

Answers

Chapter 4 Behaviour

Recall activities

1 Responses could include:

Emotional:

- 1) Ability to name and manage own emotions
- 2) Levels of maturity
- 3) Special educational needs and disabilities – such as those with developmental delay may experience frustration with difficulties in expressing their emotions

Social:

- 1) Understanding of social norms
- 2) Ability to relate others
- 3) Special educational needs and disabilities – such as hearing problems may lead to difficulties in communicating or language delay

Physical:

- 1) Development of gross motor skills
- 2) Body changes as a result of puberty
- 3) Special educational needs and disabilities – such as those with physical disabilities may feel excluded from certain activities.

2

Element	Definition
1) Self-image	How you see yourself
2) Self-esteem	How you value yourself
3) Ideal self	How you would like to be

3 Responses could include:

Positive:

- ▶ able to control emotions and demonstrate age- appropriate behaviour
- ▶ keen to try out new things – shows perseverance
- ▶ popular with others and demonstrates empathy for others

Negative:

- ▶ may demonstrate attention-seeking or disruptive behaviour
- ▶ not motivated and reluctant to try new things for fear of failure
- ▶ lack of confidence in building friendships

- 4
- a Effective behaviour management in a primary school involves creating a classroom environment that promotes positive interactions and learning.
 - b One key strategy for managing behaviour is to establish clear classroom rules that outline expectations and consequences.
 - c When a student displays disruptive behaviour, it's important to address the issue promptly and provide consistent consequences.
 - d To encourage positive behaviour, teachers can implement a reinforcement system that rewards students for following rules and demonstrating good conduct.
 - e Effective communication with both students and their parents and carers is crucial for understanding and addressing behaviour challenges.

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Short-answer exam-style practice questions

- 1 **C** – Getting down to the child’s level and asking the child what was wrong with the behaviour. [1]
- 2 **B** – Challenging behaviour encompasses a wide range of actions that may disrupt learning or social interactions. [1]
- 3 Responses could include:
 - a Any **two** from:
 - ▶ **Self-esteem [1]**: how a child sees and values themselves can have a huge influence on their behaviour. [1]
 - ▶ **Special educational needs and disabilities [1]**: a medical condition, learning or development need may have an impact on different aspects of their behaviour (for example, a child with an autistic spectrum condition may have difficulty understanding emotions and having empathy for others). [1]
 - ▶ **Age [1]**: as children get older and develop, they find it easier to manage their behaviour and therefore may be less impulsive. [1]

Accept other appropriate responses.
 - b **One** from:
 - ▶ **Bullying [1]**: Some children may experience bullying at school,. This could impact them in many ways: withdrawal, low self-esteem, low self-confidence or display angry outbursts. [1]
 - ▶ **Peer relationships [1]**: For example, they may pick up on bad behaviour from another child or be encouraged to misbehave. When a child does not have any peer relationships, they may also display unwanted behaviour such as frustration and withdrawal. [1]
 - ▶ **Relationships between children/young people and practitioners [1]**: If children feel that practitioners do not understand or respect them, they are less likely to engage positively in the educational setting. A lack of emotional connection or support from practitioners can result in children feeling undervalued and unsupported, which can manifest as disengagement from school activities and a lack of motivation to adhere to school rules and expectations. [1]
- 4 Any **two** from:
 - ▶ **Role modelling**: Demonstrate self-regulation through your own behaviour. Show how to handle stress and frustration calmly and effectively. [2]
 - ▶ **Emotion coaching**: Teach children to recognise and label their emotions. Use techniques such as deep breathing, counting to ten, or use calming words to help them manage their reactions. [2]
 - ▶ **Supportive relationships**: Foster strong, supportive relationships with children. Provide consistent encouragement and support, which helps them feel secure and valued. [2]
 - ▶ **Encouraging problem solving**: Teach and encourage problem-solving skills. Help children think through solutions to challenges rather than solving problems for them, which builds their resilience and confidence. [2]

These strategies help children and young people learn to manage their emotions, cope with difficulties, and bounce back from setbacks, fostering both self-regulation and resilience.

Accept other appropriate responses.
- 5 Any **two** from the following:
 - ▶ **Consistency**: A detailed behaviour policy ensures that all staff members handle behavioural issues consistently, providing a clear framework for expected behaviour and corresponding consequences. This uniformity helps pupils understand the standards and consequences, reducing confusion and perceptions of unfair treatment. [2]
 - ▶ **Fairness**: By outlining specific procedures and responses to various behaviours, the policy promotes fairness. It ensures that all students are treated equally, and any disciplinary actions are based on predefined guidelines rather than subjective judgment. This can help build trust among students and parents/carers. [2]

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- ▶ **Safety:** A comprehensive behaviour policy helps maintain a safe environment for all students and staff. It addresses and mitigates disruptive or dangerous behaviours, ensuring that the school remains a secure place conducive to learning. [2]
- ▶ **Positive learning environment:** Clear behavioural expectations and structured disciplinary procedures support a positive learning environment by minimising disruptions. This allows teachers to focus on teaching and students to focus on learning, ultimately enhancing educational outcomes. [2]
- ▶ **Children's input:** Students are more likely to comply with and respect rules they helped create. This participatory approach encourages a sense of fairness and democracy within the school community. [2]
- ▶ **Celebrate individuals' success:** A detailed behaviour policy should include mechanisms for recognising and celebrating good behaviour and individual achievements. This can motivate students to consistently exhibit positive behaviour, knowing their efforts will be acknowledged and rewarded. [2]
- ▶ **Clarifies expected standards:** For staff – a detailed behaviour policy provides clear guidelines on how to handle various behavioural situations consistently across the school. For children – clearly articulated standards help students understand what is expected of them. For parents/carers – when parents are aware of the behaviour expectations and policies, they can reinforce these standards at home, creating a unified approach to behaviour management and support. [2]

Accept other appropriate responses.

6 Any **two** from:

- ▶ **Body language:** Maintain open and approachable body language, such as making eye contact, smiling and nodding to show approval and attentiveness. This can make children feel valued and understood, encouraging them to behave positively. [2]
- ▶ **Gestures and signals:** Use gestures or signals to communicate expectations without interrupting the flow of activities. For instance, raising a hand to signal quiet can be an effective way to manage behaviour without using words. [2]
- ▶ **Eye contact:** Making eye contact with a child is a good way of checking that you have their full attention. You can use eye contact to check that they have understood what you have said. [2]
- ▶ **Proximity:** Proximity is important when managing behaviour. Being close to a child and offering words of praise and encouragement can be positive. Whereas, using angry voice and overbearing body language can be intimidating on a child and therefore have a negative effect.
- ▶ **Tone:** The tone of a person's voice can send a strong message to children. Calm, quiet slow speech can usually have a calming influence on children. If an adult shouts and appears angry, they may copy that behaviour.

Accept other appropriate responses.

Long-answer exam-style practice questions

1 **The importance of addressing challenging behaviour could include explanation of the following points:** [3 marks]

*Include discussion on at least **three** points for full marks.*

- ▶ **Safety:** Unaddressed challenging behaviour can lead to physical and emotional harm for both students and staff. Ensuring a safe environment is paramount.
- ▶ **Learning environment:** Disruptive behaviour can hinder the learning process for all students, not just those directly involved. Maintaining a conducive learning environment is essential.
- ▶ **Social development:** Children learn appropriate social interactions and conflict resolution through guided behaviour management. Addressing issues promptly supports their overall development.

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Assessment of the risks could include the following points: [3 marks]

*Include discussion on at least **three** points for full marks*

- ▶ Review policies and procedures: Ensure all staff are familiar with the school's behaviour management policy, including procedures for handling challenging behaviour.
- ▶ Follow the setting's safeguarding policy to protect the welfare of all children.
- ▶ Carry out a risk assessment: Identify specific behaviours that pose risks and evaluate their severity and frequency. Consider the potential impact on other students and staff members.
- ▶ Provide staff training: Training on de-escalation techniques and safe handling procedures would be useful. Ensure staff know how to implement the behaviour policy consistently and effectively.
- ▶ Documentation and reporting: Maintain detailed records of incidents to monitor patterns and triggers. Use this information to adapt strategies and provide targeted support where needed.

Accept other appropriate responses.

- 2 Responses could include discussion of the following:

Response	Guidance
<p>To effectively assist Joelle in building a healthier self-image, the school should adopt a multifaceted approach, addressing the underlying factors contributing to her negative self-image, fostering collaboration with her parent, and implementing targeted strategies.</p> <p>Factors contributing to negative self-image could include:</p> <p><i>Include at least three factors and how they could impact her in order to demonstrate wider understanding.</i></p> <ul style="list-style-type: none"> ▶ Media Influence: Joelle's frequent comparison to peers on social media can amplify unrealistic beauty standards and perfectionism, leading to dissatisfaction with her appearance. ▶ Peer pressure: Adolescents are highly influenced by their peer group, and negative comments or comparisons can significantly impact self-esteem. ▶ Development changes: Physical and emotional changes during adolescence can contribute to self-consciousness and vulnerability. ▶ Family dynamics: Family attitudes and behaviours around appearance and self-worth can influence Joelle's self-image. <p>Importance of working in partnership with parents:</p> <p><i>Include three in order to demonstrate wider understanding.</i></p> <ul style="list-style-type: none"> ▶ Collaboration between the school and Joelle's parents is crucial for a consistent support system. ▶ Parents can reinforce positive messages at home and provide the emotional support needed for Joelle to feel valued and understood. 	<p>10–12 marks (Level 4):</p> <p>Discussion is comprehensive and relevant, showing balanced justifications for working in partnership with parents. The response demonstrates extensive depth of understanding of strategies that could be embedded to support her parents. This demonstrates wider understanding of building a healthier self-image.</p> <p>7–9 marks (Level 3): Discussion generally effective and mostly relevant of building a positive self-image for Joelle. Most links have been made to the situation and are generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p> <p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance. Brief understanding demonstrated of the need for working in partnership with parents. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p>

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<p>► This partnership ensures that efforts to improve Joelle's self-image are comprehensive and sustained.</p> <p>Strategies for school and parents could include: <i>Include at least three strategies and how they could support Joelle's parents in order to demonstrate wider understanding.</i></p> <p>► Counselling services: Provide Joelle with access to school counselling services to discuss her feelings and coping mechanisms. Facilitate group sessions with peers facing similar issues to foster a supportive community and normalise her experiences.</p> <p>► Educational programmes: Implement workshops that focus on body positivity and self-acceptance. These can help students understand the impact of media and develop a healthier relationship with their bodies.</p> <p>► Parental involvement: Organise workshops to educate parents on the impacts of social media, peer pressure and developmental changes on adolescents' self-image.</p> <p>► School environment: Foster an inclusive and supportive school environment where diversity is celebrated, and bullying or negative peer behaviours are promptly addressed.</p> <p>► Monitoring and support: Establish regular check-ins with Joelle to monitor her progress and adjust strategies as needed. Pair Joelle with a peer mentor who can provide support and positive reinforcement, helping her feel less isolated.</p>	<p>1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the scenario. The response shows superficial depth of understanding and omissions have been made.</p> <p>0 marks: No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <p>► The response is clearly expressed and well structured.</p> <p>► Wide range of technical vocabulary used appropriately to fit the response.</p> <p>► Rules of grammar are used effectively.</p>
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Accept other appropriate responses.

3 Responses could include discussion of the following:

Response	Guidance
<p>Reasons for difficulty during transitions:</p> <p>► Developmental stage: At two years old, Isha is still developing her self-regulation skills. Transitions can be particularly challenging as she may not yet have the cognitive flexibility to shift from one activity to another easily.</p> <p>► Attachment and comfort: New environments can be overwhelming, and familiar activities provide comfort. Moving away from these can cause anxiety and upset.</p> <p>► Lack of predictability: If transitions are sudden or unpredictable, Isha may feel a loss of control, leading to frustration and resistance.</p> <p>Strategies for supporting transitions:</p>	<p>10–12 marks (Level 4): Discussion is comprehensive and relevant, showing balanced justifications for developing effective strategies for supporting Isha during transitions. All links have been accurately made to situation and excellent understanding of the reasons why Isha may be having difficulty at this time.</p> <p>The response demonstrates extensive depth of understanding of addressing challenging behaviour.</p>

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<ul style="list-style-type: none"> ▶ Consistent routines: Establish a predictable schedule so Isha knows what to expect. Visual schedules can help her understand the sequence of activities. ▶ Transition cues: Use clear and consistent signals to indicate a transition is coming. This could include verbal warnings ('In five minutes, we will clean up'), songs or visual timers. ▶ Positive reinforcement: Praise Isha for successful transitions to encourage this behaviour. Reward systems, like stickers or extra playtime, can be motivating. ▶ Gradual adjustment: Allow Isha to transition gradually. For instance, let her bring a favourite toy from playtime to circle time to help her feel more secure. <p>Reasons for challenging behaviour during mealtimes:</p> <ul style="list-style-type: none"> ▶ Hunger and impatience: At this age, Isha might not yet understand the concept of waiting and can become easily frustrated when she has to wait for her food. ▶ Developmental need for movement: Sitting still for extended periods can be difficult for young children who have a natural need for movement and exploration. ▶ Sensory sensitivities: The environment during mealtimes (noise, smells, or the feel of the chair) might be overwhelming for Isha. <p>Strategies to address mealtime challenges:</p> <ul style="list-style-type: none"> ▶ Structured routine ▶ Engaging activities – while waiting ▶ Positive reinforcement – for sitting calmly 	<p>7–9 marks (Level 3): Discussion generally effective and detail mostly relevant to supportive strategies to dealing with the situation. Response is generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p> <p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance. Some links made to managing challenging behaviour. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p> <p>1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the scenario. Vague links have been made to the importance of addressing the challenging behaviour at mealtimes. The response shows superficial depth of understanding and omissions have been made.</p> <p>0 marks: No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"> ▶ The response is clearly expressed and well structured. ▶ Wide range of technical vocabulary used appropriately to fit the response. ▶ Rules of grammar are used effectively.
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Accept other appropriate responses.