young peo
  individuals have had lots of experience at succeeding in learning environme
  more likely to be open-minded when it comes to approaching new learning

Of course, as we saw earlier, it is possible to be overly confident, and this can ha
and cognition; however, these children and young people are still more likely to
negative self-concept counterparts.

Research activity
Use the Internet and/or the library to find out
more about 'growth mindset' and how this
concept can have a positive impact on all
learners, but particularly those with negative
self-concept. You may wish to start with the
work of the author Carol Dweck. Make notes on
the most important points as you read.

Applied activity
Once you have carried
work with a partner to
which could be used to
mindset to colleagues
could be used to help p
and learning.

The possible impact of positive and negative self-concept on s emotional development

As we saw in Chapter 4.1, it is extremely important that children develop at an a
emotionally; of course, children with special educational needs and/or disabilitie
different rate from their peers. Having negative self-concept can have a profoun
children and young people develop socially and emotionally. In contrast, childre
self-concept are more likely to develop socially and emotionally at an age-appro

Possible impact of positive self-concept on social and emotional development	Possible impact of r and emot
Children and young people with positive self-concept are more likely to be able to make and maintain friendships and to be able to form appropriate relationships with adults in the setting.	Because of their nega children and young pe friendships and appro in the setting.
Individuals with positive self-concept are more likely to have learned how to manage and **regulate their emotions**.	Children and young pe may struggle to **regul** appropriately as a res
Children and young people with positive self-concept are more likely to be able to express themselves appropriately and are less likely to have outbursts in the classroom or setting.	These individuals may themselves appropria outbursts of anger an

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Regulate their emotions: being
able to emotionally regulate is
when we are able to recognise and
control our emotions (both
positive and negative) either
consciously or subconsciously.
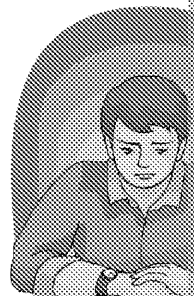
1. Identify the **three** elements that make up our self-concept.

2. Outline the term 'existential self'.

3. Explain how having negative self-concept can affect a child's or young persd

4. Identify **two** possible negative consequences of a child or young person hav

5. Which **two** of the following are attributes children begin to notice about the develop their categorical self?

   A   They begin to see themselves as a separate entity in the world.
   B   They notice their gender.
   C   They begin to notice physical attributes such as their eye colour.
   D   They begin to be aware of their ideal self.
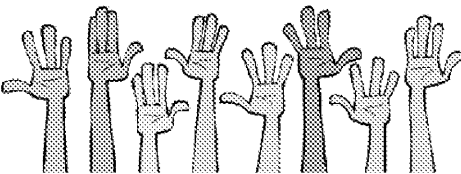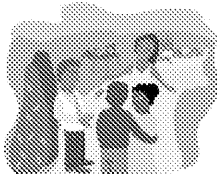
Chapter 4.5: The importance of children a[n]
knowing how to adapt their behaviour to diffe[r]

An essential part of interacting with others in society is knowing how to adapt ou[t]
the current social context we are inhabiting. For example, the behaviour which i[s]
football match is unlikely to be acceptable in the staffroom at work. Children an[d]
supported in developing their understanding of how to adapt their behaviour to [a]
which they may experience. It is important they develop this understanding for [a]
including those outlined below.

Focus on learning in educational settings	Children and young people need t[o] to focus on learning in educational behavioural expectations in the cla[ss] difficult to concentrate and to lear[n] conforming to behavioural expecta[ti] difficult for others in the setting to remember that children and youn[g] modify their behaviour in different for example, understanding the dif[f] acceptable to behave in the playgr[ound] in the classroom.
Develop impulse control	In Chapter 4.4 we discussed the ne[ed] to be able to regulate their own en[v] regulate'. The need to be able to s[e] requirement for children and youn[g] control in order to function well an[d] educational settings. Having impul[se] can refrain from engaging in certai[n] An example would be where childr[en] out in lessons but to put up their h[and] say. Most children and young peop[le] develop their impulse control; how[ever] may struggle with this, as will indiv[i] deficit hyperactivity disorder).
Conform to social norms **Social norms:** a set of unwritten rules in society which tell us how to behave in different situations.	Knowing how to behave in certain function as a society. Children and how it is appropriate to behave in Some children and young people w[ill] through observation and participat[ion] such as those with autism spectrum to pick up on social cues and will n[eed] behaviour to different social situat[ions]
Make friends and maintain relationships	In order to function as part of socie[ty] young people need to know how t[o] relationships and friendships. Scho[ols] this by helping children and young relationships and friendships with the setting. Some children and you[ng] social and communication difficult[ies] extra support in learning how to fo[rm] and relationships.

4.5 Revision questions

1. Give **three** reasons why it is important that children and young people know behaviour to different social contexts.

2. Identify **two** individuals who may struggle to develop their impulse control.

3. Explain **two** reasons why it is important that children and young people learn focus on learning in educational settings.

Chapter 4.6: Why it is important to set and f management policy and proce

Schools and other educational settings are expected to have a clear behaviour m
is reviewed regularly, and to have clear and effective processes for managing the
people while they are in the setting. There are several reasons why having effect
policies and procedures is of paramount importance when attempting to manag
young people in schools and other settings.

Clarifying the expected standard of behaviour

Having effective behaviour management policies and procedures in place in an e
that the expected standard of behaviour is clarified not only for children and you
parents and carers too.

Staff
In order to effectively manage the behaviour of children and young
people across the entirety of an educational setting, it is essential that
all staff understand and can follow the setting's behaviour policy,
processes and procedures. This is because there needs to be
consistency between members of staff as to how specific incidents are
dealt with, and what consequences there are for any undesirable
behaviours. Having a consistent approach ensures that any
consequences for negative behaviours are proportionate and fair.
Therefore, the expected standards of behaviour should be shared with
all staff, and behaviour policies and processes should be discussed and assessed

There are a number of benefits to this:
- Big schools and educational settings will have a regular turnover of staff; re
  behaviour policies and processes will ensure that all staff understand what
  behaviour management.
- Having regular discussions about behavioural policies and processes will giv
  such systems.
- Staff can be actively involved in updating behaviour policies and procedure
  may no longer be effective in helping to manage the behaviour of children a
  Behaviour policies and processes regularly need changing and updating to k
  demands of working with children and young people.
- Having a consistent whole setting or setting behaviour policy and series of p
  member can effectively deal with the behaviour of a child or young person,
  them or not.

Children / young people
In order to behave in the socially acceptable ways required by schools and other
and young people need to know what is expected of them in terms of their beha
setting's behaviour policy and processes need to be regularly shared with childre
which takes into account their age and stage of development. Children and youn
consequences of carrying out undesirable behaviours at all times, and should be
before they are given a consequence. For example, 'If you carry on with your cho
choosing to accept X consequence.' This enables children and young people to n
carry out the unacceptable behaviour.

Applied activity
Work with a partn
ways in which beh
shared with childr
need to think care
the children / your
not all forms of co
appropriate for all
people and all leve
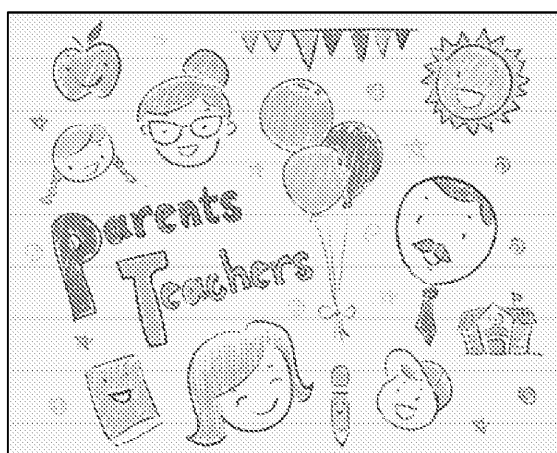
Parents/carers

Setting staff and parents/carers n
order to help children and young
in schools and other educational
important that the expected stan
or setting is shared with all paren
need to understand the rewards
expect to receive and in what circ
supportive of this. It is important
aware of the school's behaviour p
earliest possible opportunity, pre
begins to attend the school or set
display their behaviour policies o

Giving children a chance to have input, result ownership and buy-in

If children and young people are actively involved in creating the behaviour polic
and processes, they are more likely to follow these. Children and young people
should always have a forum for putting forward their views, particularly when it
comes to topics such as behaviour and rewards. This could be done through a
school council or simply through a suggestion box. Children should also be given
the opportunity to speak out when they think something is unfair; they should b
given a voice in line with the school's behaviour policy. Of course, children and
young people should be encouraged to give their views in a calm and acceptable
way. When more than one child / young person has been involved in an incident
the children should be conferenced and everyone should have the right to give
their version of the events which took place.

School council: comprises representatives from each class or year group; usual
pupils. The school council is able to meet with the head teacher and/or other st
represent the views of their fellow pupils.

Helping to set realistic expectations for behav
account an individual's age and stage of deve

Having a whole setting or setting behaviour policy and set of processes ensures that realistic expectations are set for behaviour for all children / young people. It is important that this policy is developed by the staff and with the input of the children / young people of the setting in order for it to be appropriate for use in the school. It is inappropriate to adopt behaviour and incentive and recognition schemes wholesale from other schools without looking to see how they can be adapted to suit the setting they will be used in. While it is important to have a whole setting behaviour policy and processes, it is important that these systems are adapted to suit the age and stage of development of the children and young people in the setting.

It may be necessary to alter behaviour policies and processes to suit the youngest members of the school or setting or for those with special educational needs and/or disabilities; such alterations should be made as a whole staff to prevent people starting to do their 'own thing' in individual classrooms.
As mentioned earlier, it may be necessary for some children to have their own bespoke behaviour plan which is in line with the school's behaviour policy and processes; every member of staff should be aware of the plan for these individuals to ensure that consistency is ac

Research ac
Use the Inte
policies of a
settings. Wh
differences
would you n
the reading

Ensuring fairness in how children or young pe
and sanctioned, and establishing a consistent
behaviour management

As already discussed, having a whole setting behaviour management policy and consistency of approach when dealing with behaviour and rewards and sanction when we consider the very different backgrounds and starting points each pract well as their own individual beliefs and opinions regarding behaviour manageme worked in other settings with very different behaviour policies and systems. The setting behaviour systems are implemented and consistently reinforced in order to behaviour management and to ensure that children and young people are tre behaviour management. This will also ensure that the school's rules are consiste all pupils and members of staff. Having whole setting systems means that staff n children they may be less familiar with – for example, children from another key having to consult other staff members as to the correct reward or sanction to us staff can sanction or reward them will also ensure that children and young peopl school's or setting's rules, wherever they are in the building and whichever mem working with.

Reward

(i) Did you know?
Many effective whole setting beha
recognition schemes focus on enco
ensure that children and young pe
models for others as well as encou
setting's rules. For example, childr
the door open for others, for reme
for remembering to share.

Ensuring safety for all children and young peo
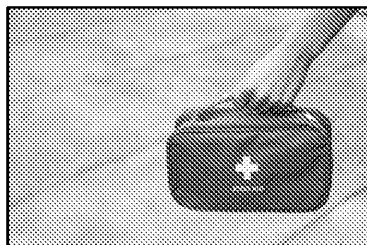
One of the most important reasons for having r
schools and other educational settings is to ens
everyone in the building. Many rules, such as re
people not to run inside the school building, are
from happening. Therefore, behaviour manager
paramount importance in ensuring that all child
safe while on school premises. As educational p
the mental health and well-being of children an
their physical health and well-being. Having saic
number of myths regarding health and safety in
one that says that children should not be allowe
roll tubes because of 'health and safety'. This is
Safety Executive (HSE), which is responsible for
schools as well as other premises, has a website
variety of different settings, including educatior

Research activity
Visit Myth Busters Challenge Panel findings – Education (hse.gov.uk) **[zzed.u**
is the Health and Safety Executive's page dedicated to busting myths about H
educational settings. Choose and read several of the case studies listed. This
is worth visiting periodically in order to keep up to date with the latest case s

Providing opportunities to celebrate individua

In addition to sanctions, rewards or incentives are an essential part of any effect
management policies and systems. Rewards/incentives allow practitioners to rei
behaviours and to celebrate the successes of individuals and groups. Rewards/in
children and young people to see that it is worth their while to follow the setting
put more than the minimum effort into the tasks they undertake in school.

As mentioned in the previous section, in effective behaviour management system
sanctions should also be used to reinforce behaviours which make pupils good r
manners and helping others. Examples of rewards/incentives which are often us

- **Team points**, where individuals earn and contribute team points to help the
  Because it is a team effort, members of the team can support each other in
  extra efforts into tasks. One downside of this system is that team members
  individuals who don't often contribute team points to the group effort.
- **Stickers** are often a common form of reward in primary school settings. The
  staff in classrooms or as part of whole setting assemblies and other celebrat
- **Raffle tickets** are a great incentive for promoting desired behaviours such a
  hand out raffle tickets to individuals who display good manners (for exampl
  adult). All the raffle tickets get put into a box, and at the end of the week in
  of the box and the winning child receives a prize.
- Giving children and young people '**golden time**'.
- Many secondary schools now offer **prize draws** for children and young
  people with excellent attendance. Children with 100% attendance for
  the term or year are put into a prize draw and can win prizes such as
  tablet computers or gift vouchers. These schemes are designed to
  improve the school's overall attendance figures. The downside to such
  schemes is that not all individuals with perfect attendance will receive
  a prize; this could demotivate some children and young people as they
  may no longer see the point of continuing to make an effort if they are
  not going to be rewarded for it.

Schools and other educational settings also need to find ways in which to celebr▓
and young people, without necessarily involving rewards, incentives or recogniti▓

There are a number of ways in which this could be done:

Displaying work on the walls of the classrooms and the corridors. This shouldn't just include the 'best' work from each class but should include examples of work from children which is the 'best' work they are capable of producing. This work might not necessarily be as good as that produced by other children, but it will represent a remarkable effort for that particular child.	**Providing opport▓** **people to share t▓** they have tried p▓ particular skill. It'▓ examples of home▓ great deal of effort▓ homework ha▓
Encouraging children and young people to bring in their certificates from outside interests such as gymnastics or swimming. These could be shared in a whole setting or class assembly.	**Celebrating lifelo▓** members and▓ individual achieve▓ people; they could▓ any new courses ▓ these sorts of ac▓ and young people t▓

4.6 Revision questions

1. Explain **two** reasons why it is important to clarify the expected standard of [...] for staff.

2. Describe how behaviour management policies and processes ensure the saf[...] and young people.

3. Explain how whole setting behaviour management policies and processes c[...] behaviour management.

4. Give examples of **three** different reward, incentive or recognition systems w[...] other educational settings.

5. Identify **two** ways in which children and young people can be given a voice [...] behaviour management policies and processes.

Chapter 4.7a: How home, family circumstanc
can affect young people's beha

There are a number of different external circumstances which can affect how a y
an educational setting. We may not be able to affect these circumstances greatl
can help us to better understand what is happening to the child or young person
them to make better choices about how they choose to behave. Having this leve
us to have greater empathy for the children and young people in our care and ca
why they make the behavioural choices they make.

How parental expectations can affect behavio
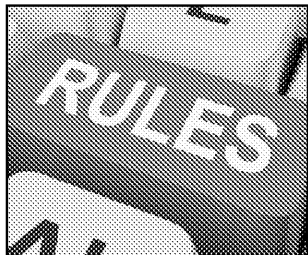
Parental or carer expectations (or lack of them) can I
children's and young people's behaviour. In homes w
and children and young people know exactly what is
more likely to succeed and to behave in socially acce
settings and society as a whole. Having a good paren
also important here; seeing adults having respect for
children and young people are more likely to follow t
young people who live in homes where the adults ha
attitude towards education and doing well at school are more likely to succeed e
future in terms of work. This type of parent or carer is more likely to be supporti
encourage good behavioural choices in the setting and is more likely to want to w
school staff to ensure the best outcomes for their child/ren.

Despite the above, having expectations which are too high for a child or young person to live up to can have a negative effect on their behaviour. Setting impossibly high standards, which the child or young person struggles to meet, can have a negative impact on the individual's behaviour. These children and young people are likely to rebel against the strict standards which they are expected to live up to and may have the feeling that they can do nothing right for the parent or carer. Ultimately, parents and carers having these kinds of unrealistic expectations can have a profound effect on the child's or young person's mental health. It is important to cultivate a relationship with this type of parent or carer, however difficult this may be, and to try to help them understand the negative impact they may be having on their child's mental health; ultimately, they may end up having the opposite effect on the child or young person to the one which they desired. It is not wrong to have high, realistic expectations of success for children, but these expectations need to be realistic and the child or young person needs to be supported in the right way to achieve these expectations.

Case stud
Ruby is in
She gener
well in all
academic
teacher h
school det
rule; this r
need to be
stopping b
complete
this inforn
begs her t

Applied a
What do y
Ruby? Do
proportio
after-scho
Ruby's tea
situation?
should in

Conversely, some parents and carers have few, or no, expectations for their children in terms of behaviour or achievement. In fact, they may take very little interest in their child's school life at all and are unlikely to be supportive of staff efforts to engage them in their child's education. These parents are among the hardest to engage, but it is essential that we make the effort to do so in order to achieve the best outcomes for the children and young people in our care. Such parents and carers may have had extremely negative experiences themselves at school and may find school staff and school buildings incredibly intimidating; they are likely to make excuses not to attend meetings or just fail to turn up at all. It is important that we do all we can as school staff to try to overcome any barriers present and to, hopefully, get parents and carers on board with supporting their children educationally. Some parents may simply not understand what is required of them in terms of supporting their child with their school life, and this is why it is important that schools and other educational settings share their expectations of parents and carers clearly at the outset.

How consistency of care can affect behaviour

Children and young people thrive most effectively when they receive consistenc[y]
care is where the main adults who care for the child or young person remain un[d]
childhood and adolescence. Unfortunately, this is not always the case for all chil[d]
many circumstances where the adults in a child's or young person's life may cha[n]
regular basis. Examples of the ways in which the adults in charge of a child's or y[oung]
include (but are not limited to):

Possible change in the consistency of care for a child or young person	Possible changes to the child's or you[ng]
Divorce and/or relationship breakdown	The child or young person may have to get used to liv[ing] moving between the care of two parents who have se[parated] young person may have to get used to living in a diffe[rent] Furthermore, they may have to adapt to a change in t[he]
New partners coming into their parents' or carers' lives	Being introduced to the new partner(s) of a parent or[s] or young person to adjust to. The new partner may al[so] bring into the equation. Additionally, some parents/c[arers] partners and this can be especially difficult for childre[n]
Being removed from the care of their parents/carers and being placed in foster care or being adopted	If a child's or young person's parent(s) or carer(s) is/a[re] adequate care for them then these children may be re[moved] placed in foster care. This may mean that the child or[s] foster parents or placed in a residential care setting w[ith] These children may or may not be able to see their pa[rents] circumstances surrounding their removal from the fam[ily] that this removal should be permanent, a child or you[ng] adoption; they will no longer have contact with their b[irth]
Being moved around different foster homes and/or group homes	Fostering a child or young person can be extremely ch[allenging] relationship between foster carer and child / young pe[rson] develop in the first place. Or it may be that the child c[annot] with the other children in the foster home. These rea[sons] mean that the child or young person needs to be mov[ed] residential care facility, and this can sometimes happe[n] young person, through no fault of their own.

All of the circumstances outlined on the previous page can have a profound imp⸱
person grows and develops emotionally. Understandably, they may be incredibl⸱
they find themselves in, and school and setting staff may witness the child or yo⸱
unwanted behaviours as a result of this. Children and young people who are goi⸱
will need extra support in school to help deal with them and to help them to pro⸱
rather than a negative way.
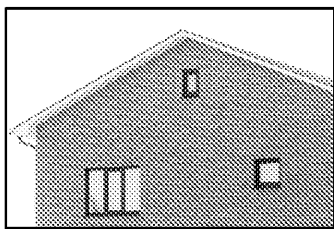
> **Residential care:** this is where children or yo⸱
> together in group care and are looked after ⸱
> These residential care homes can vary in size ⸱
> children or young people they can accommo⸱

How culture and community can affect behavi⸱

The community we grow up in and the culture our parents belong to can affect t⸱
and other adults we meet during our lives.

Differential treatment of males and females

In some cultures and communities, boys are valued over girls and, consequently,⸱
of any efforts to chastise their son or to encourage him to follow school rules. Fu⸱
attitudes of some community members, women may be valued less than men ar⸱
child may be seen to be the role of the father in the family. As a result of these v⸱
may struggle with accepting the authority of a female teacher, and their parents⸱
teacher. Although we must respect the views of others and the values of differe⸱
child views which value males above females need to be challenged in the right ⸱
the parents and the child to explain how **all** children are expected to behave in s⸱
staff, regardless of their gender, are entitled to the same level of respect.

Cultural views regarding education

Not all cultures and communities place the same value on children and
young people accessing education. One example of this is the Traveller,
Roma and Gypsy (TRG) communities, where children and young people
rarely attend school beyond primary age, and whose educational outcomes
are generally poor at all stages of education.[6] TRG communities are
traditionally **nomadic** (although not all families are so) and have strong
family ties and often large extended families. 'The term "Gypsies and
Travellers" is difficult to define as it does not constitute a single,
homogeneous group, but encompasses a range of groups with different
histories, cultures and beliefs including: Romany Gypsies, Scottish Gypsy
Travellers and Irish Travellers.'[7]

> **Nomadic:** this is where
> people move their home
> (often a caravan) and live
> in different places for
> differing lengths of time.

Even while enrolled at primary schools,
TRG children regularly have extended
periods where they do not attend school.
This may be so that they can travel with famili⸱
activities, or it may be for other reasons. Becau⸱
people regularly have periods where they do n⸱
for teachers and other school staff to obtain th⸱
It is vital that schools and other educational settings work to develop good links ⸱
best outcomes are to be achieved for the children and young people from these ⸱
develop trusting relationships with members of TRG communities, but it is impo⸱

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[6] The Traveller Movement (2015) – Improving the education outcomes for Gypsy, Traveller and Roma pupils – ⸱
Pupils-2015-Briefing.pdf **(travellermovement.org.uk)**
[7] House of Commons Library (2019) – Research Briefing: Gypsies and Travellers – **https://commons library.par⸱**

How adult and child relationships and interac affect behaviour

The development of appropriate relationships and interactions between childrer can affect how they choose to behave in school and other educational settings a they make as adults. It is essential that children and young people form strong, a they work with in schools and other settings.

Forming appropriate relationships with adults in the home

It is essential that children and young people are able to form warm, loving, reciprocal relationships with the adults who care for them in the home.
Where children and young people have been able to form supportive, loving relationships with the adults in the home, they are more likely to be able to regulate their own emotions effectively and are likely to be happier individuals. Consequently, they are more likely to conform to the behavioural requirements of educational settings and society as a whole.

On the other hand, children who are constantly exposed to aggression and nega to develop low self-esteem and will struggle with being able to regulate their ow unlikely to be able to conform to behavioural requirements in educational settin

Forming strong relationships with adults in educational settin

It is also of vital importance that ch
to form strong bonds, where appro
other educational settings. Where
in the setting are more likely to be
young people undergoing difficult
and young people trust the adults t
to develop a trusting relationship v
school or setting), they are more li
their home circumstances and to a
Trust is an important factor in the s
young people; if a child or young person trusts an adult, they are more likely to d
they are worried about outside of school. Furthermore, when a trusting relation
and a child or young person in a school, it may be possible to support them in m
and in really getting to the bottom of the reasons why they are choosing to beha

Safeguarding: the action we take as educational practitioners to protect childre
kinds of harm and to promote their welfare at all times.

Chapter 4.7b: How practitioners can use info individual's home, family and care circumst and deal effectively with unwanted l

In Chapter 4.7a we started to look at how the different homes and communities come from can influence the ways in which they behave. We also looked at the c young people face when they have experienced a lack of consistency in the care chapter, we will explore how collecting a range of information about an individu circumstances can help school and setting staff not only to anticipate and deal e behaviour but to support children and young people to enable them to achieve t their time in education.

Working with parents/carers to help them fin and advice

Sometimes, the best way in which we can help children and young people is to first help their parents or carers. This is because, as discussed in Chapter 4.7a, the ways in which children and young people behave may be as a direct result of their home circumstances. For example, you may come across a child who is persistently late for school. The simplest thing to do would be to chastise the parents or carers of the child and to explain to them why it is important that the child is not late for school. However, this does not address the root cause of why the family are regularly late to school.

In these circumstances it is important to try to build a relationship with one of th parents or carers and to find out the reasons for the persistent lateness.
For example, it may be that the family have moved out of the area and are struggling to get the child to school on time because of a reliance on public transport. Perhaps the family need support in moving to a closer school, or they may need support in getting help with paying for bus fares.

We must never assume we know what the problem is without asking or we risk altogether. These types of parents and carers are often adults who have a deep staff due to their own experiences; we need to do everything we can to establish parents and carers in order to ensure the best outcomes for the children and yo that, not having had the best childhoods themselves, some parents and carers n skills. Again, this is not something to be assumed and needs handling in a particu some parents and carers may be appreciative of support with things such as sett behaviour in the home. There are a number of parenting courses which schools accredited to run with parents and carers.

Research activity

There are a number of approved parenting courses which can be run by school help provide parents and carers with skills to help them with parenting their ch courses is the Solihull Approach **[zzed.uk/11783-solihull]**; visit the website and this strategy which is designed to help parents and carers to improve their par other initiatives/courses which are designed to do the
same thing?

Sharing information with relevant colleagues, agency work and early interventions

It is important that information about children and young people is shared with relevant agencies where appropriate. These agencies may include the school nursing service, health visitors (depending on the age of the child), children's social care, the police, medical staff and the school/s which siblings may attend. Inter-agency collaboration is encouraged between school staff and other agencies in order to best safeguard and promote the welfare of children and young people who may be known to them. If there is a safeguarding issue, it is not necessary to receive permission from parents or carers in order to contact outside agencies; however, in all other circumstances it is necessary to obtain permission from parents and carers before sharing information with other agenc

Early intervention is key if serious safeguarding issues are to be avoided. In othe relationships with carers and parents as soon as issues start to arise will help to p deteriorating. You must not, however, wait if there is an urgent safeguarding ma must be referred straight away to the **Designated Safeguarding Lead** or the **Dep Lead**; this will depend on the school's or setting's safeguarding policy, which mu It may be that you are required to first pass any concerns on to the class teacher your concerns have been taken seriously you must escalate your concerns to the their deputy.

> **Designated Safeguarding Lead (DSL):** this is the person who is responsible for all safeguarding arrangements in the school, setting or other educational establishment. This role may have a different name depending on the local authority in which the school or setting is situated; for example, Child Protection Officer or Designated Safeguarding Officer.
>
> **Deputy Designated Safeguarding Lead (DDSL):** this person fulfils the same role as the DSL in their absence. Safeguarding matters can be taken to them in the absence of the DSL.

> **Case study**
> *You are working in a classroom*
> *One day when the children are c*
> *you notice that one child seems*
> *bruises on his torso.*

> **Applied activity**
> Once you have noticed these br
> what should you do next? You n
> setting's safeguarding or child p
> guidance. If you have not yet be
> is important that you ask to see

Supporting individuals through planned and u transitions

> **Transitions:** changes in a young person's or child's life which are significant to them. These changes may be big or small and may affect them in different ways.

Some of the **transitions** which can c person's life may be smaller in natu impact on the individual's life; howe larger and could cause major disrup life. Without knowing a child well, it or young person will respond to any important that we get to know the c

can prepare them for and support them through a variety of transitions which m are growing up. Some children and young people may take in their stride events others of the same age, while others may seem to react disproportionately to ev us. There may be very good reasons why children or young people react in the w adapt our response accordingly.

Forming a good working relationship with parents and carers will mean that they when something of significance is taking place in their child's life, meaning that y or young person through the changes which they are experiencing.

Examples of transitions which children may experience include:
- Parents separating from each other and/or divorcing
- Parents forming relationships with new partners
- Moving home
- Moving schools – this includes when children have to move to secondary sc from nursery to primary school) as this can be very distressing for some chil sufficiently and supported with this
- Moving classes within a school and/or changing teachers
- Some children may struggle if a new child enters the class
- Bereavement
- Being taken into care
- Starting puberty or experiencing other emotional or bodily changes
- Starting or changing medication – this may include children or young people or conditions such as ADHD (attention deficit hyperactivity disorder)

There are many more transitions which may occur in a child's or young person's life; some transitions everyone will experience, whereas other transitions are only experienced by a few individuals. As already mentioned, whatever the transition the child or young person is experiencing, whether planned or unplanned, big or small, it is vital that setting staff support them as they go through these transitions. Working with parents and carers, where possible, is always a vital part of this process.

Informing a behaviour management plan, and tracking individual behaviour targets

When a child or young person is struggling to manage their own behaviour in a school or setting, it might be necessary to implement a behaviour management plan. A behaviour management plan might be known by a number of names, depending on the school or setting, and is sometimes known as a behaviour support plan. It is important to remember that many children and young people find schools and other educational settings incredibly challenging places to be, and it is our job to support them to cope with the challenges they are likely to come across when accessing their education. As mentioned in previous sections in this chapter, we can support children and young people best when we understand their background and the challenges they may be facing outside of school; therefore; we need to get to kn people in our care and use this knowledge to help inform any behaviour support them. It is also essential that children and young people (where age and develop involved in the creation of their own behaviour support plans; this way they are process and the plan is likely to be more successful. Similarly, if possible, it is use in the process of producing and carrying out behaviour management/support pl

The children and young people who may need a behaviour management/suppor whole setting or whole-class rewards/incentives and sanctions schemes do not v bespoke plan to help them learn to manage their own behaviour.

Before we look at what sorts of things can be included in a behaviour support/m to note that this will not be a suitable approach for all children and young people inappropriate strategy for a child or young person with special educational need This is because, in some cases, their behaviour may be directly linked to their co within their control.

i **Did you know?**
One-page profiles are a useful way of pre-empting the need to use behaviour support/management plans. They summarise a child's or young person's likes and dislikes – and any 'need to knows' about them – on a single page. One-page profiles can be a useful transition tool for all children, not just those with behavioural issues or SEND. They allow staff to start to get to know children and young people before they move into their group or class.

Applied activity
Find out as much a
profiles by researc
The website One p
onepage] is a grea
some examples of
have found out all
profile for a child c
working with. Ens
permissions before
child or young pers

What should a behaviour support/management plan include?

There are no hard and fast rules for what a behaviour management/support plan
include, and the contents may change depending on the educational setting or s
However, the following is a list of some things which may be useful to include in
important to remember that a behaviour management/support plan should alwa
tailored to individual requirements and should be changed and adapted regularl
on its success or otherwise.

Possible features of a behaviour management/support plan (by no means an e

Possible triggers	Events or actions which may cause the child's or young person's and, therefore, cause their behaviour to deteriorate. If these trig minimised, this will help to prevent a potential **meltdown** by the Of course not all triggers can be avoided, particularly those conne work, etc.
Likes and dislikes	These can be used as a general introduction to the child or young useful tool when finding ways to communicate with the individua the child or young person likes horses, this may be a topic you ca conversation and, thereby, get to know them better. As we have forming effective relationships with children and young people is them better.
Strategies for support	This will include strategies for supporting the child or young pers overwhelmed if they have been exposed to one of their triggers. much depend on the individual and, therefore, should be develop child or young person and all the adults who work with them. For young people will not be able to cope with adults talking to them and this may cause them further stress; therefore, a key strategy the individual should not be spoken to until they are much calme
Warning signs	The strategies given for support might be split into sections deper anxiety/meltdown the child or young person is at. Different strate depending on the behaviour being exhibited by the child or young management/support plan should include warning signs to look fo the child or young person is at an early stage of anxiety or has ent therefore, indicate which strategies it is appropriate to use with th following is a good example of how to produce an effective behav plan which includes warning signs and strategies **[zzed.uk/11783-**
Individual behaviour targets	For some children and young people it may be appropriate to set as part of their behaviour support plan. These should be set with work with them and should be SMART (specific, measurable, ach time sensitive). Individual behaviour targets will not be appropria with behavioural difficulties.

Meltdown: a term often used to denote when a child or young person has becc
overloaded and is no longer able to respond appropriately to the situation. At th
often experiencing a fight, flight or freeze response and, therefore, the child or y
a number of different ways.

4.7 Revision questions

1. What is meant by 'consistency of care' when referring to children and young

2. Describe how a lack of 'consistency of care' can affect a child's or young per

3. Explain **two** ways in which culture and community can affect children's and

4. Read the following case material:

> *Dav is 11 and has recently entered the Year 6 class at his local primary sch*
> *attended another school in the area and has only very recently transferred*
> *with Dav was very quiet in lessons; however, he is becoming increasingly d*
> *swears at staff members and other children. The other day he became incr*
> *up throwing a chair across the classroom.*

Answer the following questions:

(a) Suggest **two** reasons why Dav might be behaving in this way in the clas

(b) Explain how/where you could find out more information about Dav in (
behaviour in the classroom.

(c) The class teacher has asked you to work with Dav and the other classro
management plan for him.

Give **three** pieces of information you might include in a behaviour man

Chapter 4.8: How children / young people m&
positive and negative verbal and non-verba&
from adults

We regularly communicate and interact with people in a wide range of both verb&
with adults but with the children and young people in our care. Most of this com&
however, we also often communicate our feelings without intending to and this &
Therefore, it is essential that all our communication with children and young pec&
that we don't cause them to react negatively. Some children and young people h&
when communicating with adults outside of the setting and, therefore, we need&
with all children and young people and think carefully about how our verbal and&
affect them. There are several forms of communication, both verbal and non-ver&
when dealing with children and young people.

Tone

The **tone of voice** we choose to adopt when speaking to children and young people can greatly affect how they respond to what is being said. If a child or young person is emotionally overwhelmed and you choose to raise your voice or use an aggressive tone, then this is likely to make the situation worse and the individual may become aggressive and/or it may take longer to calm them down. In this situation, it is better to use a calm or neutral tone of voice and to speak slowly. As mentioned in Chapter 4.7a, in some situations it is better not to speak at all and wait for the individual to calm down as their anxiet&
speaking. Furthermore, if you are anxious about the situation you find yourself i&
young person is displaying threatening behaviour), this can be transmitted throu&
help calm the situation. It may be better to leave the speaking to another adult v&
breath and try to calm yourself down before attempting to speak to the child or &

On the other hand, using a firm and confident tone of voice when dealing with c&
could mean that they are more likely to follow your instructions and to accept yo&
other setting. Speaking in a respectful tone of voice at all times to the children o&
encourage them to speak to others in the same way; this is particularly importar&
same example in their own home. It is better not to shout at children and young&
negative impact on their self-esteem. Furthermore, some individuals will experie&
their home environments and, therefore, will pay little to no attention to shouti&
rule of thumb, if you need to shout you have generally lost control of yourself ar&
more effective ways of encouraging desired behaviours in the classroom.

Proximity

Our **proximity** to others as we interact with them can be a vital factor in ensuring that they respond positively to us. If you enter a child's or young person's personal space while you are angry with them and/or chastising them, this can be incredibly intimidating for them, particularly if you are significantly taller than them or if they are seated and you are standing. They are unlikely to be listening to what you are trying to tell them if they are fearful about what is happening. On the other hand, we may be able to reassure children or comfort them by speaking in a calm and comforting tone of voice in relatively close proximity to them. In can also be more reassuring for children and young people if you speak to them while on the same level as them; for example, when you are both sitting down.

Gesture

Using a **gesture** correctly and in a positive way can be a very useful non-verbal t
educational setting. Once you have developed a good relationship with children
of the head can be enough to let an individual know that they need to stop what
be a way of giving approval; for example, a thumbs up or a nod of the head coul
are on the right track. Gestures can also be incredibly helpful when a child or yo
an individual with EAL (English as an additional language) enters the classroom f
relatively non-threatening way for a child or young person to express their need
they are feeling.
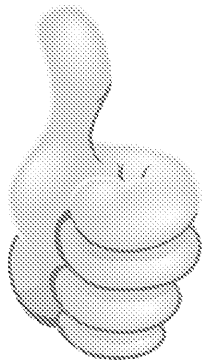
On the other hand, certain gestures can also be quite threaten
used. For example, we can point to indicate or direct a child's
towards a specific object. Used in this way, combined with a s
pointing can be a useful tool to help those with limited langua
also be quite intimidating, especially if you are pointing at a ch
combining this with close proximity to the individual and an a
It is not recommended to use pointing in this way as it can ne
person's self-esteem and/or can be viewed as a sign of aggres
same way; for example, the child or young person then demo
Furthermore, pointing at someone is unlikely to defuse an alr

Gesture: a movement of a body part, usually the hand or the head, to show an

Body language

Body language is a non-verbal form of communication which many of us use on
realising it. The correct and appropriate use of body language is of immense imp
others, but particularly so when dealing with children and young people. When
ideas we tend to have very 'open' body language – our body and face are relaxe
On the other hand, when we are feeling threatened or angry, we often have 'clo
fold our arms across our body, or we might clench our hands into fists; our face
feeling. Closed or negative body language can be very threatening to the childre
can make us intimidating and unapproachable, particularly when coupled with a
negative gestures. It could also make the child or young person more aggressive,
worse, and will certainly not help in trying to calm them down. Therefore, even
young people in a potentially volatile or aggressive situation, it is important to k
possible. This can be a difficult thing to achieve and may be something you need

4.8 Revision questions

1. Give **two** reasons why it is important to use 'open' body language when dea[...]
young people.

2. Explain how pointing at something or someone can be both a negative and [...]

3. Give **one** reason why a child or young person might not be comfortable wit[...]
to them.

4. Explain why it is better to use a calm tone of voice when attempting to calm[...]
emotionally overwhelmed.

Chapter 4.9: How and why practitioners use p
to motivate children's / young people's beha
and achievement

There are a number of positive approaches which can be used with children and
motivate their behaviour, attainment and achievement in schools and other edu
here is on the word 'positive'; while it is sometimes necessary to issue sanctions
line with the school's behaviour policy, positive approaches can be much more e
desired levels of behaviour, attainment and achievement.

Incentive and recognition schemes

Having effective **incentive** and **recognition** schemes in place can help to motivat
children and young people to aspire to achieve the school's or setting's standard
terms of behaviour, attainment and achievement. If a child or young person sees
another person receiving a reward for a piece of work or for demonstrating a
desired behaviour, they are likely to be motivated to try to achieve this
reward/incentive for themselves.

Therefore, any rewards/incentives on offer must seem desirable to the children
young people they are being offered to; therefore, the types of reward on offer
likely to differ depending, among other factors, on the age of the children or you
people in the school.

Rewards/incentives can be offered for any number of purposes, including to rew
effort in with homework, being a school role model, always being punctual to les
incentive and recognition schemes possible to use is limited only by your imagina
ready-made incentive and recognition schemes systems from one of the many e
which exist.

Incentive and recognition schemes	Commentary
Stickers	• Stickers are perhaps more appropriate for children of pr children may be unimpressed to receive one. • One of the benefits of using stickers is that they can be it doesn't matter whether the child is in their class or no • There are many educational resource companies which reward stickers for use in schools. • Stickers can be given out spontaneously, or some schoo assemblies' where children and young people are celeb that week and awarded a sticker.
Raffle tickets	• Can be given by any adult in the school community for (decided as a staff). • Raffle tickets can be collected in once a week and then assembly and the child or young person is able to choos appropriate prizes.
Points system / House points / Team points	• Again, points can be awarded by any adult in the school • Points may be exchanged for prizes, depending on the s be a catalogue of prizes for the children or young peopl • Pupils can also work in teams to collect points towards These teams may be just within one classroom, or withi • House points tend to be a whole setting initiative, with people being allocated to one of four or more houses. P joint reward.

The main thing to consider when using an incentive and recognition scheme is th[...] must be used consistently throughout the school or setting. Whole setting incen[...] and recognition schemes are ideal, as opposed to each class having its own indiv[...] scheme, as they mean that any adult can reward any child or young person if the[...] them exhibiting a desired attitude or behaviour. The sorts of things which shoul[...] rewarded should be discussed regularly in staff meetings so that everyone is on [...] same page. There should also be a discussion about administering rewards fairly[...] consistently and trying to find ways to reward less-motivated members of the school community.

Rewards are a form of **extrinsic motivation** and there are many educators and other individuals who work with children who disapprove of using incentive and recognition schemes. However, when considering this, it is important to remember that not all children and young people come from the same sort of background, community or household. Some individuals may start school already having high levels of intrinsic motivation, due to the support and encouragement they have received at home. However, other children and young people may have low levels of **intrinsic motivation** for many different reasons and may need to be given rewards as a form of extrinsic motivation in order to one day develop their own intrinsic motivation.

Establishing and maintaining positive relatio[...] children / young people

The importance of establishing and maintaining positive relationships with childr[...] discussed in previous chapters. This, of all the strategies mentioned in this chapt[...] force for encouraging children and young people to change their behaviour and [...] schools and other educational settings. Positive relationships can, at times, be se[...] children and young people will sometimes do things for adults even though they[...] motivation to do things for themselves. The key to forming good relationships is[...] cannot expect a child or young person to show respect for you if you do not sho[...] for them. This relationship should not be confused with friendship, but the child[...] understand that you are an adult who can be trusted within the bounds of what [...] the school's or setting's safeguarding policy.

As mentioned in Chapter 4.7, it is important to get to know the children and you[...] their likes and dislikes and really begin to understand what makes them 'tick'. On[...] find you have time for them and that you want to get to know them, they will be[...] to trust you; this will form the basis of a trusting and positive relationship which[...] succeed. It is important to remember that not all children and young people will find it easy to develop a trusting, positive relationship with an adult; this particularly applies to children and young people who have suffered from abuse and/or other forms of childhood trauma. That is not to say that it is impossible to form positive relationships with such individuals, just that it will take much more time, patience and care; these are often the children and young people who need to form a positive relationship with an adult the most.

Appropriate praise and formative feedback to young people improve

It is, of course, important that children and young people receive praise in respo
to their efforts in school and other educational settings; however, this praise nee
to be targeted appropriately if it is to have any impact on the individuals it is aim
at. Similarly, we need to be careful about the words and phrases we use to prais
children and young people if this praise is to be meaningful and have the desired
effect. Furthermore, we can help children and young people to improve their
academic performance and social skills with the use of well-targeted constructiv
feedback. The use of appropriate praise and **formative feedback** does not come
naturally to every adult, and some school staff may need to receive training and
support in order to be able to utilise these methods effectively.

Appropriate praise

Appropriate praise is targeted and specific and avoids general phrases such as 'G
While such phrases may have a short-term impact on some children and young p
terms of enacting long-term change in a child or young person or to reward desi
In fact, some children and young people may find such phrases to be rather patr
having a negative effect on some individuals.

Furthermore, such phrases don't give the child or young person any idea
what it is they did well or correctly; therefore, it will be difficult for them to
replicate their behaviour or actions in the future. Appropriate praise needs
to be specific in terms of what it is about the child's or young person's
behaviour or work that you like, and why.

Here are some examples of appropriate praise which can be used with
children and/or young people. Each example is designed to explain exactly
why something is being liked and/or praised. These can be made specific to
the subject and/or task which the child or young person is involved with:
- I really like the way you have used red paint to paint the sunset; it's
  really bright and bold.
- Thank you for holding open the door for me.
- I really appreciate your good manners when you are speaking to adults.
- You were a good friend to Sarah at playtime when she had no one else to pl
- You are always on time and well-prepared for lessons and I appreciate that.
- You put such a lot of effort into your homework and it really shows in the q
  have produced.
- You were able to hold your balance for such a long time – well done.
- The speech punctuation you used in your story was incredibly accurate.

Applied activity

Make a list of praise words or phrases you and/or your colleagues regularly use
people in your setting. Now reflect on the list you have made; do these words
appropriate praise? If so, why? If not, why not? How can you change some of t
that they represent appropriate praise? Practise using some of these appropria
next time you work with children or young people.

Formative feedback to help children / young people improve

As we have seen, appropriate praise is similar to formative feedback; in each of t
is given in the form of positive feedback. However, if we combine this type of pr
improvement, this can really help the child or young person to improve their eff
way, feedback can be helpful and is unlikely to upset the child or young person;
put the child or young person off from trying in the future. Here are some examp
can be used constructively with children and/or young people to help them impr
They can be adapted for giving feedback in many different subjects and tasks; th
take into account the purpose and/or objective of the lesson or task and give the
suggestions which reflect this.

The best way to give formative feedback is when it is accompanied by appropria

- I really liked the way you remembered to use a full stop at the end of every
  even better if you remembered to use a capital letter to start each of your s
- I like the way you remember to use your manners with all the adults. It wou
  remember to use your manners with your friends in the classroom too.
- You did some really detailed research on the Egyptians for your homework.
  put the information you found into your own words.
- Well done, you ran that lap extremely quickly. I wonder whether you can kn
  your time?
- I like the way you have used red in your sunset painting. Next time, perhaps
  shades of red in your painting; I could show you how to mix them.
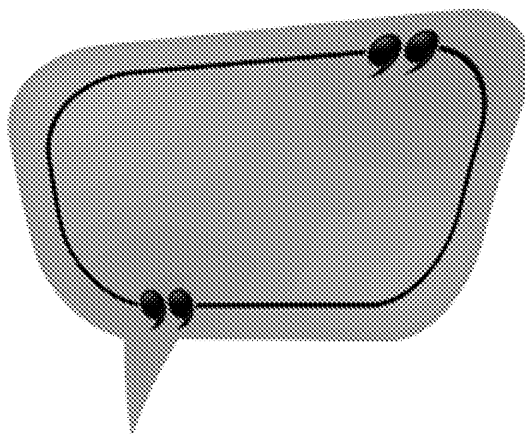
Chapter 4.10: How and why practitioners strategies for setting clear expectations

Children and young people need to be given precise and detailed information ab
behave in school or other educational settings at specific times or on specific occ
to be provided with clear expectations of behaviour. In schools and classrooms,
are provided with clear expectations of behaviour and where these expectations
standards of behaviour tend to be a great deal better than in schools and setting
are not made clear and/or are not adhered to in a fair and consistent way. There
setting clear expectations of behaviour in schools and other educational settings
outlined below.

Establishing a structured approach

The majority of children and young people in a school or educational
setting will be happiest and feel most secure when there is a consistent
routine to the day and week. In fact, this will also help those children and
young people with conditions such as autism spectrum disorder (ASD) as
these individuals tend to thrive when they have a predictable routine.
It is important that this routine is visible in an accessible way to all the
children or young people who need to access it. For older children (those
in **mainstream** secondary education) who may visit a number of
classrooms for lessons each week, this may mean them having their own
individual timetable, which they can access, in their planners or journals.
For very young children and/or those with special educational needs
or disabilities (SEND), this may mean having a visual timetable of the
day displayed in the classroom, usually with pictures or symbols
which are easy for the children to understand; this would need
changing on a daily basis.

In addition to having a weekly and/or daily routine, it is important
that children and young people understand how they are expected
to behave and what they are expected to do at any given point in
time. For example, young children may understand that when they
hear a certain song in the classroom, or when someone rings a bell,
this is their signal to tidy their toys away and put everything back
where it belongs. This does not happen instantaneously in classrooms; it takes a
classroom staff before children know what is expected of them at all times. Havi
children at the start of each day can help them to feel settled, safe and ready for
schools often have a time when young people are with their tutor groups at the
them feel settled and to manage attendance matters before they are sent off to

Setting age- and stage-appropriate ground rul

Any behavioural expectations which are set by adults in a setting should reflect t
the children or young people who are expected to adhere to them. For example,
year-old to be able to behave in the same way as a 10-year-old and, therefore, a
expectations need to reflect this. If we set unrealistic expectations of behaviour,
people are unlikely to be able to adhere to them and, consequently, individuals
and chaos in the setting or school will follow. As the children and/or young peop
and behavioural expectations should change and grow with them. Where possib
should develop its rules and behavioural expectations in conjunction with the pu
has helped to set the rules and expectations, they are more likely to adhere to t
children and young people understand what will happen to them if they break a
expectations in any way. It is, therefore, important to make any sanctions clear t
Similarly, they also need to be made aware of any incentive and recognition sch
things they can do to earn rewards.

Acting fairly and consistently

Part of having a structured approach in educational settings, as discussed previo
the school or setting behave in a fair and consistent way when dealing with child
main ways this can be achieved is through the creation and implementation of a
was discussed in detail in Chapter 4.6. Furthermore, it is essential that staff rece
training to ensure that there is consistency of approach across the entire school
dealing with behaviour.

One of the things it can be difficult for staff to do is to put their
own feelings to one side when dealing with behavioural issues; it
can be very easy to take things personally, particularly if a child
or young person has been particularly aggressive or has given
personal insults during the heat of the moment. However, it is
important to remember at all times that it is not personal – the
child or young person is lashing out because of how vulnerable
and overwhelmed they feel. Bringing personal feelings to bear
when dealing with a behavioural situation involving a child or
young person will mean that you don't deal with the individual in
a fair and consistent way. If you feel that you are unable to be
fair and consistent when dealing with a child or young person,
you must step back and ask another adult to take over.
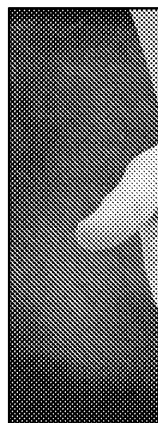
> *Applied activity*
> Think of a time when you felt unfairly treated by a member of school staff. Wh
> make you feel? What happened next? Did you respect/like the person whom y
> Why / why not? How did your feelings towards this adult change after the eve

Modelling appropriate behaviour

One of the most effective ways of ensuring that children and young people beha
this behaviour ourselves. For example, if we would like children and young peop
then we should be seen to be using good manners at all times. Not only does thi
like to see but it also engenders trust as we are not asking children and young pe
do ourselves.

We can also use older children and young people as role models in schools and c
praising them when they demonstrate the desired behaviours in front of other/y
people. Children and young people will often take more notice of things their pe
and, therefore, this can be a very effective tool to use.

Positive reinforcement

Positive reinforcement is an essential tool to use when helping children and you
behaviour in schools and other educational settings; it should be a key part of be
in schools and other settings. Positive reinforcement occurs when we praise, or
way (for example, rewards), a child or young person for displaying a desired beh
not ignored, but more emphasis should be placed on those individuals who are b
them to.

We can often take for granted those children and young people who always beh
school or classroom; using positive reinforcement is a way of positively acknowl
but also reinforces to other children and young people the kinds of behaviours w

The following are examples of ways in which positive reinforcement can be used i[...]
wording/language may need changing, depending on the age of the children / you[...]
- Thank you for walking in the corridor.
- Amir, you are sitting smartly and showing me that you are ready to start the[...]
- Thank you for putting up your hand instead of shouting out.
- I love that Zak tidies everything away before he chooses another activity.
- Thank you for using a quiet, indoor voice.

Research activity
Find out what you can about positive reinforcement. Where does the concept come from? Why does it work? This website is a good place to start: Check out the following link for support: **[zzed.uk/11783-positive]**

Applied activity
Using the information [...]
a partner to create an [...]
about using positive re[...]
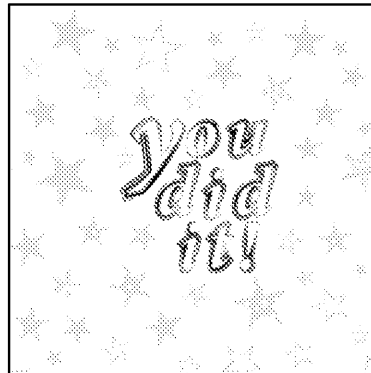
4.9 and 4.10 Revision questions

1. Which **one** of the following is an example of appropriate praise?

   A   Well done.
   B   You need to try harder next time; I'm not happy with this.
   C   I'm pleased you remembered to include commas in your writing.
   D   Great, you've finished.

2. Justify the need to establish and maintain a structured approach when work people in schools and other educational settings.

3. Explain how using formative feedback can help to improve the quality of a c

4. Explain how establishing and maintaining positive relationships with childre motivate and maintain their levels of achievement.

5. Explain what is meant by positive reinforcement in the classroom and give t

6. Read the following case material:

   > Zak is seven years old and is currently in Year 2 at the primary school you w
   > very demotivated in the classroom and is reluctant to complete the work he
   > regularly getting into trouble in the playground by being too rough when h

   Answer the following question:

   Explain three rewards which could be used by his teacher and other classro help him improve his attitude and behaviour when in school.

Chapter 4.11: How and why practitioners strategies to support children and young p self-regulation and resilienc

In Chapter 4.4 we discussed the concept of self-regulation and the need to suppc children and young people in developing their ability to self-regulate during time and heightened emotions. There are a number of strategies which practitioners help support children and young people to develop their self-regulation, and the discussed in detail in this chapter. Children and young people also need to devel **resilience** if they are to survive and thrive as part of a school or in the wider com this chapter will also include some strategies which practitioners can use to help and young people to develop resilience when approaching tasks and experiences

Playing games / interactive sessions that enc and impulse control

It is not unusual for young children and toddlers to struggle with turn-taking and control (see Chapter 4.5 for a reminder about this term); however, children and people need to be helped with developing these necessary skills. Some children young people, such as those with special educational needs and/or disabilities (S may struggle more than others to understand the need for turn-taking when pla games with others. Many of these children and young people also struggle with concepts of 'winning' and 'losing' when it comes to playing games, and may bec feeling they have been cheated in some way; this is where the need to develop i children and young people are to be able to interact appropriately with others. S which involve turn-taking – for example, board games – as a regular part of fami children and young people who do not have this opportunity at home, and/or fo need to intervene and help pupils to develop these requisite skills. There are a n help children and young people to develop turn-taking skills and impulse control although there are many more to be discovered.

Playing board games and other turn-taking games
Playing board games and other games (such as dominoes and card games) with children is perhaps one of the simplest ways in which to support children and young people to develop the skills of turn-taking and impulse control. When first starting to introduce such an **intervention**, it is advisable to use just a small group of children, or even just a pair of children, to keep the anxiety levels of all individuals to a minimum. It is a good idea to include as part of the group or pair, children or young people who are able to demonstrate the skills of turn-taking a the game; the individuals we are trying to support can then see the necessary sk will help to prevent the session descending into chaos if there are multiple childr reinforcement should always be used in these situations to reinforce the desired

Lego Therapy
Lego Therapy was originally created to support children and young people with a develop skills such as turn-taking, impulse control and resilience. However, it car of children and young people to great effect to help them develop the same skill a pre-determined number of sessions and is run by a trained practitioner; it invo children or young people working together to follow instructions to build a Lego be used just as successfully). Each child or young person has a pre-determined rc supplier', and these roles are swapped over between sessions. Lego Therapy can be used with multiple groups of children or young people, depending on staff av outlay as different Lego projects will need to be bought; the size and complexity reflect the age and abilities of the children taking part in the group.
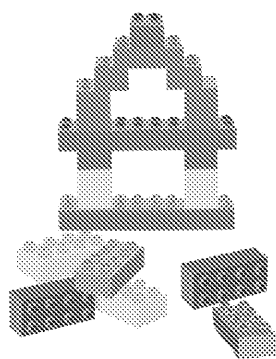
> **Research activity**
> Find out as much as you can about Lego
> is a good place to start: **zzed.uk/11783-**
> The creator of Lego Therapy, Dr Dan Le
> about Lego Therapy, which make for int
> There are links to the publications throu
> aforementioned website.

Sharing stories that encourage reflection on o others' emotions

Young children in particular can find it hard to reflect on and put a name to their o others. Generally speaking, if a child grows and develops emotionally at an approp with very little targeted input from the adults in the setting or school. However, sc particularly those with special educational needs and disabilities (SEND), may need help them develop the ability to reflect on their own and others' emotions.

Before children and young people are able to reflect o before they are able to reflect on others' emotions, th what they are feeling and to be able to name this. This and is, therefore, something which we as practitioner Being able to recognise the emotion they are experien name to it is a big step towards helping the child or yo to help themselves to self-regulate. Once this step ha young people can then be encouraged to begin to refl begin to understand what triggers these emotions and themselves to manage strong emotions. The final step reflect on the emotions of others; this is a vital step fo people to function in society as they need to understa the emotions of other people.

There are a number of ways in which practitioners can help children and young p emotions and the emotions of others, but one tool we can utilise is the sharing c children and young people is vital in helping them to develop their language and stories can also be used to help children to recognise and name their emotions a emotions and the emotions of others. There are a number of books which are sp purpose; however, most picture books have a message or theme which could als It is important to remember that the book/story must reflect the child's or youn literacy and emotional skills; we need to look for books and stories which are a g person we wish to help.

i **Did you know?**
Dr Sharie Coombes has written many
books designed to help children and
young people reflect upon their own
and others' emotions. These books are
available from most booksellers, or you
may already have some copies in your
school or setting.

> **Research activity**
> Think of a child or young pers
> from extra support to help the
> their own emotions, or one w
> the emotions of others. Condu
> books which are available to f
> would you choose to share wi
> Why? Remember that the boo
> the child or young person you
> teenager might not necessaril

Modelling coping skills

As has been mentioned before, one of the best ways for children and young peo
by seeing them modelled by their peers, by older children and young people, and
school. Therefore, one of the best ways of helping children and young people to
to see these skills modelled, usually by adults in the setting. We use our coping s
and when we are handling difficult emotions. Most of the time we, as adults, use
subconsciously; by now they have become second nature to us. However, many
help to develop their own coping skills, particularly if the adults at home do not
These coping skills will help to prevent them from going into emotional overload
prevent undesired behaviours emerging. This can be a lengthy, ongoing process
need consistent support over a long period of time in order to help them develo

In order to model coping skills, we need to do this overtly; don't assume that a c
on what you are doing. Therefore, you need to verbalise the whole process for t
choose to use to model coping strategies don't have to have genuinely annoyed
an opportunity to model appropriate coping strategies. For example, the verbali
something like this:

'I went to the staffroom to eat my lunch and I found out that someone had eate
asked me if they could have it. No one admitted it and I felt really angry because
chocolate biscuit. It wasn't a good idea to get cross and lose my temper in the st
around the field and it helped to calm me down. I often go for a walk when I nee
something you think would help you? Perhaps we could try it together next time

Obviously, the wording would change depending on the child's or young person'
process you are with them. It will take time and so you will need to repeat this p
get other members of staff to do the same when they work with the child or you

---

Applied activity
Think about your own coping skills. How do you react when you are upset or a
work with or when you are shopping or on a night out? What do you do? Make
strategies. Which of these strategies would be appropriate for passing on to a
Think about how you could pass these coping skills onto a child or young perso

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Encouraging physical exercise

Being able to engage in physical activity is an important self-regulation
tool for many children and young people; in fact:

> *'Evidence shows that children and young people who are more active have more confidence, higher self-esteem, less anxiety and stress and better social skills – attributes that can help them deal with the challenges they face in daily life.'[8]*

Therefore, we can see that all children and young people can be helped by takin
It is important to note that many children and young people will only get the opp
appropriate physical activities when they are at school or in another educational

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[8] Public Health England – Physical activity helps children to deal with life's challenges – **https://www.gov.uk/g**
children-to-deal-with-life-s-challenges

For some children and young people, physical exercise becomes an even more important part of their self-regulation strategies and is a key part of the strategies that some practitioners will provide for these individuals in order to help them avoid emotional overwhelm and eventual meltdown. Furthermore, some children and young people have a specific need which can only be fulfilled by physical exercise. For example, the brain of an individual with sensory processing disorder does not process sensory information provided by the senses in the same way as a **neurotypical brain**, and this can cause the brain to be under-responsive or over-responsive to certain stimuli (e.g. smells, sounds, certain movements and tastes). Certain children who are under-responsive to certain types of movement may need this providing for them as part of their normal day; providing this will help to ensure that these children / young people remain calm because their sensory needs are being met and they are receiving the sensory input they need to help them to self-regulate.

Case study
Kim is eight years old and often engages in unwanted behaviour in school; she regularly throws tantrums when asked to complete written tasks. You have been asked to observe Kim to begin to understand how staff can help her to self-regulate when she is becoming emotionally overwhelmed. You notice that Kim often complains that the pencil is too loud when she is asked to write with one.
Furthermore, when you observe Kim at playtimes you notice that she likes to spin round and round on the spot for minutes at a time but never seems to get dizzy.

Research activity
Find out more about sens
and sensory integration –
good place to start: **zzed.u**
In particular, can you find
senses and what each of t

Applied activity
Using the information fr
the information collecte
activity, can you decide
involved here? What sm
make or suggest to help
activities in the future?
find which would be a v
sensory-seeking, spinnir

Encouraging problem-solving, supporting ho
challenges in a positive light and creating opp
supported risks

As adults, we often enjoy helping children and young people to complete tasks a
problems; it can be hard to see someone struggle when they don't find a task ea
However, there is a fine line between supporting someone as they learn to solve
and helping them to the point where we disable the child or young person comp
we do this then we quite often stop the child or young person from developing t
necessary problem-solving skills which will help them as they move through life.

Bright children, who in general find tasks easy, are often reluctant to engage in t
which they might fail or not get the 'right' answer; they may also not enjoy open
there is more than one correct answer. Conversely, children and young people w
to make sense of concepts are often more used to failure and are generally more
of children are often more resilient as they are used to finding things difficult an
work for things. Our job as practitioners is to encourage all children and young p
problem-solving skills when approaching a wide range of tasks. It is also importa
learn to solve problems independently, as well as in pairs and small groups.

We have already discussed the need for children and young people to develop re...
difficult tasks. This is a skill that we need to help them develop, and we have alre...
children and young people will find developing resilience more difficult than oth...
support them to do is to reframe challenges in a positive light. This is an ability w...
regular basis, and the skills involved will need to be broken down and taught in b...

Finally, getting the difficulty level of tasks correct is challenging; we want individ...
solving problems, but we don't want to put them off entirely because the task is...
encourage children and young people to take supported risks. As human beings,...
mistakes or the mistakes of others than we do from getting things right first time...
which we must share with the children and young people in our care so that they...
to make mistakes; being afraid of failure can stop many individuals from trying in...
other educational settings, as practitioners, we must create an environment of s...
children to take appropriate and supported risks. An environment like this will he...
resilient children and young people.

Did you know?
TASC (Thinking Actively in a Social Context) is a framework developed by Belle V...
develop problem-solving and thinking skills. You can find out more by visiting th...

Providing opportunities to support socialisatic

Very young children will need support as they socialise with their peers and start t...
they still need to learn and develop many of the skills we have already discussed, s...
control. Older children and young people with certain conditions and/or special ed...
(SEND) will also need support to develop these skills and to be given specific oppo...
These interactions will need to be carefully monitored and managed to prevent th...
from becoming overwhelmed emotionally and to prevent the situation from deter...
people with autism spectrum disorder (ASD) and other conditions, such as
attention deficit hyperactivity disorder (ADHD), are often poor at picking up
on **social cues** from others, which can mean that their peers become
frustrated with them if the situation is not managed carefully. Children and
young people with these conditions can often want to control situations and
be in charge of any games or play, as this is a way of lessening their own
anxiety; however, this can be frustrating for other children and young people
and make them reluctant to socialise with these individuals. As practitioners,
we need to support these interactions and teach these children and young
people the skills of letting others have some say in play opportunities.

It is also important to engineer opportunities for children and young people to w...
setting; after all, being able to work with others is an important skill we need as...
support from adults in order to be able to do this successfully. This will require c...
be very structured. A good start would be for a child or young person to work wi...
minutes; this could then be built upon slowly.

One important point to make is that some children and young people
may be perfectly happy in their own company or may prefer the
company of adults for one reason or another. While it is important to
provide these individuals with socialisation activities and support
when interacting with their peers, this is not something which should
be forced if the child or young person shows distress at being made
to interact with others. It might be necessary to try much smaller
steps when introducing socialisation activities until the individual
becomes more comfortable when interacting with others.

Encouraging mindfulness

Helping children and young people to develop strategies for **mindfulness** will he[
their ability to self-regulate when they are feeling emotionally overwhelmed or c
the verge of meltdown. It is important that individuals are taught to recognise th
own triggers and learn to recognise when they are beginning to feel overwhelme
Mindfulness techniques could help children and young people to cope with som
their trickier emotions, to feel calmer and to become more aware of how to res
to unhelpful thoughts when they appear.[9]

There are a number of simple mindfulness techniques which a practitioner could
people, and there are a lot of free resources on the Internet, including some app
classroom or other educational setting. It is important to note that not all resour
young people and so resources must be vetted carefully before they are used by
Furthermore, mindfulness does not suit everybody and, therefore, it is importan
technique onto children and young people who have given it a fair go but who h

> **Mindfulness:** a technique which
> involves being aware of what is
> happening in the present moment
> and focusing on this. You might
> concentrate on how you are feeling
> or things you notice in your
> immediate environment.

> **Research activity**
> Research some basic mindfuln
> taught to children or young pe
> could also look for some video
> with children or young people
> Make yourself a list of the mo
> easily find them in the future.
> to start your research **zzed.uk,**

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[9] **www.mind.org.uk** – Mindfulness – What is mindfulness? – Mind

4.11 Revision questions

1. Explain how physical exercise can be used to help a child to self-regulate.

2. Describe a classroom activity which can be used to help children and young their own emotions.

3. Explain how you could help a child to develop their turn-taking skills.

4. Why is it important that children and young people are given opportunities

5. Read the following case material:

> *Cara is in Year 8 at the secondary school you work in and is 12 years old. U*
> *well in school and is a bright girl. In the last few weeks she has begun to te*
> *work too hard, and she will often give up rather than try a task and not be*

Answer the following question:

Give **three** strategies you could use to help Cara to develop resilience when
solve. For each strategy, briefly explain how this will help her to develop res

We have already discussed at length in other chapters the range of strategies whic
settings to help them respond to behaviour and to encourage desired behaviours;
some of these strategies – in particular, those available to practitioners which can

Being fair and consistent

It is of paramount importance that every practitioner demonstrates fairness and
challenging behaviours, regardless of their own beliefs. One of the main ways in
through following the school's or setting's behaviour policy, which all staff will b
As discussed in Chapter 4.6, behaviour management policies, when correctly imp
consistency and fairness when dealing with all children or young people in the se
one class will receive the same reward or punishment as a child in another class,
regardless of any practitioners' personal opinions.

> **Research activity**
> Author and behaviour training expert
> Paul Dix believes that the key to changing
> behaviour in schools lies firmly with the
> adults. His book *When the Adults Change,*
> *Everything Changes: Seismic Shifts in*
> *School Behaviour* (ISBN: 9781781352731)
> explains his views in detail, giving real-life
> examples. To find out more about this
> school of thought, the aforementioned
> book is a great place to start.

Having said that, one size do
occasions when the whole se
fit certain individuals; for exa
behavioural issues and/or sp
disabilities (SEND). In these s
importance that all practition
and fair approach when deal
Any practitioners who are ex
individual in question need t
strategies which are currentl
individual and to deal with th
can be sure they are behavin

There may be occasions when, for various reasons, you find yourself clashing wit
of the challenging behaviours some children or young people demonstrate are d
as possible, whether negative or positive, and this can seem irritating. You may a
about having to work with the child or young person in question; they may label
understand why they are not treated in the same way as other children or young
remember that you are the adult and that all behaviour is a form of communicat
the child's or young person's history that would explain why they behave as they
this. It is easy to listen to colleagues being negative about a child or young perso
point of view; always remember that you could be the person that makes the dif
person and that you must always deal with them in a fair and consistent manner
yourself becoming irritated by a child or young person, withdraw yourself from t
feel calm enough to deal with them again.

Focusing on the behaviour rather than the ind

It is important when dealing with behaviour that we learn to separate this behav
person; it is the behaviour being demonstrated that we are unhappy with, not th
Therefore, we must be careful with our wording when discussing an individual's
label the child or the young person. We shouldn't ever say phrases such as 'Bad
as this is clearly labelling the child / young person and not the behaviour. Once w
terms with children and young people, it becomes almost a self-fulfilling prophe
think of themselves in negative terms.

We have discussed the concept of self-esteem at length in Chapters 4.2, 4.3 and
the importance of children and young people having good self-esteem if they are
succeed in education; focusing on the child rather than the behaviour is known t
negative impact upon self-esteem. Furthermore, as we know, many of the indivi
who behave in undesirable ways are likely to have poor self-esteem anyway, for
number of different reasons. It is our job as practitioners to raise an individual's
esteem rather than to cause it further harm.

It would be better to use phrases which highlight the behaviour, such as 'Hurting
was an unkind thing to do...'. This way we are clearly referring to the behaviour a
fact that the individual made the wrong decision in choosing to hurt someone, ra
than negatively labelling the child or young person. This is also more likely to res
individual being able to reflect upon their behaviour and to begin to understand
some children and young people to reflect upon their own behaviour is a difficul
support them in beginning to change their behaviour.

Applied activity
Think carefully about how you would normally speak to a child who has behave
think about how you've heard a colleague speak to children or young people.
1. Make a list of phrases you've heard or used which label the child rather th
2. Make another list of phrases which you've heard or used which label the b
    or young person.
3. Work on using the latter list of phrases when dealing with behaviour incide

---

Following the behaviour policy and referring behaviour policy or student code of conduct

In Chapter 4.6 we discussed, in detail, the use of a whole setting behaviour policy
approach of all staff when responding to behaviour is consistent and fair. By follo
school will know how to deal with different instances of undesirable behaviours a
As a result, there can be no accusations of unfairness, and it doesn't matter whet
with the child or young person they are dealing with – the rules and sanctions are
behaviour policy needs to be reviewed regularly to ensure it matches the needs c
and pupils. Furthermore, all new staff need to become familiar with the policy an
implementation. Children and young people often feel safer in environments whe
where all adults will deal with them in a fair and consistent manner, regardless of

Some schools and settings will have a student code of conduct, which is an agreed
children and young people are expected to behave while on the premises. This cod
prominently in classrooms and throughout the building so that students are consta
adults can refer to it regularly, particularly when they are dealing with incidences c

One of the best ways to ensure that children and young people follow the rules i
development. One of the ways this can be done is through the collection and wr
something that is often done in primary schools at the start of the new school ye

1. The practitioner could start by asking the children what their ideal classroom
    to do their best at school; and, what makes it difficult for them to learn?
2. From this, and through further discussion, the adult will tease out a set of cl
    classroom and followed all year.
3. The classroom staff can then refer to these rules when discussing a child's b
    *   Teacher: 'Do you remember our class rule about not shouting in the cla
        important because if it's too loud we all find it difficult to concentrate.'
    *   Because the children have had a say in creating these rules, they are m
        to them; children will also often remind each other about these import
        a child doesn't follow them.

In some schools and settings, there is a school council whose members are made u
children or young people in the school. For example, there might be two represen
group; it often depends on the size of the school and/or the age of the children or
School councils, when they are used correctly, have an important job as they repre
school or setting. They should be able to give their input regarding the school's or
rules, rewards and sanctions; while not every idea the school council comes up wit
should be given a fair hearing by a staff representative, who can then feed back to

Implementing appropriate incentive and recognition schemes

In Chapters 4.9 and 4.10 we discussed the use of incentive and recognition scher
them as a form of extrinsic motivation which may be needed until an individual's
When thinking about implementing appropriate incentive and recognition schen
fairness and consistency; if two children or young people (of the same age) brea
they should expect to receive exactly the same sanction. Furthermore, all reward
in line with the school's behaviour policy, again to ensure that all adults are beha
when issuing them.

Any rewards/incentives need to be age- and stage-appropriate for the
child or young person they are intended for. Whereas primary school
children are often over the moon to be given a sticker, a secondary
school pupil may be less than impressed to be given the same reward.
Therefore, incentive and recognition schemes should be carefully
thought out to take into account the age of the children or young
people in the setting, and/or their stage of emotional development.

Any sanctions given should also be age- and stage-appropriate for the
children and young people in the setting and should not infringe on the
individual's human rights in any way. Sanctions can range from a
timeout given to younger children to detentions or an **exclusion** for
older children.

In many schools and settings there is often a big age gap between the oldest chil
therefore, any behaviour policy and systems of rewards and sanctions need to ta
given to an 11-year-old in a Year 6 classroom would not necessarily be appropria
the nursery class at the same school. Similarly, a sanction given to a mainstream
would not necessarily be appropriate for a child of the same age with special edu
(SEND). All these factors should be taken into account when a behaviour policy is

i
Did you know?
There are rules and guidelines from the
government which a school must follow when
giving sanctions to children and young people.
To find out more visit: zzed.uk/11783-discipline

Zig Zag Education

Using language that clarifies expectations

A key part of managing behaviour in schools and other educational settings shou
and young people have a clear idea of what is expected of them in terms of beh
expected to follow should be made transparent, and any sanctions or rewards sy
to everyone. Children and young people should know beforehand that if they be
be consequences.

Practitioners should always use the language of choice with children
and young people. As we discussed earlier in this chapter, it is
important to focus on the behaviour rather than the individual, and
using the language of choice helps us to do this. It also makes it very
clear that the decision to behave in a certain way is the choice of the
individual. For example, a practitioner might say to a young child, 'I
have asked you not to throw the bricks. If you choose to keep
throwing them then you are choosing to sit for three minutes on the
timeout chair.' Using the language of choice means that the child or
young person is given an opportunity to stop the behaviour before
they are punished as a consequence.

An important point to remember is that, where possible, children and young peop
that if they carry on with their chosen behaviour then they will receive a punishme
dangerous or particularly extreme, giving the individual a warning may not be pos

School rules, in general, should be phrased in a positive rather than a negative w
which states 'No running in school', a more positive way of phrasing it would be
walk in the corridors'. This more positive way of phrasing is also preferable beca
going to follow the rule and it is thanking them for it. It also clarifies expectation
person immediately knows what is expected of them in terms of behaviour.

> **Applied activity**
> Think of some school rules you remember from your time in school. Were thes
> phrased? How could you reword some of the negative rules to make them sou

Providing a calm and safe environment

If a child or young person goes into meltdown or becomes overwhelmed in a bu
very distressing for other pupils to see; depending on the severity of the behavio
also be a physical risk to other pupils. It can also be very distressing for the child
meltdown to have this witnessed by their peers; they may not seem to care at th
afterwards, once they have been given a chance to calm down. Sometimes, the
like this is to remove the child or young person and to take them to a calmer/qu

i **Did you know?**
There are clear
government guidelines
for the use of
reasonable force with
pupils in schools. The
following publication
will give you more
detail on this:
zzed.uk/11783-advice

It is a good idea to already have a quiet location w
go when they feel themselves becoming overwhe
having a meltdown. Practitioners can show the in
encourage them to go to it when they feel that th
situation. This is a way of helping the child or you
appropriate coping strategy; it also negates the n
young person from the situation after the meltdo
idea to discuss with the child or young person wh
feel safe and help them to calm down and, where
on planning the space. For example, a young child
when they are feeling threatened or emotionally
could be placed over a table for the specific use o

to go to a safe place; a blanket or cushion could also be placed under the table if
idea, in order to make the place feel more reassuring.

If it becomes necessary to remove a child or young person from a situation, this
using persuasion rather than through the use of physical intervention. Physical in
last resort – for example, if the pupil is at risk of harming themselves or others –
people who are trained to do this safely.

> **Case study**
> *Gus is eight years old and has recently
> been diagnosed with autism spectrum
> disorder (ASD). He seems to become
> emotionally overwhelmed very quickly and
> often goes into meltdown in the classroom.
> He doesn't hurt other children or staff,
> but he has been known to deliberately
> hurt himself when he's feeling
> emotionally overwhelmed.*

> **Applied activity**
> What could you do to he
> the situation before it de
> anything you think of sh
> implement in a normal c
> Explain your ideas to an
> think of your plan? Can t
> you could do to help?

Encouraging co-regulation

Co-regulation is a psychological term that refers to the processes through which
soothe and manage emotions during distressing or stressful situations. It involve
the regulatory support given by a caregiver, parent or teacher. It differs from sel
manage their emotions on their own. Some children find it more challenging to s
the skills, especially if parents have not allowed them to build up these skills.

Effective co-regulation can support self-efficacy and allow children to feel secure
three broad categories:
1. Provide a **warm and responsive relationship** with the child, being there for
   them during times of stress.
2. Provide a **structured environment** that is physically and emotionally safe.
3. Provide **support to students to learn self-regulation skills** by presenting op
   skills and offering scaffolding to help achieve the skills.

Examples of ways co-regulation can be used in the classroom include:
- Use of lighting to set the scene, e.g. dim lights to bring the energy down.
- Lowering volume and tone to de-escalate a situation and calm the situation.
- Bending down to the student's eye level to reduce your physical presence ov
- Reminding students of available support and strategies to support them in d

4.12 Revision questions

1. Explain why it is important to focus on the behaviour of an individual rather

2. Describe how using appropriate incentives can help to improve behaviour in

3. In what circumstances might it be a good idea to remove a child or young p
   situation?

4. Give **three** reasons why it is important for practitioners to be fair and consis
   behaviour.

5. Explain why it is important for practitioners to follow the whole setting beh
   behaviour.

6. Read the following case material:

   > *Ahmet is nine years old. He is relatively new to the school and, since he arr*
   > *behaviour in the classroom has been disruptive and he has been known to*
   > *when he is feeling emotionally overwhelmed.*

   Answer the following question:

   Identify and evaluate a range of strategies which can be used by practitione
   respond to the behaviour he is exhibiting.

   Your response should show:
   - how a range of strategies can be used to anticipate and prevent such b
   - which strategies should be used once Ahmet begins to display unwant
   - an evaluation of why the strategies you have suggested might work wit

Chapter 4.13: How and why practitioners strategies to motivate children and young p stretch their skills and abiliti

We have looked in detail at how to support children and young people who ofte to improve their behaviour and attitude towards school, but what about those ir issues? What can practitioners do to motivate children and young people to test abilities? We should always do our very best as practitioners to motivate and str people in our care.

Setting high, realistic expectations

We should always have the highest expectations of achievement for all children their culture, home situation or any other factors. However, these expectations both the age and stage of development of the child or young person and wheth special educational needs and/or disabilities (SEND); we should encourage each the very best they can, taking these factors into account. As we have said before size-fits-all approach to working with children and young people; therefore, our and stretching their skills and abilities should be tailored to each individual (whe important in the classroom to resist the urge to compare children with each oth end up having a negative impact on other children and young people as they wil unfavourably with others in the setting.

An important point to note is that while we must encourage and motivate every best and to stretch their skills and abilities, we must be careful not to set the bar up having a negative impact rather than the positive impact we are aiming for.

Using age- and stage-appropriate praise and e

In Chapters 4.9 and 4.10 we discussed at length the need for using positive reinf young people in order to encourage them to adhere to behaviour policies and to ability. However, any praise and encouragement which is used as part of positive be both age- and stage-appropriate. What this means is that when designing a re into account the age of the child or young person and their stage of emotional d into account any particular needs or conditions they have. For example, it is mor year-old an on-the-spot prize or sticker for something they have done rather tha into a raffle and may win a prize at the end of the week. Young children, or those development, have very little concept of time and won't understand the need to more impact if they are given the praise immediately, with an appropriate explar given it.

Furthermore, any praise or constructive feedback which is given also needs to ta of emotional development a child or young person is at. You are likely to cause c more suited to a five-year-old with a young teenager and are likely to lose any re had for you.

Involving parents/carers as part of a whole se

In Chapter 4.6, we briefly discussed the need for parents and carers to be aware and the need for the expected standard of behaviour to be clarified for them. Th parents and carers will support the school/setting when it comes to giving out re children or young people. Cooperation between school and home is one of the k children and young people achieve the best outcomes; where links between hon and young people tend to achieve lower standards. If children and young people may be contacted, this may be an added incentive to follow any school/classroo

On a more positive note, it is also important that parents/carers are informed of any rewards their children are given, in order to celebrate this more fully.

As part of their behaviour policy, schools/settings may choose to send letters or postcards home to parents and carers to let them know when their child has done something praiseworthy. Some schools also invite parents/carers to celebration events, such as an assembly, in order to celebrate their child's achievements.

The key here, obviously, is to form strong links between home and school which the best interests of all children and young people. However, the responsibility f the school or setting; many parents/carers have negative associations with scho growing up, and are often reluctant to deal with school for any reason. School ar extra hard to form links with these parents and carers for the ultimate benefit of to be done in a non-threatening way by a more approachable member of staff.

Giving individuals a role/responsibility

One of the key ways to improve behaviour in a school or setting can be to alloca and responsibilities or jobs to children and young people. In many primary schoo children are often more than happy to be given jobs and responsibilities by staff – jobs such as handing out the registers to different classes or collecting the clas These jobs are even more coveted if they are accompanied by a badge or lanyar indicates the wearer's importance! In secondary schools and colleges there tend more formal roles available, such as class representative or school prefect, and t roles often come with associated privileges.

There are a number of different ways in which the allocation of jobs, roles and r improve the behaviour of children or young people.

The first is by awarding these jobs and responsibilities as a reward for consistent opportunities to include as many children and young people as possible, these r a half-termly or weekly basis.

A second way that roles or responsibilities may help to improve behaviour is by s children or young people who don't always behave well. Allocating jobs to these them a sense of responsibility and might help to improve their self-esteem as yo all of which could help to ultimately improve their behaviour.

The third way of using jobs and responsibilities to improve behaviour is by using individuals out of trouble. For example, a child or young person may struggle to continually lose their temper when playing with other children. Of course, the in learning how to manage situations and to self-regulate, but this can take a long t which they can do inside the classroom at playtime could provide a short-term s Obviously, the child or young person would need to be made aware that this is n they can choose whether or not to stay inside to complete the jobs. Most childr with their behaviour have some level of self-awareness about it and will often a themselves out of trouble. As the individual begins to learn to self-regulate and becoming emotionally overwhelmed, they could be encouraged to ask to do job trouble and beginning to self-regulate again. Mundane and repetitive tasks can emotionally overwhelmed individuals. It may be a good idea to let the child or y them while they complete their tasks or to help them; this friend should be a cal make the individual feel that they are not being punished.

Case study

Jin is a 12-year-old boy with special educational needs and some behavioural issues. He loves to play football with the other children but often loses his temper with them if his team doesn't win. On occasion this has led him to hurt himself, and on one occasion to hurt a member of staff.

Applied activity

How could you help Jin
likely to lose his tempe
him that this is a good
might you ask him to d
with a fellow student, \
child and the other pla
swap over.

Encouraging self-reflection

Self-reflection can be a difficult and uncomfortable process to go through, even for relatively well-adjusted adults; it can be painful to reflect upon your own actions and discover that you might have done the wrong thing. Just imagine how much more uncomfortable it might be for children and young people who may have special educational needs and/or disabilities (SEND) or who may have grown up in less than perfect

Self
and
and

However, children and young people with behavioural issues need to develop th
behaviour is to improve in the future; in fact, self-reflection is a valuable skill for
with others in society.

For some children and young people, developing the skill of self-reflection can o
the practitioners in the school or setting; this can be a long process. As was discu
the first steps for children and young people who are on the road to developing
reflect on their own emotions and the emotions of others; this in itself can be an
which practitioners can help with. As we also discovered in Chapter 4.11, there a
available to us to support children and young people in being able to reflect on t
emotions of others.

Without the ability to self-reflect or to reflect on our own emotions or the emoti
of others, we are unlikely to feel remorse when we have done something unpleasant or to feel empathy for others. This is why it is of vital importance tha
children and young people develop the skill of self-reflection.

Rewarding success

In Chapter 4.9, we talked at length about incentive and recognition schemes and
motivate children's and young people's behaviour, attainment and achievement
explained how behaviour management policies and processes allow opportuniti
listed some examples of rewards and methods of celebrating success. The impor
rewarding the successes of children and young people is that success can come i
different things to different people. We need to understand what success looks l
celebrate this accordingly. For example, an 11-year-old girl learning how to tie h
to be such a big deal until you realise how much effort she has put into finally le
has been for her.

It is also important to note that all children and young people need to experienc
to understand what this feels like and to want to experience the same feeling ag
being successful leads to individuals wanting to continue to be successful and ra
As practitioners, we need to find ways to ensure the success of all children and y
regardless of their abilities.

Celebrating mistakes as learning opportuniti[e]

In Chapter 4.11 we discussed the need to show children and young people that [e]
that these can, in fact, be learning opportunities. It is important that children an[d]
aren't perfect and can make mistakes too; many children love nothing better th[an]
adult's mistakes! Show children and young people that practitioners don't know[]
how to spell a word, be honest about this and explain to the children that you're[]
the correct spelling. Teaching children and young people that mistakes can also [b]
number of possible positive outcomes:

- Showing children and young people that you don't have to be perfect all th[e]
  them to just 'have a go'.
- Children and young people who are taught how to learn from their mistake[s]
  learners in the future.
- When children and young people realise that adults don't have all the answ[ers]
  partners in learning.
- By making mistakes as an adult and owning these, we show children and yo[ung]
  nothing to be ashamed of. They will also begin to see that we are all lifelon[g]

There are many reasons to celebrate mistakes and see them instead as learning [ ]
most important things to remember is that making mistakes is what makes us al[l]

> **Applied activity**
> Think of something you are not very goo[d]
> generally make lots of mistakes. How cou[ld]
> mistakes with the children and young pe[ople]
> you turn your mistake/s into a learning o[pportunity]

Encouraging children and young people to rec[ognise]
other's positive behaviour

Children and young people can often learn more from their peers than they do f[rom]
more for the opinion of other children or young people than they do the opinion[]
sense to use this concept to improve behaviour within a school or setting. This w[]
positive learning environment for everyone.

The first step in developing a culture where children and young people
recognise each other's positive behaviour is for this first to be clearly
modelled by practitioners. We need to make this process completely
transparent so that children and young people clearly understand what is
required of them; for example, by saying things such as 'Thank you, Rose,
I really appreciate you holding the door for me.' Children and young
people very quickly pick up on this type of cue and will begin using these
phrases themselves.

There are many other ways in which children and young people can be encourag[ed]
behaviour. For example, every day you could appoint a different child / young pe[rson]
positive behaviour from their classmates. They could be given the power to awa[rd]
they must be able to explain what the point has been awarded for. Another sugg[estion]
voting for a star of the week – the person who has behaved the most positively t[]
young people would need to be able to carefully explain why they were voting fo[r]
need some careful managing to ensure that a different child wins every week as[]
think you might never win.

1. Give **two** reasons why giving individuals jobs and/or responsibilities in the c
   improve behaviour.

2. Give **one** reason why it is important to involve parents/carers as part of a w

3. Why is it essential that all practitioners set high, realistic expectations for al

4. Give **three** reasons why it is important to celebrate mistakes in classrooms

There are a number of factors which need to be taken into account when assess
or young person's challenging behaviour. This is not to prejudge an individual's a
designed to keep everyone safe who may come into contact with the individual.
child or young person may exhibit challenging behaviour, but if this behaviour ha
individual themselves, staff or other children / young people, then this behaviou

Being aware of an individual's prior history an triggers and early warning signs

As mentioned above, it is important not to prejudge an individual's actions befor
important to be aware of a child's / young person's prior history if this involves v
others. Alongside this it is important to be fully aware of any triggers, as discusse
considered individual behaviour plans. It is also important to fully inform staff ab
techniques which can be used to help calm the individual before they become vi

> **De-escalation techniques:** these techniques are intended to defuse the situation and give the child or young person time to regulate before the situation has the chance to descend into aggression and violence.
>
> **Risk assessment:** a document which identifies any risks to the people in the building/school and what steps can be taken to minimise this risk.

In Chapter 4.7, we talked in detail a
plans for those children and young p
support to help them manage their
Individual behaviour plans also ensu
the individual are aware of any trigg
methods may work when trying to h
begin to regulate their emotions. W
able to spot the early warning signs
verge of becoming emotionally over
going into meltdown. For those ind
aggression or violence towards the
necessary to complete an individual

> *Research activity*
> Find out what you can about basic de-escalation techniques, which are incredibly useful for defusing potentially aggressive situations with children and young people.
>
> Prepare a brief presentation which can be used to teach colleagues and/or other students about de-escalation techniques.

Schools and educational settings w
assessments in place which are des
young people and visitors safe whil
individual risk assessment is intend
display challenging and often harm
the risk they pose to others and the
can be used to help minimise this r
when deciding whether or not an i
assessment is their prior history; do
violent towards themselves or othe
have a history of violence towards t
more likely to be aggressive and vio
merit the production of an individu

Assessing the likelihood of harm to self and ot removing or reducing unacceptable risk

A key part of writing any risk assessment, like those mentioned above, is assessir
occurring; this is also a key part of writing individual risk assessments for childre
and other settings. If there is no likelihood of harm occurring to the individual or
a risk assessment. An individual risk assessment should be designed to remove a
the risk to an acceptable level. If, in spite of a risk assessment being in place, the
person remains unacceptably high, then it might be the case that the school or s
individual's needs; however, this would be a decision for senior members of staf

A risk assessment is usually designed to identify any **hazards** which may be present and then to identify the potential **risk** these hazards pose. Schools can carry out risk assessments for different individuals/activities, but if the findings of the risk assessment are significant then the risk assessment must be recorded on paper. As part of risk assessments, schools are expected to identify 'the hazards, how people might be harmed by them, what they have in place to control risk'.[10]

Therefore, for an individual risk assessment, practitioners need to decide what t young person may do to harm others), who may be harmed if this behaviour occ need to be in place to control the potential risk. Individual risk assessments must triggers for the child's or young person's behaviour and how these triggers could any risk. It should also give detailed information about the steps to be taken in t becomes aggressive and/or violent, in order to minimise/reduce the risk of harm themselves).

Research activity
Having appropriate risk assessments in place is part of a school's health and safety responsibilities. The following website will give you more information about a school's or setting's health and safety responsibilities: **zzed.uk/11783-has**

Following the setting's policies and procedure

Finally, any individual risk assessment must always take into account the setting' have mentioned numerous times, behaviour policies ensure that staff are fair an sanctions, but they are also designed to keep staff and children / young people s premises. Therefore, any behaviour risk assessments must be written with the b cases, a setting's behaviour policy is already designed to reduce the risk of harm premises and can be a valuable source of information. There are a number of ot other settings are required to have, including (but not limited to):

- Safeguarding / child protection policy
- Health and safety policy
- First aid policy
- Medical conditions policy
- Anti-bullying policy
- **Positive handling** policy

Positive handling: this is when the staff members in a school or other setting are required to physically restrain a child or young person for their own safety or the safety of others. This is not something which should be carried out by untrained practitioners and should always be a last resort.

Did you
There is a li
which the g
and other s
they must a
This list can
zzed.uk/11

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[10] Department for Education – Health and safety: responsibilities and duties for schools – **https://www.gov.uk** **safety-advice-for-schools/responsibilities-and-duties-for-schools**

4.14 Revision questions

1. Identify **two** circumstances where it might be necessary to create an individ[...] for a child or young person.

2. Explain why it is important to take an individual's prior history into account [...] support them with their behaviour.

3. Which **one** of the following is the purpose of an individual risk assessment?

   A To create a list of the individual's triggers and warning signs.
   B To explain why the child or young person should go to a different scho[...]
   C To write down all the dangerous things the individual has done in the p[...]
   D To help reduce or remove the risk that the individual poses to themsel[...]

4. Give **two** reasons why the setting's or school's behaviour policy should be r[...] individual risk assessment.

Chapter 4.1

1. **Award 1 mark each, up to a maximum of 4 marks. Accept other appropria**
   - Stage of social development the child / young person is at (1)
   - The child's / young person's ability to understand social norms (1)
   - The child's / young person's ability to relate to others (1)
   - The child's / young person's level of empathy (1)
   - Special Educational Needs and Disabilities (SEND) (1)
   - The child's / young person's stage of emotional development (1)
   - The child's / young person's ability to name and manage their own em
   - The child's / young person's level of maturity (1)
   - The child's / young person's stage of physical development (1)
   - The development stage of the child's / young person's gross and/or fin
   - Body changes as a result of puberty (1)

2. **Award up to 2 marks for each valid way in which a child's or person**
   behaviour, with an explanation. Accept other appropriate responses. [4 m
   - If a child has a physical disability (1) this can affect their ability to take
     peers and this can lead to feelings of frustration (1)
   - Certain conditions, such as Autism Spectrum Disorder (ASD) or Attentic
     (ADHD) (1), may make it difficult for the child / young person to unders
   - Certain conditions, such as ASD (1), may make it difficult for the child t
     towards others (1)
   - Some individuals with SEND may find it difficult to self-regulate (name
     emotions) (1) and this can lead to instances of unwanted behaviour (1)
   - Children and young people may have communication difficulties (1) wh
     incidences of undesirable behaviour (1)

3. **Award up to 2 marks for each valid explanation of how the changes which**
   individual's behaviour. Accept other appropriate responses. [4 marks]
   - Individuals going through puberty may need more sleep than usual (1).
     lead to behavioural issues (1).
   - During puberty, individuals can experience a rollercoaster of emotions
     behavioural issues (1)
   - During puberty the body is flooded with hormones (1), which can caus
   - The body changes rapidly during puberty (1) and this may be difficult for

4. **Award up to 2 marks for an appropriate explanation of what language del**
   other appropriate responses. [2 marks]
   - Language delay occurs when a child / young person has difficulties with
     spoken language (1)
   - Language delay can be directly caused by conditions such as Down's sy
     child's / young person's hearing (1). It can also occur independently (1)
   - Language delay can cause children / young people to become frustrate
     their wishes and feelings known (1)

1. **Award up to 2 marks for each explanation of an environmental factor whi‹**
   young people's behaviour, up to a maximum of 4 marks. Accept other app
   - Children and young people can be affected by their lack of self-esteem
     people have low self-esteem, this can have a negative impact on how t
     how they interact with their peers and adults in the setting (1).
   - Children's and young people's SEND (special educational needs and dis
     behaviour in educational settings (1). This could be because the individ
     emotionally at a different rate from their peers (1). Alternatively, the in
     they can't carry out the same activities as their peers due to physical lin
   - The child's / young person's age may also influence how they behave in
     may not yet have developed their communication skills to such an exte
     their wishes and feelings known to others, and this can lead to frustrat
     not have sufficiently developed the fine and gross motor skills which th
     chosen activities; this can also lead to frustration (1).

2. **Answer B** – Self-esteem **[1 mark]**

3. **Award up to 2 marks for a valid description of how family circumstances c**
   people's behaviour. Accept other appropriate responses. [2 marks]
   - The structure of the family in which they live can influence the way in v
     behaves (1). Children and young people may need extra support if they
     family circumstances (1).
   - There are many different types of family, including blended and step-fa
     for the child or young person to get used to living with new people (1).
   - The style of parenting a child's or young person's parents employ can h
     they behave in school (1). Uninvolved parents may not be supportive o
     improve their child's behaviour or may simply not be interested (1).
   - The socio-economic background the child or young person is from can
     they behave in schools or other settings (1). Those who come from poc
     may experience greater barriers to their learning and how they progre
     who come from more secure economic backgrounds (1).

4. **Award up to 2 marks for a valid explanation of why it is important to deal**
   discrimination as soon as staff are made aware of it. Accept other appropr
   - Bullying and discrimination can have a profound effect on the individu
     young people may become withdrawn and/or refuse to attend school (
     to act up behaviourally instead (1). Bullying and discrimination can hav
     young person's mental health and well-being (1).

5. **Award marks in the following bands up to a maximum of 12 marks, plus u**
   Accept other appropriate responses.
   - AO1 = 4 marks
   - AO2 = 4 marks
   - AO3 = 4 marks
   - QWC = 3 marks

Generic levelled mark scheme:

Band	
Band 4 (10–12 marks)	• AO1 – **Clear** and **precise** knowledge and understan • AO2 – Application of all **relevant** knowledge to the • AO3 – **Comprehensive, effective** and **relevant** disc with **rational** and **balanced** judgements that consid • Answer with **comprehensive** breadth and/or dept
Band 3 (7–9 marks)	• AO1 – **Mostly** clear and **generally** precise knowled • AO2 – Application of **mostly relevant** knowledge t • AO3 – **Mostly effective** and **relevant** discussions th with judgements that consider the importance • Answer with **reasonable** breadth and/or depth wit **missing content**
Band 2 (4–6 marks)	• AO1 – **Some (but limited)** knowledge and understa • AO2 – **Limited** application of knowledge to the con • AO3 – **Some effective** and **relevant** discussions tha with judgements that consider the importance • **Basic** answer with **limited** breadth and/or depth w
Band 1 (1–3 marks)	• AO1 – **Minimal and unfocused** knowledge and und • AO2 – **Little** application of knowledge to the conte • AO3 – **Limited effective** and **relevant** discussions t weak judgements to consider the importance • **Basic** answer with **limited** breadth and/or depth w

0 marks = Answer uncreditable.

Quality of written communication (QWC) = 3 marks

3 marks	Well-structured and clearly expressed answer. Effective Wide range of appropriate technical terms used.
2 marks	Sufficiently structured and a generally clearly expressed grammar. Good range of appropriate technical terms us
1 mark	Poorly structured answer that lacks some clarity. Some errors not altering meaning. Limited range of appropria
0 marks	No answer, or an unstructured answer with inappropria

Indicative content:

Individual factors which may be influencing Jemima's behaviour; explanation relevant to her situation; and suggestions for what practitioners might do to
- **Low self-esteem.** If Jemima has low self-esteem this may be influencin classroom; this may also be a possible explanation for why she is so wit to approach other children and make new friends. Practitioners will ne Jemima which are designed to improve her self-esteem. They may also her attempts to make friends. Making more friends may also, conseque Jemima's self-esteem.

- **Any special educational needs and disabilities (SEND) Jemima might h**
  been diagnosed already. If Jemima has unmet SEND needs, this might e
  engage in the classroom and finds it difficult to interact with other chil
  If Jemima has SEND needs which have already been diagnosed, these n
  and practitioners may need further training to help them to meet her r
  have undiagnosed SEND needs, then the class teacher will need to refe
  school so that the appropriate agencies can be contacted.
- **Jemima's age.** Jemima is only five years old and as such may simply be
  wishes and feelings known. She may be worried about getting things w
  things. She may also have limited experience of interacting with other
  need to support Jemima in learning to make her wishes and feelings kn
  learns to interact with her peers.

Environmental factors which may be influencing Jemima's behaviour; expl
might be relevant to her situation; and suggestions for what practitioners
- **Culture and religious beliefs.** The culture and religious beliefs which Je
  influencing her behaviour in the classroom. It may be that she has beer
  times in the classroom and may not understand how she should be inte
  setting and her peers. Practitioners need to find out as much as they ca
  her religious and cultural beliefs in order to support her in becoming m
- **Care history.** Jemima's care history could be having a profound effect u
  classroom and may be the reason she appears to be withdrawn and str
  Practitioners need to find out as much as they can about the circumsta
  for example, whether she lives with her parent/s or whether she is in c
  find out whether these circumstances have changed at all in her life an
- **Family circumstances.** Jemima's family circumstances may encompass
  including family structure, parenting styles and/or socio-economic back
  be influencing the way in which Jemima is behaving while in the setting
  practitioners need to find out as much as they can about Jemima's fam
  support her in the future.

Educational factors which may be influencing Jemima's behaviour; explanati
relevant to her situation; and suggestions for what practitioners might do to
- **Bullying and/or discrimination.** As Jemima is obviously struggling to in
  friends, this may be the result of bullying. Practitioners will need to obs
  classroom and in the playground to establish whether or not bullying is
  bullying must be dealt with in line with the setting's behaviour policy, a
  support to deal with what she has experienced.
- **Peer relationships.** We have already seen that Jemima is struggling to
  finds interacting with them incredibly difficult. This may be due to som
  because Jemima needs support in learning how to interact appropriate
  get to the root cause, practitioners may need to observe Jemima at len
  classroom and in the playground.
- **Relationships between children / young people and practitioners.** In
  important that children and young people are able to form strong relat
  classroom/setting. It may be that Jemima has yet to form a strong bon
  her classroom. It is important that a classroom practitioner takes Jemin
  forging a strong bond with her. If Jemima has a strong bond with at lea
  likely to feel more secure and inclined to take moderate risks. This adu
  and her likes and dislikes, in order to discover what makes her tick and
  more in the classroom.

Accept other appropriate responses.

1. **Award 1 mark for each element of self-concept given, up to a maximum o**
   Self-concept is made up of the following three elements:
   - Self-image (1)
   - Self-esteem (1)
   - Ideal self (1)

2. **Award 1 mark for each correct point given, up to a maximum of 2 marks. /**
   responses. [2 marks]
   - The development of a child's existential self is part of the way in which
     self-concept (1)
   - The development of the child's existential self can begin as early as two
   - This is where the child begins to realise that they are a separate entity/
     their world (1)
   - The development of a child's existential self is influenced by the interac
     their world/environment (1)

3. **Award 1 mark for each correct point made up, to a maximum of 2 marks. /**
   responses. [2 marks]
   - Individuals with negative self-concept may refuse to engage with beha
     systems in school (1)
   - These individuals often have low self-esteem and may feel they are bein
   - They may engage in self-sabotage activities such as unwanted or unde
   - These individuals may feel that as they are likely to get into trouble an
     they wish (1)
   - Parents of these children and young people are unlikely to be supporti
     to improve their child's behaviour (1)
   - Behaving badly may be a way of attracting attention in school and/or a

4. **Award 1 mark for each correct point made, up to a maximum of 2 marks. /**
   responses. [2 marks]
   - Children and young people with low self-esteem are less likely to confo
     in the school or setting (1)
   - They would rather misbehave than fail at an activity (1)
   - They may expect to be treated badly as this is how they have been trea
   - They are likely to have trust issues (1) and will struggle to form relationsh

5. **Award 1 mark for each correct response, up to a maximum of 2 marks. [2**
   Answer B – They notice their gender (1)
   Answer C – They begin to notice physical attributes such as their eye colour

1. **Award 1 mark for each reason given as to why children and young people** behaviour to different social contexts, up to a maximum of 3 marks. Slight acceptable. [3 marks]
   - In order to be able to focus on learning in educational settings (1)
   - In order to develop impulse control (1)
   - In order to conform to social norms (1)
   - In order to be able to make friends and maintain relationships (1)

2. **Award 1 mark for each correct response, up to a maximum of 2 marks. Ac** responses. [2 marks]
   - Very young children (1)
   - Teenagers (1)
   - Individuals with ADHD (attention deficit hyperactivity disorder) (1)
   - Individuals with poor self-esteem (1)
   - Children and young people who have suffered abuse and/or neglect (1)

3. **Award 1 mark for each correct point made, up to a maximum of 2 marks.** responses. [2 marks]
   - Children who do not learn to modify their behaviour in educational set and learn new things (1)
   - They will disrupt the learning of others in the setting (1)
   - So that they can achieve and get the most out of learning opportunities
   - So that they can work collaboratively and communicate effectively with
   - Children and young people also need to learn to modify their behaviou educational setting, such as in the classroom or playground, so that the building does not affect or disrupt other learners (1)

1. **Award 1 mark for each reason given, up to a maximum of 2 marks. Award** **explanation given, up to a maximum of 2 marks. Accept other appropriate**
   - Because of regular staff turnover in larger schools and settings (1)
     o Regular resharing and discussing behaviour management policies
       new staff understand the systems and what is required of them (1
   - It will give staff ownership of behaviour management policies and proc
     o If staff are able to be involved in the development of behaviour mar
       they will feel they have ownership of them and are more likely to b
   - So that there is consistency in terms of how behaviour is managed acro
     o This means that any staff member in the setting can deal effective
       young person, whether the individual is known to them or not (1)
     o It also ensures that there is consistency in the rewards and sanction

2. **Award 1 mark for each valid point made, up to a maximum of 2 marks. Ac** **responses. [2 marks]**
   - They ensure that everyone is following the rules which are designed to
     safe in school, such as not running in the corridors (1)
   - They ensure that everyone in the building is aware of the rules which n
     children and young people safe (1)
   - They offer rewards and sanctions to help reinforce the safety rules whi
     well-being of everyone in the building (1)

3. **Award 1 mark for each valid point made, up to a maximum of 4 marks. Ac** **responses. [4 marks]**
   - They ensure that all staff know how they can reward or sanction childr
     whether or not they are familiar with the individual (1)
   - They ensure that all staff, children and young people understand what
     management and following the rules (1)
   - They ensure that all children and/or young people in the setting are de
     staff members' own opinions or beliefs (1)
   - Effective behaviour policies and processes help to set realistic expectat
     people, regardless of their age or stage of development (1)
   - They ensure that children and young people are able to learn in a calm
     not disrupted by others (1)
   - Effective behaviour management policies and processes provide oppor
     to celebrate success (1)

4. **Award 1 mark for each correct response, up to a maximum of 3 marks. Ac** **responses. [3 marks]**
   - Stickers (1)
   - Team points or house points (1)
   - Raffle tickets (1)
   - Golden time (1)
   - Attendance awards and prizes (1)
   - Certificates (1)
   - Sharing good work on boards and in assemblies (1)

5. **Give 1 mark for each valid point made, up to a maximum of 2 marks. Acce** **[2 marks]**
   - Children and young people could be asked to take part in a school or cl
   - Using suggestion boxes (1)
   - Children should be allowed the right to speak out if they think somethi
     in the correct way (1)
   - Having class representatives who meet with the head teacher and/or s
     behaviour management policy and procedures (1)

1. **Award up to 1 mark for a valid explanation of what is meant by consistenc⋯ children and young people. Accept other appropriate responses. [1 mark]**
    - Consistency of care is when the main adults who care for the child or y⋯ throughout their childhood and adolescence (1)

2. **Award 1 mark for each valid point given in a description of how a lack of c⋯ child's or young person's behaviour, up to a maximum of 2 marks. Accept ⋯ responses. [2 marks]**
    - A lack of consistency of care can have a profound impact (1) on how a ⋯ develops emotionally (1)
    - Children and young people may be angry about their change in circum⋯
    - School or setting staff may witness the child showing unwanted behavio⋯
    - The way in which the child or young person behaves in school may cha⋯ suddenly become more withdrawn (1)

3. **Award 1 mark for each way given in which culture and community can aff⋯ behaviour, up to a maximum of 2 marks. Award a further 1 mark for each ⋯ how culture and community can affect children's or young people's behav⋯ 4 marks. Accept other appropriate responses. [4 marks]**
    - There may be differential treatment between the males and females o⋯
      - Because boys may be valued over girls in the culture/community, ⋯ support for encouraging their son to follow school rules (1) or to s⋯ may be given to him (1)
      - Some boys and young men may struggle to accept the authority o⋯ staff members (1)
    - There may be a difference in views regarding the importance of educat⋯ communities (1)
      - In Traveller, Roma and Gypsy communities, young people rarely a⋯ school age as education is not deemed to be of sufficient importar⋯
      - Traveller, Roma and Gypsy children and young people often have ⋯ travel around the country for extended periods of time with their ⋯

4. (a) **Award 1 mark for each valid reason given for why Dav may be behavi⋯ to a maximum of 2 marks. Accept other appropriate responses. [2 ma⋯**
    - Dav has gone through a major transition in having to start a new s⋯ Year 6 (1); he may not have been prepared for this transition by hi⋯
    - Dav may be going through (or may have gone through) other tran⋯ unaware of (1)

    (b) **Award 1 mark for each valid suggestion of where you could find out n⋯ order to support him with his behaviour in the classroom, up to a ma⋯ appropriate responses. [2 marks]**
    - You could talk to his parents/carers to find out more information (⋯
    - You could talk to staff at his former school (1) – in particular, his f⋯ classroom staff who used to work with him (1)

(c) **Award 1 mark for each valid piece of information listed which might** ⸉
management plan, up to a maximum of 3 marks. Award 1 mark for e⸉
the information which could be included in the behaviour manageme⸉
3 marks. Accept other appropriate responses. [6 marks]
- The child's or young person's likes and dislikes could be included (⸉
  - o Knowing their likes and dislikes can be useful when you are tr⸉
    relationship with them (1) and/or you are just getting to knov⸉
    with them (1)
  - o Avoiding the child's or young person's dislikes (where possibl⸉
    becoming emotionally overwhelmed (1)
- Strategies for support (1)
  - o This includes strategies for supporting the child or young pers⸉
    and are likely to go into meltdown (1), and/or strategies for h⸉
    to calm down once they have become distressed and gone in⸉
  - o These strategies may include things to avoid; for example, tal⸉
    while they are still overwhelmed (1)
- Possible triggers (1)
  - o These are events or actions which may cause the child's or yo⸉
    (1) and may cause their behaviour to worsen or deteriorate c⸉
  - o Avoiding triggers, where possible, could prevent a potential n⸉
    child's or young person's behaviour from deteriorating (1)
- Warning signs (1)
  - o These are signs which the child or young person may exhibit ɑ⸉
    to rise (1)
  - o Certain signs may indicate a relatively low level of anxiety (1),⸉
    an advanced level of anxiety (1)
  - o Knowing these warning signs for a child or young person coul⸉
    correct strategies for support at the right time to prevent the⸉
- Individual behaviour targets (1)
  - o These should only be used with certain children or young peo⸉
    appropriate for everyone (1)
  - o Any targets set for the individual should be SMART (specific, r⸉
    timed / time sensitive) (1)

1. **Award 1 mark for each valid reason given about why it is important to use** dealing with children and young people, up to a maximum of 2 marks. Acc **[2 marks]**
   - Closed or negative body language can be very threatening to children or
   - Closed or negative body language could cause a child or young person to are already feeling overwhelmed and/or agitated (1)
   - When we use open body language, we are less threatening to children a
   - Open body language shows that we are calm/happy/approachable (1)

2. **Give 1 mark for each valid explanation of how pointing at someone or son** up to a maximum of 2 marks. Give 1 mark for each valid explanation of how something can be a negative gesture, up to a maximum of 2 marks. Accept **[4 marks]**
   Positive uses of the pointing gesture:
   - To indicate or direct a child's or young person's attention to a specific d
   - To help a person with English as an additional language and/or limited
   - When dealing with behaviour, you may indicate to a child or young perso
   - You may wish an individual to sit in their chair (after having told them a therefore, simply point to it (1)
   - A neutral expression must be used if the pointing gesture is to be seen
   Negative uses of the pointing gesture:
   - Pointing at someone can be perceived as an intimidating gesture (1) es angry tone of voice and negative facial expressions
   - To point at someone in an embarrassing or derogatory way (1) or to dr individual in an attempt to embarrass or humiliate them (1)
   - Indicating that you wish someone to do something (for example, to sit When accompanied by negative facial expressions, this could be percei

3. **Give 1 mark for a valid reason why a child or young person might not be c** proximity to them. Accept other appropriate responses. **[1 mark]**
   - If the adult is angry or not calm, the child or young person may be intin proximity (1)
   - If the child or young person has been physically and/or sexually abused
   - If the child or young person has another reason to be mistrustful of adu trusting relationships with others (1)
   - If the adult is at a much higher level or is taller than the child or young close proximity (1)

4. **Award 1 mark for each valid point made when explaining why it is better t** attempting to calm down a child who is emotionally overwhelmed, up to a other appropriate responses. **[2 marks]**
   - Using an angry or negative tone of voice is more likely to inflame the si
   - Many young people with behavioural issues are often exposed to a lot home (1), and, therefore, they are unlikely to pay any attention to shou
   - Using a firm and confident, yet calm, tone of voice can be reassuring to emotional crisis (1)
   - Continuing to use a calm tone of voice may encourage the individual to also show them that no one is angry or upset with them – something w people will worry about (1)

1. **Award 1 mark for the correct response given. [1 mark]**
    Answer C – I'm pleased you remembered to include commas in your writing

2. **Award 1 mark for each valid point made to justify the need to establish an**
    approach when working with children and young people in schools and ot
    maximum of 2 marks. Accept other appropriate responses. [2 marks]
    - The majority of children and young people in a school or other educati
      feel most secure when there is a structured approach/routine in place
    - Children and young people with conditions such as autism spectrum di
      thrive and cope in schools and educational settings with a structured a
      routine (1)

3. **Award 1 mark for each valid point made while explaining how formative f**
    the quality of a child's or young person's work, up to a maximum of 2 mar
    responses. [2 marks]
    - Formative feedback has a generally positive tone but often includes su
      the adults in the setting (1)
    - Used correctly, formative feedback will not upset the child or young pe
      likely to take the feedback on board (1)
    - Formative feedback gives specific examples to the child or young perso
      improve in their work or performance (1) rather than general commen
      positive but will not improve the individual's work (1)

4. **Award 1 mark for each valid point made when explaining how establishing**
    relationships with children / young people can help to motivate and main
    up to a maximum of 2 marks. Accept other appropriate responses. [2 mar
    - Positive relationships can be seen as an external motivator (1) as childre
      things for adults they trust, which they wouldn't do for themselves (1)
    - Once the child or young person realises that an adult can be trusted, th
      them and be motivated by them (1)
    - Positive relationships between pupils and staff members are based on
      is more likely to be motivated by an adult who shows them respect (1)

5. **Award 1 mark for each valid point made when explaining the meaning of**
    maximum of 2 marks. Award 1 mark for each correct example of positive
    maximum of 2 marks. Accept other appropriate responses. [4 marks]
    - Positive reinforcement occurs when we positively reinforce a child disp
    - Emphasis is placed on the child or young person who is displaying desir
      attention is given to those individuals who are displaying unwanted or

    Examples of positive reinforcement include (any two from):
    - Praising the child or young person (1)
    - Giving positive feedback (1)
    - Rewarding the child or young person (1)

6. **Award 1 mark for each valid reward system given, up to a maximum of 3 mar**
point made when explaining how incentive and recognition schemes can be u
children's / young people's behaviour, up to a maximum of 3 marks. Accept o
marks]
Examples of incentive and recognition schemes:
- Stickers (1)
- Raffle tickets / lottery tickets (1)
- Points systems / house points / team points (1)
- Reward charts (1)
- Prizes (1)

Explanation:
- Wishing to obtain desirable rewards can help to motivate Zak and othe
- There is no limit to the types of rewards out there, so they can be chos
  children / young people who attend it (for example, Zak) (1)
- Whole setting incentive and recognition schemes offer consistency, wh
  are more likely to 'buy in' to them (1)
- Any adult in the school/setting can use rewards to help motivate Zak a
  people (1)
- Rewards are a form of extrinsic motivation which can be used to devel
  well (1)

1. **Award 1 mark for each valid point made explaining how physical activity c**
   regulate, up to a maximum of 2 marks. Accept other appropriate response
   - Children who engage in regular physical activity are known to be calme
   - Physical activity can be used when a child is becoming overwhelmed or
     help them to self-regulate and to calm down (1)
   - Some children and young people have a specific need which can only b
     activity (1); allowing them to meet this need is a way of allowing them

2. **Award 1 mark for each valid point made describing a classroom activity w**
   and young people to reflect upon their own emotions, up to a maximum o
   appropriate responses. [2 marks]
   - Practitioners could read/share an appropriate story with the child or yc
   - This story/book must be designed to support children and young peopl
     others' emotions (1)
   - The story/book could initially be used to help the child or young person
     emotions they are experiencing (1)

3. **Award 1 mark for each valid point made when explaining how to help a ch**
   skills, up to a maximum of 2 marks. Accept other appropriate response. [2
   - Play games with them, such as dominoes, cards, board games and othe
   - These games should be carefully supervised by an adult who should co
     take turns (1) and should be prepared to support the child or young pe
   - These games should initially be played in pairs or very small groups (1)

4. **Award 1 mark for each valid suggestion made about why it is important fo**
   be given opportunities to socialise, up to a maximum of 2 marks. Accept o
   responses. [2 marks]
   - Children and young people need to learn how to play and interact with
   - Children and young people need to learn how to work as part of a team
     adulthood (1)
   - Children and young people with some conditions such as autism spectr
     hyperactivity disorder (1) or other special educational needs and/or dis
     extra supported opportunities to socialise as they may find this particu

5. **Award 1 mark for each valid strategy suggested as to how a child or young**
   develop resilience when presented with a problem to solve, up to a maxim
   strategy given, award up to 1 mark for a valid explanation of how this stra
   develop resilience, up to a maximum of 3 marks. Accept other appropriate
   - By teaching Cara specific problem-solving skills (1)
     o Cara will develop a set of skills which she can use to solve any prok
   - By adults modelling making mistakes (1)
     o Cara will see that everyone makes mistakes and this is not someth
   - By adults modelling that mistakes can be learned from (1)
     o Cara will begin to see that mistakes represent learning opportunit
   - By setting tasks at an appropriate level for Cara (1)
     o Cara should be encouraged to 'have a go' and not be put off becau
       being too difficult (1)
   - By creating a supportive environment where Cara and the other young
     encouraged to take risks (1)
     o Cara will feel safe and supported in the learning environment (1) a
       make mistakes (1) and/or take reasonable risks (1)

1. **Award 1 mark for each valid point made while explaining why it is importa█**
   an individual rather than the individual themselves, up to a maximum of 4█
   appropriate responses. [4 marks]
   - It is important that we separate the behaviour from the child or young█
   - Children and young people need to understand that practitioners are u█
     with the individual themselves (1)
   - It is important that children and young people understand that they ar█
     behaviour (1), otherwise they will feel that they have no option but to █
   - Focusing on the child or young person rather than the behaviour is kno█
     upon the self-esteem of individuals (1)
   - Using negative terms to label the child or young person can end up dev█
     prophecy (1); in other words, children and young people will start to be█
     are (1)

2. **Award 1 mark for each valid point made when describing how using appro█**
   improve behaviour in a school or educational setting, up to a maximum of █
   appropriate responses. [2 marks]
   - Rewards are a form of extrinsic motivation (1) which can help to motiv█
     their intrinsic motivation kicks in (1)
   - Appropriate rewards can help to motivate children and young people t█
     behaviour policy (1) and to try harder with classwork, homework, etc. (█
   - Appropriate incentive and recognition schemes allow practitioners to b█
     issuing rewards to children and young people (1); they should be able t█
     young person, even if they don't know them, in line with the school's b█

3. **Award 1 mark for each valid point made when giving the circumstances w█**
   remove a child or young person from an escalating situation, up to a maxi█
   appropriate responses. [2 marks]
   - If the child or young person goes into meltdown / becomes emotionall█
     or classroom (1)
   - If the child or young person is at risk of hurting themselves or others in█
   - If the child or young person is unlikely to be able to begin to regulate th█
     situation for any reason (1)

4. **Award 1 mark for each valid reason given as to why it is important for pra█**
   consistent when responding to behaviour, up to a maximum of 3 marks. A█
   responses. [3 marks]
   - In order for practitioners to show that they are following the school's/s█
   - Children and young people are unlikely to respond positively in the futu█
     haven't dealt with them in a fair and consistent manner (1)
   - Being fair and consistent means that each child / young person will rec█
     breaking the same rule (1)
   - Practitioners who respond to behaviour in a fair and consistent manne█
     by the children / young people in the setting (1)

5. **Award 1 mark for each valid point made while explaining why it is import** **whole setting behaviour policy when responding to behaviour, up to a ma** **appropriate responses. [2 marks]**
   - Following the whole setting policy means that all practitioners will resp consistent manner (1)
   - Whole setting policies mean that staff can deal fairly with an incident o whether or not they know the child / young person (1)
   - Children and young people are more likely to respect practitioners if th behaviour policy to deal with incidents of behaviour (1)
   - Children and young people are more likely to comply with any sanction whole setting behaviour policy (1)
   - It is easier for new staff members to follow a whole setting behaviour p incidences of behaviour (1)

6. **Award marks in the following bands up to a maximum of 12 marks, plus u** **Accept other appropriate responses.**
   - AO1 = 4 marks
   - AO2 = 4 marks
   - AO3 = 4 marks
   - QWC = 3 marks

Generic levelled mark scheme:

Band 4 (10–12 marks)	• AO1 – **Clear** and **precise** knowledge and understandin • AO2 – Application of all **relevant** knowledge to the co • AO3 – **Comprehensive, effective** and **relevant** discuss with **rational** and **balanced** judgements that consider • Answer with **comprehensive** breadth and/or depth
Band 3 (7–9 marks)	• AO1 – **Mostly** clear and **generally** precise knowledge a • AO2 – Application of **mostly relevant** knowledge to th • AO3 – **Mostly effective** and **relevant** discussions that judgements that consider the importance • Answer with **reasonable** breadth and/or depth with s** missing content**
Band 2 (4–6 marks)	• AO1 – **Some (but limited)** knowledge and understand • AO2 – **Limited** application of knowledge to the contex • AO3 – **Some effective** and **relevant** discussions that a judgements that consider the importance • **Basic** answer with **limited** breadth and/or depth with
Band 1 (1–3 marks)	• AO1 – **Minimal and unfocused** knowledge and unders • AO2 – **Little** application of knowledge to the context • AO3 – **Limited effective** and **relevant** discussions that weak judgements to consider the importance • **Basic** answer with **limited** breadth and/or depth with

0 marks = Answer uncreditable.

Quality of written communication (QWC) = 3 marks

3 marks	Well-structured and clearly expressed answer. Effective co of appropriate technical terms used.
2 marks	Sufficiently structured and a generally clearly expressed an grammar. Good range of appropriate technical terms used
1 mark	Poorly structured answer that lacks some clarity. Some cor not altering meaning. Limited range of appropriate technic
0 marks	No answer, or an unstructured answer with inappropriate

Indicative content:

Strategies suggested may include:

- Being fair and consistent is essential when practitioners deal with Ahm
  practitioners deal with Ahmet in the same way and that any behaviour
  practices are being carefully followed.
- Focusing on the behaviour rather than the individual is also a key strate
  practitioners working with Ahmet need to see the behaviour he exhibit
  him as a person. They must be careful to label the behaviour rather tha
- Practitioners working with Ahmet must always ensure that they follow
  all times and should refer to the student code of conduct where applic
- Practitioners may implement a scheme of appropriate incentives with A
  them prevent unwanted behaviour from occurring in the first place. Pr
  Ahmet's likes and dislikes in order to choose incentives which may help
  motivation). Similarly, Ahmet should be aware of any sanctions which h
  challenging or if he demonstrates unwanted behaviour. If the sanctions
  prove to be a sufficient deterrent for Ahmet, then practitioners need to
  individual sanctions for him, perhaps in conjunction with his family/car
- Practitioners should always use language which clarifies expectations w
  know what is expected of him at all times and there are no grey areas.
- Once Ahmet is engaging in unwanted behaviour and is becoming aggre
  emotionally overwhelmed, he should be provided a calm and safe envi
  support to begin to recognise when he is becoming emotionally overw
  learn to remove himself from situations before they become too volati
  provide a safe space for Ahmet to go to when he is becoming overwhe
- Ahmet should be encouraged through co-regulation. All practitioners s
  responsive relationship, encourage a structured environment and supp
  skills in order to deal with his emotions better.

The evaluation for suggesting these strategies may include:

- Any lack of consistency between practitioners working with Ahmet will
  Ahmet to feel that he can behave badly with some practitioners and no
  left feeling that some adults are treating him unfairly if there is a lack o
  practitioners. Being fair and consistent in their approach with Ahmet m
  develop respect for these individuals.
- Focusing on the behaviour rather than on Ahmet as an individual means
  impacted negatively by any practitioners' interactions with him. If Ahme
  things staff are saying about him, he is more likely to behave this way in
  fulfilling prophecy. Labelling the child does not attempt to take into acco
  Ahmet's behaviour; it is important that staff start to understand why he
- Following the setting's behaviour policy carefully and referring to any s
  that any member of staff in the building is able to deal with Ahmet eve
  It ensures that there is a consistency of approach in any sanctions whic
- Getting to know Ahmet and finding out his likes and dislikes is more lik
  about rewards which may motivate him. Practitioners should talk to hi
  likely to motivate him. Similarly, it is important that practitioners know
  sanctions are not effective; they will then be able to suggest alternative
- Using language which clarifies expectations means that Ahmet will alw
  of him in terms of behaviour and when he is completing his work. As he
  this could be particularly important in helping him to settle in and to be
  required of him.
- Removing Ahmet from the situation and teaching him to do this himsel
  than a reactive strategy. This should be planned for and he should be e
  which has been predetermined by him and his practitioners. As he is ne
  feeling very anxious and unsafe; giving him a safe space to go to when
  may help to combat some of these feelings.

Accept other appropriate responses.

1. **Award 1 mark for each valid reason given for why giving individuals jobs a** ▓ **classroom can help to improve behaviour, up to a maximum of 2 marks. A** ▓ **responses. [2 marks]**
   - Jobs/responsibilities can be given to children / young people as a rewa ▓
   - Jobs/responsibilities can be given to individuals who don't always beha ▓ behaviour (1) or to give them a sense of responsibility (1) or to improve ▓
   - Children and young people can be given jobs or responsibilities as a wa ▓ (1) or to prevent them from getting themselves into trouble at playtime ▓

2. **Award 1 mark for a valid point given for why it is important to involve p** ▓ **setting approach, up to a maximum of 1 mark. Accept other appropriate r** ▓
   - If children / young people know that their parents might be contacted, ▓ behave in a positive way (1)
   - If children / young people are aware that their successes may also be ▓ could be motivation to push them to achieve more (1)

3. **Award 1 mark for each valid point made when explaining why it is essenti** ▓ **realistic expectations for all children / young people, up to a maximum of** ▓ **appropriate responses. [2 marks]**
   - Practitioners should encourage all children / young people to achieve t ▓
   - If practitioners have low expectations of children / young people then t ▓ while in their care (1)
   - Having high, realistic expectations of children / young people means the ▓ long run (1)

4. **Award 1 mark for each valid reason given as to why it is important to cele** ▓ **up to a maximum of 3 marks. Accept other appropriate responses. [3 mark** ▓
   - Showing children / young people that it is acceptable to make mistakes ▓ to just 'have a go' (1)
   - Children / young people will see that mistakes are nothing to be asham ▓
   - Children / young people will see that we are all lifelong learners (1)
   - Individuals who are able to learn from their mistakes are more likely ▓ future (1)
   - Children / young people will understand that adults do not have all the ▓ as partners in learning (1)
   - Children / young people will realise that making mistakes is part of wha ▓

1. **Award 1 mark for each set of circumstances identified where it might be n
   risk assessment for a child or young person, up to a maximum of 2 marks.
   responses. [2 marks]**
   - Where children or young people have a prior history of aggression and
     or others (1)
   - When it is necessary to reduce or remove the level of risk to the individ
   - To assess the risk the individual poses to themselves or others (1)

2. **Award 1 mark for each valid point made while explaining why it is importa
   history into account when planning how best to support them with their b
   2 marks. Accept other appropriate responses. [2 marks]**
   - To find out whether the individual has a history of hurting themselves o
   - To find out whether they have a history of risky behaviour – for examp
   - To find out the individual's triggers and/or warning signs (1)
   - To discover which strategies help the individual to calm down and self-

3. **Answer D** – To help reduce or remove the risk that the individual poses to t

4. **Award 1 mark for each valid reason given as to why the setting's or school
   referred to when writing an individual risk assessment, up to a maximum
   appropriate responses. [2 marks]**
   - To ensure that any measures stated in the risk assessment are fair and
     school's/setting's behaviour policy (1)
   - A school's/setting's behaviour policy is already designed to reduce the
     premises (1)
   - The behaviour policy may contain some useful ideas which can be inclu
     assessment (1)