

# Hill Avenue Academy

In Association with:

Manor Multi-Academy Trust



## Hill Avenue Primary School Behaviour and Discipline Policy

# Behaviour and Discipline Policy

## Aims and expectations

- 1.1 It is a primary aim at Hill Avenue Academy that every member of the academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, with values built on mutual trust and respect for all, our academy motto being 'Entrust and Empower'. The academy's behaviour policy is designed to support the way in which all members of the academy can live and learn together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure and valued.
- 1.2 The academy has a number of expectations and values, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way through the promotion of life choices.
- 1.3 The academy expects every member of the school community to behave in a considerate way towards others following our top ten values and the behavioural expectations.
- 1.4 We treat all children fairly and apply this policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy community.
- 1.6 The academy rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote exemplary behaviour, rather than merely deter anti-social behaviour.
- 1.7 We expect the children to show positive manners and natural politeness, e.g. saying please and thank you, holding the door open, speaking in full sentences, using positive language, etc.

## Rewards and sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
  - Teachers congratulate children verbally and in exercise books, stamps and stickers are used in exercise books as well as positive comments in marking.
  - Teachers give children house points, attendance rewards and achievement certificates each week and the chosen pupils are awarded the certificates in special achievement and attendance assemblies (Achievement Tuesdays and Wednesdays, Attendance: Thursdays:). Parents and carers are invited to these events to celebrate the success of the children.
  - Each week the class with the highest attendance are awarded a certificate, prize and cup. At the end of the term, the class with the best attendance are entitled to an all-expense paid mystery excursion.
  - All pupils that achieve 100% attendance each week are drawn from a lucky dip and one child from each class receive a prize.
  - 100% attendance is rewarded each term through a special prize, e.g. trips to the Safari Park.
  - 100% attendance throughout the year is rewarded in the final school presentation assembly, where the relevant children are rewarded.

The academy acknowledges all the efforts and achievements of children, both in and out of the academy. Children can have externally awarded certificate presented to them in the weekly achievement assembly.

- 2.2 The academy deploys a number of sanctions to enforce the expectations, and to ensure a safe and positive learning environment. We deploy each sanction appropriately to each individual situation.

## Traffic lights - Reflective Behaviour

The basic philosophy behind this form of classroom behaviour management is to empower the pupils with the ability to control their learning environment.

In the traditional classroom the teacher is the manager. He or she manages **all** behaviours be they small or large. If a pupil encounters a conflict situation the teacher is the first port of call. '**Reflective Behaviour**' reverses this situation by putting the pupil back in the driver's seat. The '**Traffic Lights**' system provides the pupil with the basic foundation on which to build successful strategies for dealing with inappropriate behaviour that they do not like or that may be interfering with their learning and the learning of others around them. It provides the pupils with the positive language of '**Conflict Management.**' If the '**Reflective Behaviour**' system is carefully implemented into a classroom and becomes an integral part of the classroom culture then research suggests that 95% of the potential **conflict situations** are diffused before they even reach the teacher (West Australian Education Department research project, 2006).

For this system to be implemented successfully the classroom environment must be **safe and conducive to learning**. Pupils must be confident that they will be supported with their decisions when dealing with off task behaviours. The pupils must be made aware that all class members require different opportunities around them in order to learn and therefore need to learn to be tolerant of others' needs. This may take a number of weeks to create and the classroom facilitator needs to be patient and supportive while the pupils learn to differentiate between off task unacceptable behaviour and personal idiosyncrasies.

Pupils need to have the opportunity to discuss personal differences and establish a collaborative set of guidelines that all pupils are expected to follow. The classroom facilitator needs to initiate discussions that look at behaviours of pupils and not individuals. Pupils **must** be made aware of the fact that it is the behaviour that others do not like and not them.

A pupil has **three options** when they encounter off task behaviour or behaviours that interfere with their learning or the learning of others:

- ◆ **Ignore the behaviour** (By not doing anything the pupil is saying "What you are doing is OK")
- ◆ **Join in with the behaviour** (Become a part of the problem)
- ◆ **Do something about it** (Model the appropriate behaviour)

A 'warning' procedure needs to be in place that provides the framework on which pupils can build their conflict resolution skills. This provides the foundations on which pupils can develop appropriate and assertive dialogue which addresses behavioural issues in the classroom. This will be modelled initially by the teacher but later on in the term children will be able to issue 'warnings' towards off task behaviour.

With the '**Traffic Lights**' if the teacher/pupil sees that another pupil is off task they ask the question:

**"Do you understand what you are doing?"**

If the pupil answers:

**"Yes"**

They reply:

**"How are you going to improve your behaviour?"**

If the pupil continues with the off task behaviour the pupil goes to **warning** and the pupil continues on green card knowing that next steps are vital. At this point the classroom facilitator mediates for the group ensuring that all the issues are heard. After all parties are heard a decision is made and the person/persons involved may/may not place the pupil onto a yellow or red card.

Alternatively, If the pupil replies:

**"No"**

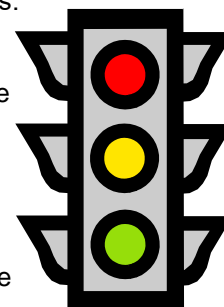
Then it is the responsibility of the requesting teacher or pupil to assist the other pupil to understand the task.

A yellow card tells the pupil that he/she has been warned but not made appropriate changes to their behaviour so they will undertake 5 minutes reflection time at break time or lunchtime in their classroom under the guidance of the teacher where they reflect on their behaviour.

A red card requires the pupil to spend the entire break time or 10-15 minutes of their lunchtime in the classroom. During lessons they may be asked to leave the group and spend time in **class time-out if they do not improve.**

A repeated offence (3 red cards) means that the pupil is directed to 'Time Out' for a week in the deputy's office or similar environment. The pupil's parents must be informed before 'Time Out' is implemented. It is imperative that before the situation arises where a second red card may be issued within the same time span, the teacher understands the triggers for the child's behaviour and first and foremost helps to prevent this.

At the beginning and end of the day all the pupils take part in a reflection of the day's behaviours and children speak for or against the behaviour. This provides the pupils with the opportunity to reflect on their behaviours and focus on making positive changes. **At this stage, it is important that the classroom facilitator ensures that it is only the behaviours that are being discussed and positive behaviour is celebrated.**



He/she is then taken back to yellow, if on a red, green if on a yellow or they remain where they are until the next reflection period if they have not had 24 hours to improve or they have simply not improved their behaviour.

In creating a positive and supportive classroom that is free of put downs and negatives it is critical that the pupils understand that there is nothing personal about '**Reflective Behaviour**' that it is **the inappropriate behaviours** that others do not like and not them. **This differentiation must be made constantly.**

### Classroom Culture

Before '**Reflective Behaviour**' can be implemented into the classroom a great deal of time must be invested in establishing a classroom culture that is conducive to open discussion. There are a number of strategies that can be used to do this. The main factors to be considered at every stage of the process are the characteristics of the cohort.

In some cases it may be possible for the whole class to take part in a **brainstorming session**. Other groups may be better suited to creating **personal lists** of likes and dislikes that identify what types of things that they need to learn and what hinders them from learning and then allowing time for a sharing of comments (Emotional Intelligence).

Another strategy is **small group discussions** (Mind Mapping) that run for five or so minutes before a selected team member moves to another group to share and discuss their team's ideas. With this strategy at the end of the session all the groups combine to form a large chart of likes and dislikes that represent the class' individual needs.

### Reflective Behaviour (see Reflection Steps)

In line with this **behaviour management philosophy** there is also the need to introduce group roles that identify particular duties for team members within the classroom. Ideally these should be generic across the whole academy as it allows for scaffolding however they can operate by themselves. These roles could include:

- ◆ **Manager (runs reflective behaviour) use the order on Traffic Lights display**
- ◆ **Time Keeper (optional)**
- ◆ **Recorder (optional)**
- ◆ **Reporter (optional)**

This classroom concept forms the support structure within which the classroom operates.

### Our Top 10 Values:

1. We are Independent role models and leaders of learning
2. We promote respect and tolerance of every individual regardless of race, culture and religion
3. We appreciate alternative views and opinions
4. We trust in our own ability and those around us
5. We cooperate and collaborate to make the most of every situation
6. We are responsible learners and members of the wider community
7. We persevere to succeed in everything we do
8. We are honest and humble team players
9. We show courage when faced with challenges
10. We are entrepreneurs in modern society

### Rewards

During each term all children who have remained on green have a chance to be selected to be on gold card (after 3 weeks of being on green card). Gold card nominations must demonstrate behaviour that goes 'above and beyond' the normal school expectations. Teachers may also offer rewards to certain children that remain on gold card for the longest periods. Rewards such as extra classroom privileges are good incentives. A platinum card may also be introduced if certain pupils exceed the gold card expectations. Platinum card awarded children may be nominated a diamond card in the summer term for continued outstanding behaviour. Again 3 nominations are necessary.

### House Points

Each day pupils may receive points for positive behaviour, academic progress, achievement, kindness, etc. At the end of each week, Year 6 pupils will collect the overall points from each class. The overall winner, is then announced in Friday's assembly, where the winning class will receive a cup.

With Gold and Platinum cards it is important to issue additional responsibility to those children and use them as mentors in class and around academy. Continued reinforcement in assemblies and newsletters will establish strong links with the community and promote positive behaviour. When points are collected each week, the green and gold cards should be awarded additional points. The yellow and red cards will result in a point deduction. It is important to link Behaviour and rewards.

### Gold Card

A gold card can be awarded if a pupil is nominated for prolonged outstanding behaviour and continued on Green Card for 3 weeks or more. Gold card can only be awarded to pupils that go **above and beyond** their normal classroom work or behaviour. A Gold card nomination must state how that particular child is going **above and beyond** and all pupils must agree with the nomination in order of the award to be achieved, e.g. *For receiving an achievement certificate for outstanding work in class, for performing in a whole school assembly or for winning gold in a sporting event...*

### Platinum and Diamond Cards

If individuals continue to display behaviour that goes **above and beyond** the academy expectations and has already achieved a gold card then it may be possible for that pupil to be nominated for Platinum or Diamond cards. This ensures that the behaviour system promotes positivity that supersedes any negativity.

### Time-Out Procedures

Once a pupil has been referred to Time Out the following procedures take place

1. The pupil is counselled on arrival and time out (about 15 min) is initiated. During the time out the pupil is required to complete a task e.g. writing a letter or an apology.
2. The pupil is given their healthy snack/lunch then:
  - classroom work not finished is completed
  - a task is to be completed e.g. writing a letter of apology.
  - The pupil is counselled once again.
3. The parent is contacted (by phone or in person and before the pupil goes home) informing them of their child's Time Out referral, reasons why and consequences. This is most important as it stops

pupils telling parents 'half-truths' when they arrive home that day. Parents really appreciate the advance warning and will offer contextual details which may provide additional reasoning behind their child's behaviour.

4. The Time Out referral is recorded on the school's Behavioural Tracking system. After 3 or 4 entries the parent is informed and a meeting is arranged between the parent, teacher and Phase Leader/Deputy Headteacher. This parental contact is also recorded on the Behavioural Tracking system
5. Should major concerns arise then an individual behaviour modification plan is developed with the teacher, pupil and parent during a structured conversation meeting.
6. Parents **must** be notified each time their child receives a red card so they remain informed and supported. The Phase Leader or Deputy Headteacher will remain informed verbally and via the Behavioural Tracking system which is updated as soon as any matters arise. This will ensure all parties are aware of any behaviour concerns and children are supported with a home and school partnership.

### **Playground Procedures**

P.E. lessons led by teachers and external sports providers teach children games, sporting behaviours, positive mindsets and imaginative play that children can apply in break time and lunch time sessions. Initially there will be high adult supervision and involvement however this may ease off over time but not stopped altogether. Playground incidents are linked to Traffic Lights procedures but only issued by the teacher unless lunch time staff have received full training.

2.2 The academy employs a number of sanctions to enforce school conduct, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is counselled. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- During lunchtimes, we expect the children to respect the midday supervisors and continue with exemplary behaviour, incidents of misbehaviour are reported and recorded in the lunchtime file. If a child's name is recorded twice in a week they will be counselled by the Head, Deputy or Phase Leader. If the name appears three times, their parents or carers will be contacted.
- Minor incidents at lunchtime will result in a 5 or 10 minute time out supervised by the Head, Deputy or Assistant Headteacher.

2.3 The class teacher discusses the school expectations with his/her class. In addition to the academy expectations, each class may also have their own classroom charter/PSHE 'Empower and Entrust' display which is agreed by the children and displayed in classroom. As a result, every child in the school will be aware of the high standards in behaviour that we expect. Any incidents of anti-social behaviour are discussed with the whole class during 'Circle Time' and 'Reflective Behaviour'.

2.4 The academy does not tolerate bullying of any kind. If we discover that an act of bullying, peer on peer abuse or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please see anti-bullying policy and the child protection policy for further guidance.

2.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in: Behaviour and Discipline in Schools and Keeping Children Safe in Education containing guidance on peer on peer abuse. Teachers at our academy do not use any form of physical punishment. Staff

only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **3. The role of the class teacher**

- 3.1 It is the responsibility of the class teacher to ensure that the academy expectations are followed in their class, and that their class behaves in a responsible manner. Teachers teach lessons which allow pupils to engage, enjoy and motivate. This contributes towards a positive class culture and effective discipline structure.
- 3.2 The class teachers at our academy have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly and enforces the classroom expectations consistently. The teacher treats all children in their class with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on the Academy Behavioural Tracking system. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of School, Deputy Head Teacher or Senior Management Team. The parents of the child must also be informed by the class teacher on that same day.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or Local Authority behaviour support service.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **4. The role of the Head of School**

- 4.1 It is the responsibility of the Head of School, under the Schools: Statutory Guidance (update 4 April 2016) to implement the school behaviour policy consistently throughout the academy, and to report to the Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.
- 4.2 The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The Head of School keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Head of School has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child. Both these actions are only taken after the Directors have been notified.

### **5. The role of parents**

- 5.1 The academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

- 5.2 We explain the academy expectations in the school prospectus, and we expect parents to read these and support them.
- 5.3 We expect parents to support their child's learning, and to co-operate with the academy, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the academy has to use reasonable sanctions to counsel a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via the board of directors.

## **6. The role of the Directors**

- 6.1 The Directors have the responsibility of setting down these general guidelines on standards of behaviour and discipline, and of reviewing their effectiveness. The Directors support the Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, however the Directors may give advice to the Head of School about particular disciplinary issues.

## **7. Seclusions, Fixed-term and permanent exclusions**

- 7.1 Only the Head of School/Executive Head Teacher has the authority to exclude a pupil from the academy. The Head of School/Executive Head Teacher may exclude a pupil for one or more fixed periods, for up to the permitted maximum number of days set by the Local Authority in any one school year. The Head of School/Executive Head Teacher may also exclude a pupil permanently. It is also possible for the Head of School/Executive Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2 If incidents persist or develop beyond the procedures stated in the school behavioural system the next course of action may be an internal seclusion of up to 5 school days. The pupil is then removed from the classroom and supervised by a member of the Senior Leadership Team to complete work and receive counselling in an attempt to avoid any repercussions.
- 7.2 If the Head of School/Executive Head Teacher excludes a pupil, the pupils' parents are informed immediately, giving reasons for the exclusion. At the same time, the Head of School/Executive Head Teacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Directors. The academy informs the parents how to make any such appeal.
- 7.3 The Head of School/Executive Head Teacher informs the Local Authority and the Directors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4 The Directors cannot either exclude a pupil or extend the exclusion period made by the Head of School/Executive Head Teacher.
- 7.5 The Directors also have a discipline committee which is made up of between three and five members. The committee members consider any exclusion appeals on behalf of the Directors.
- 7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.

## **8. Monitoring**



- 8.1 The Head of School/Executive Head Teacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the Directors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 The academy keeps a 'Behaviour Log' of incidents of misbehaviour. The class teacher records minor classroom incidents. The Deputy Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book and report the incident to the class teacher who will upload the incident on to the Academy Behavioural Tracking system.
- 8.3 The Head of School/Executive Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **9. Review**

- 9.1 The Directors review this policy annually. The Directors may however review the policy earlier than this, if the government introduces new regulations, or if the Multi-Academy Trust receives recommendations on how the policy might be improved.

### **Reflective Practice**

1. Clap/raise hand to gain attention
2. Raise your hands up if you have a green, gold, platinum or diamond card
3. Give yourselves a round of applause
4. Put your hand up if you have a yellow or red card
5. How did you receive the yellow card?
6. How has your behaviour affected those around you?
7. How are you going to improve your behaviour?
8. How have you earned the right to change your card back to green or yellow card?
9. Accept any constructive suggestions from other children
10. Class vote - who thinks he/she has earned the right to change their card back to green/yellow card?
11. The class make a decision
12. Change your card back or you need more time to improve your behaviour
15. Applause/celebrations

## **Is giving children responsibility a useful behaviour management technique in KS1: Exploring practitioner's perspectives in one primary school**

R. Cheema

University of Wolverhampton

### **Abstract**

The aim of this research project was to explore the usefulness of giving responsibility as a behaviour management technique in KS1 through semi-structured interviews in one Primary School. This research raised a number of questions related to the importance of managing poor behaviour, the positive effects of giving responsibility as well as the implications and challenges. The significant findings of this research concluded that giving responsibility allowed practitioners to take on personalised approaches to managing behaviour enabling them to develop children both emotionally and academically. Furthermore, it allows teachers to use a behaviour management technique which is shown to have long term effects on the child as they allow them to become more resilient and independent as they progress through school, thus alleviating behavioural problems they may have had. As a result of these findings, the study recommends that a whole school approach would help to ensure consistency throughout the school which will maintain a standard for both children and staff. Giving responsibility will enable children to fulfil this status quo effectively and continuous professional develop for all members of staff on a regular basis to ensure effectiveness.

### **Introduction**

Numerous research indicates the importance of managing behaviour within the classroom (Hart, 2010; Elias and Schwap, 2006; Arbuckle and Little, 2004; Payne, 2015). Clement (2003) and Savage (2009) stress the importance of allowing pupils to have an involvement in the discipline process. Therefore, this research will explore the usefulness of giving children responsibility in managing behaviour within the classroom. It will link to key points in relation to behaviour management, such as: the emotional and social aspects behind why poor behaviour occurs. As well as this, it will explore what expectations are placed upon schools when it comes to successfully managing behaviour and how poor behaviour impacts upon pupil's engagement in the classroom. The benefits and challenges of giving pupils responsibility in managing behaviour will also be discussed in order to critically analyse the effects of this behaviour management strategy.

Hart (2010) states that; a successful strategy to manage behaviour is subject to a child-centred approach, and positive rapport between the teacher and student. In order to successfully utilise any behaviour management technique, these two factors must be applied. As such, this research will explore how useful the approach of giving children responsibility for behaviour management really is. Although there has been already been prior research conducted upon behaviour management and behaviour management strategies, there seems to be very little research on managing behaviour within Key Stage one (Arbuckle and Little, 2004; Shindler, 2009). Therefore, this research may then play a key role in understanding further the policy used within one primary school, which I work in and may be relatable to other practitioners as well. In order to conduct this research, the following research questions have been formed:

1. How can poor behaviour management impact on pupil's learning within the classroom?
2. Is giving pupils responsibility a useful behaviour management technique?
3. What are the challenges of using 'responsibility' as a behaviour management technique?

What is the importance of managing poor behaviour?

Currently, there is emphasis on the importance of behaviour management as it is believed to play a key role in how well pupils learn within the classroom (Elias and Schwap, 2006). In order to implement a positive behaviour management strategy, it may be important, firstly to acknowledge the importance of managing poor behaviour. Elias and Schwap (2006) point out that without effective behaviour management strategies classroom's can be disorganised, chaotic and are mostly the main cause of very little academic learning. In worst case scenarios, ineffective behaviour management may result in pupils with behavioural issues, risking expulsion. As research has shown, poor behaviour may stem from something much deeper, something emotional. Walters and Frei (2007) state that children may be exhibiting an underlying communicative function related to his/her behaviour. So, if dealt with incorrectly, poor behaviour could lead to pupils making incorrect life choices. Thus, the key to dealing with behaviour effectively may be to understand why it occurred in the first place. Newburn (2012), states that truancy and exclusion from school, and low educational attainment, are both strongly identified as 'risk factors' in relation to involvement in crime. Although this research focuses on the importance of managing behaviour and the appropriate strategies which can ensure they are able to engage in their learning, it may be useful to understand where exclusion stems from in order to effectively provide children with better educations and in turn better futures. In order to successfully prevent exclusion, behaviour must be managed in an effective manner. However, as exclusion is the final step in disciplining poor behaviour, this research could prove to ensure such steps do not necessarily need to be taken.

As well as the influence poor behaviour has on pupils, it is important to understand the impact it has on teachers too. Oliver (2007) and Walters and Frei (2007) suggest that poor behaviour management and classroom discipline may lead to teacher burnout, high levels of stress and exhaustion. Therefore, it may be plausible that it isn't just the children or their learning that suffers due to poor behaviour management, teachers suffer just as much. As such, allowing pupils to better understand behaviours and manage discipline independently, may prove to decrease stress levels for teachers and may allow pupils to better understand their emotions.

Research by Donovan and Cross (2002) and Harell et al (2012) shows that if teachers are unable to effectively manage classroom behaviour, it often contributes to low achievement of pupils with behavioural issues and often leads to them being referred for special education where pupils may even be taken out of mainstream schools. If successful behaviour interventions are placed in classrooms, they may prevent passive learners, allowing teachers to increase, strengthen and maintain high levels of pupil engagement in their learning. This in turn will allow for higher levels of academic performance and achievement overall (Ota and DuPaul, 2002). This is further supported by Roffey and O'Reirdon (2003), who state that when behaviour within the classroom improves through positive methods, pupils gain a sense of self belief which improves their overall success in academics.

What can schools and teachers do to manage poor behaviour?

Studies have shown that in order to successfully manage behaviour within schools, there must be a close link between the whole school's ethos, values and beliefs and how pupil's behaviour is dealt with (McEvoy and Welker, 2000; Chen, 2007). As such it may be important that whichever behaviour management technique is deployed within one classroom, it is used across the school to ensure consistency and solidarity. This whole school approach could be the key to eradicating any confidence issues teachers may have as well as ensuring all pupils are aware of the expectations placed upon them. Whilst a whole school approach is important through the development of a school policy, which may outline key strategies of behaviour management; the focus is on exploring the benefits of using 'responsibility'. Yes this is an improved section; I think overall you are identifying some very useful points, but you needed to work on the structure of your writing so it flowed more logically.

## Benefits of giving pupils responsibility

Thus far, key points which have come out from prior research include: importance of understanding emotions, social interactions and moving onto giving pupils responsibility to manage their behaviour independently. The behaviour management technique of giving responsibility to pupils, aims to bring together these three key points in order to provide pupils with a useful way to become more independent when dealing with classroom discipline. In support of this, Korpershoek (2014), states that teachers should be promoting pupil's social skills and self-regulation. Marzano et al (2003) made a similar point referring to this method as a way of making students responsible for their behaviour. So this perhaps links to the idea of intrinsic motivation rather than extrinsic?

When allowing pupils to manage their own classroom discipline, it is important to point out that emotions and social interaction through key questioning play a key role in managing behaviour. The behaviour management method of giving 'responsibility' is an approach which promotes social interaction in order to allow pupils to better understand the implications of their behaviour. Through questioning, they can gain peer support, allowing them to not only understand how to improve their behaviour, but it also allows their peers to understand how to work together to come up with a way to move towards positive behaviours. This is supported by Luiselli et al (2010) who stress the importance of allowing pupils to be trained in social skills as doing so may enhance their ability to demonstrate management of conflict, negotiation skills and friendship building skill. An interesting point here

As well as the social benefits, it is important to consider the emotional benefits of this behaviour management technique. When applying the technique, pupils talk about how particular behaviours made them feel and how it impacts on those around them. As well as this, they reflect upon how they can ensure the behaviour isn't repeated or how they can do things differently next time. This therefore allows them to see both the negative effects of their behaviour and how to move on. Payne (2015) stresses the importance of a well-structured and consistent approach to behaviour management is equally important to the emotional aspect. She states that it is not only vital that pupil's views are valued but that positive and negative behaviour is fairly praised or sanctioned respectively. As such, allowing the children to delve into the emotional effects of the behaviours allows them to empathise and reflect in a more structured and suitable manner.

In relation to understanding the emotional impact on peers, it is important to note another benefit of this behaviour management technique related to the emotions of the child. This behaviour management technique promotes the nurturing of pupil's emotions and helps them manage behaviour through emotional understanding. McNamara and Moreton (2001) agree with these principles, pointing out that in order to help children progress and grow; teachers need to nurture his/her self-esteem. It could be therefore that this strategy of giving responsibility could boost pupil's confidence, thus enabling them to become more independent and more emotionally stable.

I think you have raised some interesting points here; however I would add I would have liked to have seen more discussion practical examples of how 'giving responsibility' could be used

What are the challenges to giving pupils responsibility?

Although there are many benefits to giving pupils responsibility to manage their own behaviour, there are evidently a few challenges too. Gilles (2011), who conducted research around the philosophy behind emotional based pedagogy and how it impacts on behaviour management, believes that there is very little evidence to support the relationship between emotional skills and improvement in behaviour management. He found that by promoting the use of emotions within the classroom, we alienate the 'emotionally illiterate'. Where Hart (2010) concluded that emotions played a key role in successful classroom behaviour management; Gilles (2011) points out that being able to aptly convey ones emotions through dialogue (as necessary in the behaviour technique), is a skill in itself. Children viewed as having challenging behaviour

issues may find it difficult to evaluate and discuss emotions. As such, this technique may prove to be less useful for pupils with challenging behaviour or even with pupils with special needs, who find it difficult to convey emotions or even find verbal communication challenging. Yes, but this section needed developing, to explore some of the challenges in greater depth – for example the skills and confidence of the teacher in using this technique; also sometimes the difficulties of developing relationships between teachers and children?

Why does poor behaviour occur?

In order to perceive what makes a child behave a certain way, it may be beneficial to understand the child's development. Pinker (2006) stated that in order for learning to occur, there must first be something already present in the brain which helps a pupil process the learning. Contrastingly, Locke (in Doherty and Hughes, 2009) believed that a child is born into this world as a 'tabula rasa' with no innate knowledge whatsoever; rather it is the environmental experience which would help the child to develop. Similarly, Bronfenbrenner stated, "Children do not develop in a vacuum. We must explore the ecological niche in which the children are living" (Bronfenbrenner, 1989, p190). This could mean that a child will not develop on his own; it is the surrounding environment which shapes his/her behaviour. Therefore, it could be acknowledged that a child's social development plays a pivotal role in how a child behaves. As such, it could be that the child has already witnessed certain types of behaviour, which he/she has deemed acceptable or appropriate, and they feel it is perfectly acceptable to re-enact or imitate these behaviours within the school setting.

In relation to Bronfenbrenner's theory of social development, it should be noted that there are many aspects to how a child's social development can shape their behaviour. One of which is the role of their parent. Research has shown that parenting styles affect how a child behaves. Davidov and Grusec (2006) argue that parents who are caring and nurturing and provide positive social interaction with their child allow children to become positive and social more adept; conversely, parents who neglect or are quite harsh with their parenting styles at home make children act quite anti-social and introverted (McKee et al, 2008).

As well as the social aspect, it is important to consider the emotional aspect of why poor behaviour occurs. According to Michelle (2003), insecure and least confident pupils find it the hardest to adapt to the system of discipline set up by schools. Both Payne (2015) and Hart (2010) stress the importance of positive rapport and valuing the child as important factors in behaviour management.

As well as the challenges faced by children, it is important not to forget the impact this behaviour management technique has on teachers. Research by Walters and Frei (2007) and Luiselli et al (2010) shows that teachers (especially newly qualified teachers) struggle to successfully implement behaviour management strategies if they are unfamiliar with them. Although this behaviour strategy puts more responsibility upon the children, it is still vital that teachers understand and are confident enough to apply the strategy consistently throughout the school (Giles 2011).

In conclusion, this review has shown that behaviour management plays a pivotal role in running a successful classroom. As such, teachers need to be trained to use a strategy which show the best results and relieves them of emotional pressure. Research has shown that there are challenges to dealing with behaviour through 'giving responsibility' (Giles, 2011); however it is also evident that emotions play a key role in all aspects of a child's school life, so incorporating these into a behaviour management strategy could effectively prove to be a useful approach. Yes a good point Using the research, I will aim to construct my methodology in a way which allows me to collect data regarding the emotional aspects of this behavioural approach.

I think you have made some very useful points in your review of literature; however your structure is quite disjointed and this does hinder your ability to some extent to deal with the issues you are raising.

## Methodology

### Research Approach

There are many definitions for qualitative research, however they all agree upon one element: the qualitative approach is concerned with subjective assessment of attitudes, opinions and behaviour (Kothari, 2004; Seidmann, 2013 and Lichtman, 2012). The research questions that have been developed are aligned to understanding individual perspectives and interpretations of behaviour management. As such, this research adopts an interpretivist approach in which qualitative data collection will be used.

There are many benefits to using this approach for this research project. Although quantitative data is quite appropriate for conducting research on a large scale, and it provides larger amounts of data (Seidmann, 2013), qualitative data provides personal insight into the participants' experiences, perceptions or opinions. (Peters and Halcomb, 2015); this is key to understand the participants views and reflection on behaviour management. Furthermore, Holloway and Galvin (2016, p.5) states, "qualitative inquiry can trace progress and development over time, as perceived by the participants." This is particularly important for this research, as I am trying to explore the usefulness of giving responsibility to children. As stated above, the interpretivist approach focuses ultimately on the viewpoints of the researcher and how the interviewer plays a core role in the data collection through subjective means. Although this may mean then that the participants may have varying viewpoints (LittleJohn and Foss, 2010), the interpretivist approach allows the interviewer to find the patterns and similarities in their answers (Lichtman, 2012), thus allowing data to be collected in a more meaningful manner.

### Data collection method

Although it is recognised that there are different research methods that could have been utilised, such as questionnaires or observations (Adams, 2010); I will be using semi-structured interviews as the data collection method for this research project in order to gain practitioner perspectives. Lambert (2012, p.45) believes that interviews are "ideal for gaining detailed information." Wilson (2012) supports the use of interviews, stating that Semi-structured interviews allow for more flexibility. These are important points for this research project, because the detailed answers will provide an in-depth data that allows an evaluation of the usefulness of giving pupils responsibility for their behaviour. Flexibility will not only allow the participants to choose the time most convenient to them, it will also allow for the research to be conducted in a much more detailed and reflective manner as there won't necessarily be time constraints. Furthermore, conducting interviews will ensure that the primary researcher will be present, whereas in quantitative data collection (questionnaires), Cohen, Manion and Morrison, (2011) points out that the researcher being present during the completion may prove beneficial as it may allow any queries or uncertainties to be addressed immediately. Arthur and Nazroo (2003) emphasises the importance of preparation for interviews. As such, it is important to understand how the interviews will be conducted and the importance of structure. I will conduct semi-structured interviews with four members of staff within KS1, because my research focuses solely on children within KS1.

Furthermore, DiCicco-Bloom and Crabtree (2006) also stress the importance of conducting individual interviews as opposed to group interviews as they provide an in-depth view into social and personal matters. As such, I will be conducting individual interviews in a private room to ensure confidentiality and ethical considerations (BERA, 2011). As well as confidentiality, conducting individual interviews ensures participants feel comfortable and relaxed enough to carry out the interview process (Strauss, 2008). Again, participants comfort and confidentiality can be further strengthened with the knowledge that they will be interviewed by someone they are already familiar with.

As well as ensuring the participants feel at ease during the interview process, it is also vital that the research conducted during these interviews is used effectively. In order to ensure that all research gained can be used, it will be best to ensure data is recorded either visually, auditory or written. If given written permission

by the participants, I will be using audio recording throughout each interview. Jamshed (2014) points out the importance of using a recording device during the research process, stating that handwritten notes would not be reliable and visual recordings could cause conflict between the interviewer and participant. Where handwritten notes may hinder the flow of the interview, audio recording ensures a smoother process, as the interviewer isn't distracted by constant note taking. As such, if participants do not give permission, it may prove challenging to conduct the research to the highest standards, however as the participants already know the research, this could allow them to accept the method of audio recording the interviews.

As well as deciding on how to record the interview, it is also important to decide upon how these interviews will be conducted. Although conducting these interviews over the phone may prove to be more efficient (Cachia and Millward, 2011 and Stephens, 2007), it can be argued that face to face interviews may prove to be more beneficial, especially in my interpretivist approach. This is due to the fact that face to face interviews allow for more contextual data, allowing the interviewer to visually compare individual emotions (Holt-Lunstad, 2015) and create a positive rapport with the participants (Jamshed, 2014).

## Validity

There are several techniques used to ensure validity. One of which is piloting the data collection method before conducting the research. Cohen, Manion and Morrison (2011), states the importance of piloting in order to increase reliability, validity and practicability. Therefore, in order to further strengthen validity, I will be piloting the interview prior to conducting on staff members. Another method of ensuring validity is triangulation through viewpoint. Although Laws, 2013 (in Bell, 2014, pg120) states that, "...the key to triangulation is to see things from different perspectives and thus be able to challenge or confirm findings of one method with those of another." It can be argued that triangulation can also occur through viewpoint of individual participants (Cresswell, 2008). The different viewpoints will not only strengthen validity, but may also ensure a better understanding of the 'usefulness' of giving responsibility to pupils.

Another method of ensuring validity is triangulation through viewpoint. Although Laws, 2013 (in Bell, 2014, pg120) states that, "...the key to triangulation is to see things from different perspectives and thus be able to challenge or confirm findings of one method with those of another." It can be argued that triangulation can also occur through viewpoint of individual participants (Cresswell, 2008). The different viewpoints will not only strengthen validity, but may also ensure a better understanding of the 'usefulness' of giving responsibility to pupils.

One of the challenges to ensuring validity is that the school and phase used to conduct this research is the one I work in. This could prove to be a hindrance, as it may be implied that research is biased or that answers to interview questions could be influenced to suit what the interviewer requires. However, Flick ((2009) and DiCicco-Bloom and Crabtree (2006) argue that having a rapport with your participants could prove to be beneficial as it allows for negotiations and sharing of ideas. This further supports the reason behind selecting the interpretivist approach, as it allows for a more emotionally deeper data collection strategy; which could prove to be beneficial in collecting more detailed data. A relevant point here

## Ethics

As well as ensuring research validity, Bell (2014) stresses the importance of ensuring all research is ethical. One of the ways this could be established is through consent forms. BERA (2011) outlines that researchers must inform participants of their right to withdraw from a research project. When conducting my research, all participants will be informed of this right in writing using the consent forms they will be required to sign prior to participating. Consent forms are also a way of informing participants that participation is voluntary and that any data collected will be strictly confidential and anonymous; which is in accordance with the Data Protection Act 1998. In order to ensure participants have fully understood their rights, I will be providing a

disclaimer with the consent forms informing them of their right to withdraw and a detailed description of what their involvement means. This is also a way to gain the participant's trust in the project (Bera, 2011).

Another important factor needed to be considered for ethical reasons is how to maintain confidentiality. Although the consent forms will state that research will remain confidential, I will need to take steps to ensure this happens. For example, Ritchie and Lewis (2003, pg. 67) state, confidentiality means avoiding the attribution of comments, in reports or presentations, to identified participants. Thus, I will ensure that within my data analysis, no full names of participants are mentioned and that any audio recording is kept in a safe place and not labelled with full details.

As well as ensuring confidentiality, ethical consideration must be given to the way in which the interviews are conducted. During the interviewing process, In order to ensure my perspectives or views do not influence participant's views in any way, I will aim to maintain a controlled and professional exterior, which Adams (2010) points out is a pertinent ethical consideration in interviews. – do you think you have ethical considerations in terms of carrying out your research in your own workplace?

WORD COUNT: 3743

Grade: 60

In your introduction you have clearly attempted to justify the choice of your topic and its usefulness. I think your structure could be improved here and at times you could have looked deeper into some of the issues you are raising

In your literature review you have demonstrated a well-developed ability to analyse, synthesise and to evaluate making balanced judgements at times. I would have liked to have seen more of this, and this would have improved your ability to relate theory to practical examples critically. I think the area you need to improve is your structure, as at times your writing, the flow between arguments, is disjointed and this will help you to inter-relate, concepts, ideas and practices more usefully. I would have liked to have seen more critical discussion of potential challenges to using 'responsibility' and perhaps this would have led to practical examples of how teachers would use this behaviour management technique.

The methodology and the selection of data collection instruments are understood in relation to research methods, theory, appropriate to context and ethical. However there are times when you could have explained key ideas more fully and been more specific to how you plan to carry out your research. I would have liked to have seen more discussion around potential limitations and this would have helped you to adopt a more critical stance. I do think more careful proof reading could have been achieved, as in one area you repeat a paragraph. Also wider reading would have enhanced your discussion further, using a wider range of more up-to-date literature.

Jenny Worsley

04/01/2017



## Research Findings

This section is an analysis of findings derived from four semi-structured interviews with teachers in one primary school. Table A shows an overview of participants.

Table A

	Age	Job Role	Hours/Week	Experience	Qualification
T1	35-39	Head of School	31-40 Hours	15+ Years	Masters in Education
T2	25-29	KS1 Teacher	31-40 Hours	5-9 Years	BeD (Hons) and QTS
T3	25-29	KS1 Teacher	31-40 Hours	1-4 Years	BA (Hons) PGCE
T4	40-44	Assistant Head and KS1 Phase Leader	31-40 Hours	15+ Years	BSc with QTS

### 1.1 - How can poor behaviour management impact on pupil's learning within the classroom?

When defining poor behaviour all the participants revealed commonalities in their responses. Characteristics such as continued low level disruption in and outside of the classroom and when set rules are broken in an effort to gain attention from an adult were amongst the participants responses. However, T1 also pointed out that when defining poor behaviour "we should look at why the behaviour has occurred and understand the triggers". Correspondingly, T2 acknowledges the need to "understand that children bring emotional trauma from home, which triggers certain intrinsic behaviours." Walters and Frei (2007) also made a similar point stating that poor behaviour stems from something innate and much deeper. This is a very valid point as it means that it's not just what happens in school that affects the children's behaviour, but also what happens in their lives outside of school. In relation to this, Hart (2010) also noted that emotions play a key role in behaviour. This is a very important finding as it is not just how children display their behaviour; rather what the emotional dilemma was that caused them to behave in such a manner.

The literature review highlights the effects of poor behaviour on the children's learning, stating that disorganised and poorly managed classrooms can be the main cause of very little academic learning (Elias and Schwab, 2002). It is important to note that that behaviour isn't necessarily being exhibited by the child it is indirectly affecting. The research findings raised a very important point that "A child's behaviour affects the whole cohort, not just them alone" (T3). This means that if a child misbehaves, then he/she isn't the only one who has to endure the repercussions of the poor behaviour; rather the child's poor behaviour causes disruption for the whole class. As well as this, as younger children are prone to imitating behaviour in an effort to seek attention from the adult, "a lot of the children will copy someone that is getting the teacher's attention, even if it's attention for negative reasons such as poor behaviour" (T2). This finding contributes to the importance of using positive role models in all aspects of a child's life, whom they can imitate (Korpershoek, 2014).

When considering the importance of behaviour management, all participants reiterated that it is a way of setting and maintaining high expectations. As well as this, T1 also pointed out that "behaviour management allows pupils to become positive role models, which influences children's emotional intelligence." Therefore, it could be argued that when children have higher aspirations and greater emotional intelligence, they would want to succeed academically and socially in an effort to imitate their role models. When children have a drive to achieve and no distractions or 'triggers' to misbehave, they will become more independent and less attention seeking. Likewise, T3 supported this finding, by stating that behaviour management is "a way to prevent passive learning." This is similar to Donovan and Cross (2002) and Harell et al (2012) who point out that the inability to manage behavioural issues can contribute to low achievement as pupils may turn into

passive learners. The literature review also highlighted that when behaviour was managed using positive strategies, it led to pupils gaining a sense of self belief which improves their overall academic success. The research findings also reiterated similar points, as T1 and T2 stated that positive behaviour management creates a positive atmosphere in the classroom which impacts on the children's learning.

Moreover, when researching the importance of implementing behaviour strategies, all participants shared the same view that the right behaviour strategy is the basis for an effective environment. They also noted other characteristics such as: good behaviour improves learning behaviours; it impacts on pupils holistically; it is the foundation on which to build and develop academic and emotional intelligence and most importantly it ensures consistency and high expectations (T1, T2, T3, T4). T1 also highlighted the importance of putting the child at the heart of behaviour management strategies in order to ensure its success. Conversely, T1 also made another valid point which wasn't suggested in the literature review; that any behaviour strategy which is implemented should show the pupils that they are valued first and foremost. Although the literature review notes that a successful strategy to managing behaviour is subject to a child-centred approach (Hart, 2010), it fails to mention the importance of ensuring the child understands that a system is in place to show their importance within the school. T1 notes that this is what giving children responsibility successfully achieves.

## 1.2 Is giving responsibility a useful behaviour management technique?

When asking participants about the usefulness of giving responsibility; all participants noted the positive effects it had on children's self-esteem and confidence. Research from the literature review also noted similar findings where it was suggested that in order to help children progress and grow, their self-esteem and confidence needs to be nurtured (McNamara and Moreton, 2001). Equally, it was evident from the findings that giving responsibility is an effective way of building trust between the adult and the child. This is something they may have not had in their home environment (T1, T2, and T3). What is important to note though is that participants also highlighted the effect this has on them as teachers. T1 and T3 pointed out that giving responsibility "ensures that locus of control is with the children." This was noted in the literature review where it was suggested that poor behaviour management and classroom discipline may lead to teacher burnout, thus giving the power of responsibility to the children eases stressful situations for the teachers to a certain extent. Contrastingly, Walters and Frei (2007) and Luiselli et al (2010) point out that although teachers put the responsibility upon the children to manage behaviour, it is still important for the teacher to maintain the consistency in some way to ensure its success. This was also mentioned by T1 who stated that "teachers act as the facilitators and should ensure children continue to develop their independence". This was quite an important point, because although the responsibility is given over to the child, the teacher is still there as the adult to lead the children in the right direction, thus being able to continue to facilitate the child's success. This is a significant finding as it shifts the focus on the role of the teacher from being an authoritarian to being a facilitator of good behaviour.

When asking the participants of a particular time when giving responsibility was successful as a behaviour strategy, different emphasis was placed upon its usefulness. T1 stated that poor behaviour occurred when a child was not enjoying school or was bored, thus individualising the behaviour strategy to suit his individual needs allowed the pupil to gain a sense of worth. The continued positivity from the teacher then allowed the child to grow as an individual and as they took on a leadership role by leading a club, their school life became much more harmonious. Similarly, T2 added where a child brought emotional trauma from home, giving them responsibility allowed them to forget that and keep busy, allowing them to become less aggressive over time. The usefulness of giving responsibility was highlighted here in terms of leadership qualities where the children could build upon their social skills. They were able to take on "pupil leadership roles and prefects, who actively managed behaviour of others whilst simultaneously setting the high standards as positive role models" (T4). Likewise, "The positive praise and rewards which pupils give one another is a way in which they can independently develop their social skills" (T1). Luiselli et al (2010) noted the importance of allowing children to be trained in social skills as doing so would enhance their ability to demonstrate management of conflict, negotiation skills and friendship building skills. Thus it is the emotional

and social factors which are built upon through this behaviour management strategy, and doing so “allows the children to grow in other areas of academia (T4).

The literature review acknowledged the importance of key questioning and self-regulation which plays an important role in managing behaviour (Korpershoek, 2014). One of the participants relayed an important point to back this, stating “when the child was given responsibility at such a young age, he took it on as if it was the most important thing ever” (T3). When discussing the reasons for this, the participant pointed out that he was able to verbally discuss with his peers, “why he got a monitor job, what he had done well and how he was going to continue the journey” (T3). As such, it is important to note that one of the main factors that make this behaviour strategy such a success is the children thinking about their behaviour and discussing it with their behaviours, thus instilling in them a sense of intrinsic motivation as opposed to extrinsic.

When comparing the success of giving responsibility to other behaviour strategies, all participants agreed that this strategy comes hand in hand with others. “Giving stickers is a form of praise given when a child has succeeded, as such giving responsibility can also be classed as a reward” (T4). Participants noted that in the similar manner that other behaviour strategies use positivity and consistency as their foundation, “giving responsibility aims to take that to a greater level” (T2). T1 sums up the comparisons quite adeptly, as he notes that “they should be used in unison with each other.” Praise, stickers and other materialistic rewards aim to convey to a child how to behave in a manner that is accepted. Contrastingly, T1 also highlights how giving responsibility is different to all other strategies, commenting that “where stickers, and golden time or other rewards are short term, giving responsibility is long term, because its child-centred approach aims to nurture and develop children’s need to be the best they can be” Although the literature review did mention low educational attainment and extreme behaviours could be ‘risk factors’ in relation to crime (Newburn, 2012); the research findings provided a greater depth into how giving responsibility from as early on as KS1 ensures a foundation is laid to build upon a child’s holistic wellbeing and development. It gives children high expectations and continued self-belief to succeed and aspire to be a good citizen.

### 1.3 - What are the challenges of using ‘responsibility’ as a behaviour management technique?

When considering the implications of using responsibility as a behaviour management technique, participants reiterated similar factors. T1 and T2 noted how successful this strategy has been for all pupils in KS1. Contrast to this, T3 pointed out that although it is overall a very useful technique for most children, it has proven to be less successful for pupils who have special educational needs. She highlighted that, “some children who have special needs or have English as an additional language find it quite hard to take on responsibility or even voice their emotions during reflection time.” In relation to this, Gilles (2011) observed that by promoting the use of emotions, we alienate the ‘emotionally illiterate’. Thus it may be that as emotions play a key role in the execution of this behaviour management technique, some children may find it difficult to convey their emotions through dialogue.

As well as this, T4 noted that “consistency is key to successfully implementing this strategy.” Other participants also highlighted the importance of ensuring staff across the school were implementing this behaviour strategy “in a similar way,” (T1) or that “parents should play a pivotal role in this strategy to ensure it becomes even more successful” (T3). Likewise, the literature review also found that a successful behaviour management strategy is one that is used consistently throughout the school (Giles, 2010). Conversely, when discussing consistency, T1 made a valid point that “as we aim to look at a child holistically, we must ensure that a similar strategy is being used outside of school too to make certain it has a greater impact on the child.” This is another significant finding as prior research has shown that Children do not develop in a vacuum. We must explore the surrounding environments which shape them (Bronfenbrenner, 1989). As such, in order to be thoroughly consistent, we should ensure parents are creating a nurturing environment for the child at home too. However, this is not always the case and sometimes it can be quite difficult to maintain parental engagement in a way that would be most effective for the child. Thus, if a behaviour management strategy shows signs of success in school, but at home the child is not receiving the same level of commitment, then the strategy could prove to be less effective. In relation to this, the literature review also

pointed out that children's behaviour can be affected by what happens in their home environment. If a child is brought up in a nurturing environment, then they are less prone to exhibit poor behaviour, conversely, where a child is brought up with harsh parenting styles and neglect, they will act in quite anti-social and attention seeking manners (McKee et al, 2008; Davidov and Grusec, 2006).

When considering the possible changes to this behaviour management technique and how the school could support them, participants showed similar emphasis on maintaining consistency throughout school. All participants also acknowledged the importance of "continued professional development as a way to improve this behaviour strategy." This was reiterated in the literature review as research by Walters and Frei (2007) and Luiselli et al (2010) showed that teachers (especially newly qualified teachers) struggle to successfully implement behaviour management strategies if they are unfamiliar with them. Thus "being able to view experienced staff could improve understanding of staff that are new to this" (T3).

## Conclusion

This research project aimed to explore the usefulness of giving children responsibility in managing behaviour. The findings reveal that when considering behaviour management and how it can promote positive behaviour, there were differences in view in how challenging behaviour is defined. However although participants showed varying perspectives they all led to the importance of understanding the child in terms of individual needs level. Bronfenbrenner (1974, in Martin, 2012) highlighted the importance of seeing a child holistically and understanding the impact their environment has on their development as well as other things. The research findings highlighted also the importance of 'triggers' and the environmental influences that can lead to challenging behaviour. Thus the findings highlighted the significance individualising approaches to behaviour management to ensure they are meaningful to the child's needs.

Furthermore, the research findings showed that giving responsibility to a child shifted the role of a teacher to that of facilitator. Whilst maintaining a successful level of independence, teachers do not completely let go of the control but rather demonstrate the skills and attributes required to assist the child in becoming more self-reliant. Teachers are a positive role model therefore giving responsibility gives the children the opportunity to imitate their roles in an effort to become more like their teacher. Findings also concluded that this behaviour management strategy needs to be long-term to continually develop children's self-efficacy. This ensures children approach challenges with a positive attitude throughout their school life and become more resilient as teachers give responsibility to pupils.

However, giving responsibility is not without its challenges. The findings revealed that this strategy may not prove to be as successful perhaps with pupils who have special educational needs or English as an additional language. It could be argued that this was simply due to staff not having had the experience with using the strategy. Thus it may be that experience and confidence of teachers plays a pivotal role in the success of this strategy. Furthermore, it has been found that when parents are not involved or providing a nurturing environment at home, aspects of the behaviour management strategy prove to be less successful as consistency is not maintained.

As a result of these findings, key recommendations can be made. Firstly, in order to maintain consistency, a whole school approach must be considered where staff follow and implement a policy which is monitored regularly. As well as this, continued professional development through cross phase observations could prove to be effective in managing consistency. Similarly, whole school tracking and analysis of trends including significant groups could be an effective way to strengthen the technique of giving responsibility as it will ensure that children who are susceptible to disruptive behaviour are given the opportunity to change it using the right approach without any barriers. Doing so will ensure any misconceptions are cleared up and both staff and children are aware of the standards which should be set. Where newly qualified teachers or teachers new to this behaviour management strategy arrive, it would be effective to use experienced staff to mentor and support its use. This may also eradicate the barrier of using the technique with pupils with

special educational needs or even with pupils with English as an additional language, because experienced teachers will be able to share their knowledge and expertise, thus creating improved interventions which could eradicate any such barriers.

OECD (2009) notes that in order to motivate children, teachers must first maintain positive beliefs and values. The research findings revealed similar points that in an effort to build high aspirations within children, staff must first be at the helm of change by shifting their attitude from 'the child' to 'the behaviour'. In order to successfully implement a positive behaviour strategy such as giving children responsibility, there must first be a rapport and a sense of trust between the child and the teacher. This can only occur if there are not stereotypes or prior 'labels' regarding behaviour on the child. It must be acknowledged that children come with a range of different resources and experiences to school and they can be used to benefit them. Similarly, factoring in that perhaps they may also be disadvantaged due to their environment could help to better understand the 'triggers' and reasons behind behaviours, thus enabling teachers to individualise and use effective personalised strategies for managing behaviour.

Upon reflection, this research project has been a useful opportunity to develop as both a practitioner and a researcher. It has provided the opportunity to gain insights into the use of giving responsibility. Furthermore, the design of the research, including the use of semi-structured interviews enabled the development of research skills such as time management, professionalism and prior planning. However there were also challenges. One of the challenges faced whilst conducting this research was the confliction of identity as a research and a practitioner. It was difficult to not develop a bias whilst asking the questions. Knight (2012) acknowledges that being an insider researcher raises the potential to have biases within the study.

If given the opportunity to develop this research on further, I would like to compare the effectiveness of this behaviour strategy throughout the different phases (Early years, Key Stage 1 and Key Stage 2). One way to do this would be to conduct further qualitative research through semi-structured interviews, but this time ensuring a greater sample range from all phases. Furthermore, it may be beneficial to see the effects of the behaviour management technique in another school as this may prevent any subjective interpretation.

#### Reference List

Adams, E. (2010) The joys and challenges of semi-structured interviewing. *Community Practitioner*, 83(7), pp. 18-21.

Anon (2009) *Creating effective teaching and learning environments*. 1st ed, Paris: OECD.

Arbuckle, C. and Little, E. (2004) Teachers' Perceptions and Management of Disruptive Classroom Behaviour During the Middle Years (years five to nine). *Australian Journal of Educational & Developmental Psychology*, 4, pp. 59-70.

Bell, J. (2014) *Doing Your Research Project: A Guide for First-Time Researchers*. 5th ed. Berkshire: Open University Press.

BERA (2011) *Ethical Guidelines for Educational Research*. [online]. [Accessed 2 December 2016]. Available at: <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2011>

Cachia, M. and Millward, L. (2011) The telephone medium and semi-structured interviews: a complementary fit. *Qualitative Research in Organizations and Management: An International Journal*, 6(3), pp. 265-277.

Cohen, L., Manion, L., Morrison, K. and Bell, R. (2013) *Research methods in education*. 7th ed. London: Routledge.

Corbin, J., Strauss, A. and Strauss, A. (2008) *Basics of qualitative research*. 1st ed, Los Angeles, Calif.: Sage Publications.

- Creswell, J. (2009) *Research design*. 1st ed, Los Angeles: Sage.
- Davidov, M. and Grusec, J. (2006) Untangling the Links of Parental Responsiveness to Distress and Warmth to Child Outcomes. *Child Development*, 77(1), pp. 44-58.
- Descombe, M. (2014) *The Good Research Guide: For Small-Scale Social Research Projects*. 5th ed. Berkshire: Open University Press.
- DiCicco-Bloom, B. and Crabtree, B. (2006) Making sense of qualitative research. *Medical Education*, (40), pp. 314-321, [online]. [Accessed 14 January 2016]. Available at: <<http://onlinelibrary.wiley.com.ezproxy.wlv.ac.uk/doi/10.1111/j.1365-2929.2006.02418.x/epdf>>.
- Doherty, J. and Hughes, M. (2009). *Child Development: Theory and Practice 0-11*. London: Pearson Education Limited.
- Donovan, S. and Cross, C. (2002) *Minority students in special and gifted education*. 1st ed, Washington, D.C.: National Academy Press.
- Elias, M. and Schwab, Y. (2006) *Handbook of classroom management*. 1st ed, Mahwah, N.J.: Lawrence Erlbaum Associates.
- Flick, U. (2009) *An introduction to qualitative research*. 1st ed, Los Angeles: Sage Publications.
- Flick, U. (2009) *An introduction to qualitative research*. 1st ed, Los Angeles: Sage Publications.
- Frei, S. and Walters, J. (2007) *Managing Classroom Behavior and Discipline (Practical strategies for successful classrooms)*. 1st ed, Shell Education.
- Gillies, V. (2011) Social and emotional pedagogies: critiquing the new orthodoxy of emotion in classroom behaviour management. *British Journal of Sociology of Education*, 32(2), pp. 185-202.
- Harrell, P., Leavell, A., van Tassel, F. and McKee, K. (2004) No Teacher Left Behind: Results of a Five-Year Study of Teacher Attrition. *Action in Teacher Education*, 26(2), pp. 47-59.
- Hart, R. (2010) Classroom behaviour management: Educational psychologists' views on effective practice. : *Emotional and Behavioural Difficulties*, 15(4), pp. 353-371.
- Heale, R. and Forbes, D. (2013) *Evidence Based Nursing: Research made simple. Understanding triangulation in research*. British Medical Association, 16(4), pp.98.
- Holloway, I. and Galvin, K. (n.d.) *Qualitative research in nursing and healthcare*. 1st ed.
- Holt-Lunstad, J., Smith, T., Baker, M., Harris, T. and Stephenson, D. (2015) Loneliness and Social Isolation as Risk Factors for Mortality: A Meta-Analytic Review. *Perspectives on Psychological Science*, 10(2), pp. 227-237.
- Jamshed, S. (2014) Qualitative research method-interviewing and observation. *Journal of Basic and Clinical Pharmacy*, 5(4), p. 87.
- Knight, J., 2012. Assessment of fieldwork practice. *The Journal of Practice Teaching and Learning*, 5(1), pp.39-60.
- Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M. and Doolaard, S. (2016) A Meta-Analysis of the Effects of Classroom Management Strategies and Classroom Management Programs on Students Academic, Behavioral, Emotional, and Motivational Outcomes. *Review of Educational Research*, 86(3), pp. 643-680.

- Kothari, C. (2004) *Research methodology*. 1st ed, New Delhi: New Age International (P) Ltd.
- Lambert, M. (2012) *A beginner's guide to doing your education research project*. 1st ed, London: Sage.
- Lichtman, M. (2013) *Qualitative research in education*. 1st ed, Los Angeles: SAGE Publications.
- Littlejohn, S. and Foss, K. (2010) *Theories of Human Communication Tenth Edition*. 10th ed, Albuquerque: Waveland Press.
- Luiselli, J., Putnam, R., Handler, M. and Feinberg, A. (2005) Whole-school positive behaviour support: effects on student discipline problems and academic performance. *Educational Psychology*, 25(2-3), pp. 183-198.
- Martin, A., Razza, R. and Brooks-Gunn, J. (2012) Specifying the links between household chaos and preschool children's development. *Early Child Development and Care*, 182(10), pp. 1247-1263.
- Marzano, R., Marzano, J. and Pickering, D. (2003) *Classroom management that works*. 1st ed, Alexandria, Va: Association for Supervision and Curriculum Development.
- McEvoy, A. and Welker, R. (2000) Antisocial Behavior, Academic Failure, and School Climate: A Critical Review. *Journal of Emotional and Behavioral Disorders*, 8(3), pp. 130-140.
- McKee, L., Colletti, C., Rakow, A., Jones, D. and Forehand, R. (2008) Parenting and child externalizing behaviors: Are the associations specific or diffuse?. *Aggression and Violent Behavior*, 13(3), pp. 201-215.
- McNamara, S. and Moreton, G. (2001) *Changing behaviour*. 1st ed, Abingdon, Oxon: D. Fulton Publishers.
- Miles, R. (2015) Complexity, representation and practice: Case study as method and methodology. *Issues in Educational Research*, 25(2), pp. 309-318, [online]. [Accessed 14 January 2016]. Available at: <<http://www.iier.org.au/iier25/miles.pdf>>.
- Newburn, T. (2012) Counterblast: Young People and the August 2011 Riots. *The Howard Journal of Criminal Justice*, 51(3), pp. 331-335.
- Oliver, R. (2007) *Effective Classroom Management: Teacher Preparation and Professional Development*. Washington: National Comprehensive Centre for Teaching Quality, pp. 3-14.
- Ota, K. and DuPaul, G. (2002) Task engagement and mathematics performance in children with attention-deficit hyperactivity disorder: Effects of supplemental computer instruction. *School Psychology Quarterly*, 17(3), pp. 242-257.
- Payne, R. (2015) Using rewards and sanctions in the classroom: pupils' perceptions of their own responses to current behaviour management strategies. *Educational Review*, 67(4), pp. 483-504.
- Pinker, S. (2006) *The blank slate*. 1st ed, New York: Penguin.
- Ritchie, J and Lewis, J, (eds.) *Qualitative Research Practice: A guide for social science students and researchers*. Sage: London.
- Roffey, S. and O'Reirdan, T. (2003) *Plans for better behaviour in the primary school*. 1st ed, London: David Fulton.
- Savage, T., Savage, M. and Savage, T. (2010) *Successful classroom management and discipline*. 1st ed, Los Angeles: SAGE.
- Seidman, I. (2013) *Interviewing as qualitative research*. 1st ed, New York: Teachers College Press.

Shindler, J. (2010) Transformative classroom management. 1st ed, San Francisco, CA: Jossey-Bass.

Stephens, N. (2007) Collecting data from elites and ultra-elites: telephone and face-to-face interviews with macroeconomists. *Qualitative Research*, 7(2), pp. 203-216.

Wilson, V. (2012) Research Methods: Interviews. *Evidence Based Library and Information Practice*, 7(2), pp.96-88.

## Appendix A

### Interview Questions

#### Introduction –

Name, background (I am conducting a research for dissertation to know if giving responsibility to children is a useful behaviour management technique in KS1. Ensure confidentiality and anonymity. Participant is welcome to withdraw at any time during the interview process or afterwards. This interview can be stopped at the participant's discretion. Permission to audio-record?

#### General Information

1. What is your age?

21-24                      35-39

25-29                      40-44

30-34                      45 or older

2. What is your job role?

---

3. How many hours do you work?

0-16 hours                      17-24 hours

25-30 hours                      31-40 hours

4. How many years' experience do you have of working in KS1?

1-4 years                      5-9 years                      10-14 years                      15 years or over



5. What is your level of qualification?

NVQ 2          NVQ 3 or equivalent          B.Ed          BSc with QTS

BA (Hons)      Other

If other, please specify \_\_\_\_\_

How can poor behaviour management impact on pupil's learning within the classroom?

1. Can you tell me how you would define poor behaviour?

a. In the classroom/playground?

b. Someone that breaks the rules?

2. What are your views on the importance of managing poor behaviour?

a. Poor management could lead to low expectations?

b. Positive role modelling?

c. Affects in the classroom?

3. Can you tell me in more depth about how poor behaviour can affect children's learning in the classroom?

a. The child's learning and their cohort?

b. Emotional repercussions?

c. Academic repercussions?

d. Do you have a memorable incident where this happened?

4. Why is it important to implement the right strategies to manage behaviour?

a. Consistency throughout school?

b. Impact on pupils?

c. High expectations from pupils?

Is giving responsibility a useful behaviour management technique?

1. Can you tell me why you think it is useful to give children responsibility?
  - a. Improve self-esteem?
  - b. Promote social skills?
  - c. Promote independence?

2. Can you think of a case when this strategy proved to be a real success?
  - a. What made it a success?
  - b. What impact did it have on the child/others?

3. What other strategies do you use to manage children's behaviour?
  - a. Stickers/incentives?
  - b. Disciplinary/detentions?
  - c. Parental involvement?
  - d. Time-outs?

4. Are these strategies as useful as giving responsibility?
  - a. How do they compare?
  - b. How do the children respond to others?

What are the challenges of using 'responsibility' as a behaviour management technique?

1. How successful has this strategy been in KS1?
  - a. What are the noticeable successes?
  - b. Would you say both phases respond equally as well to both strategies?
2. If you could change something about this behaviour management technique what would it be?
  - a. Is there something that hasn't worked particularly well?
  - b. Are there age restrictions to giving total responsibility?
  - c. Have the children ever commented on changing an aspect of the technique?
3. How do you think the school could support you further with using this behaviour management technique?
  - a. Regular CPD?
  - b. Consistency throughout school?

- c. Regular moderation to ensure everyone is following the same policy?
- d. Reformed/detailed behaviour policy?

End of interview. Thank you and as if they have any other comments?

