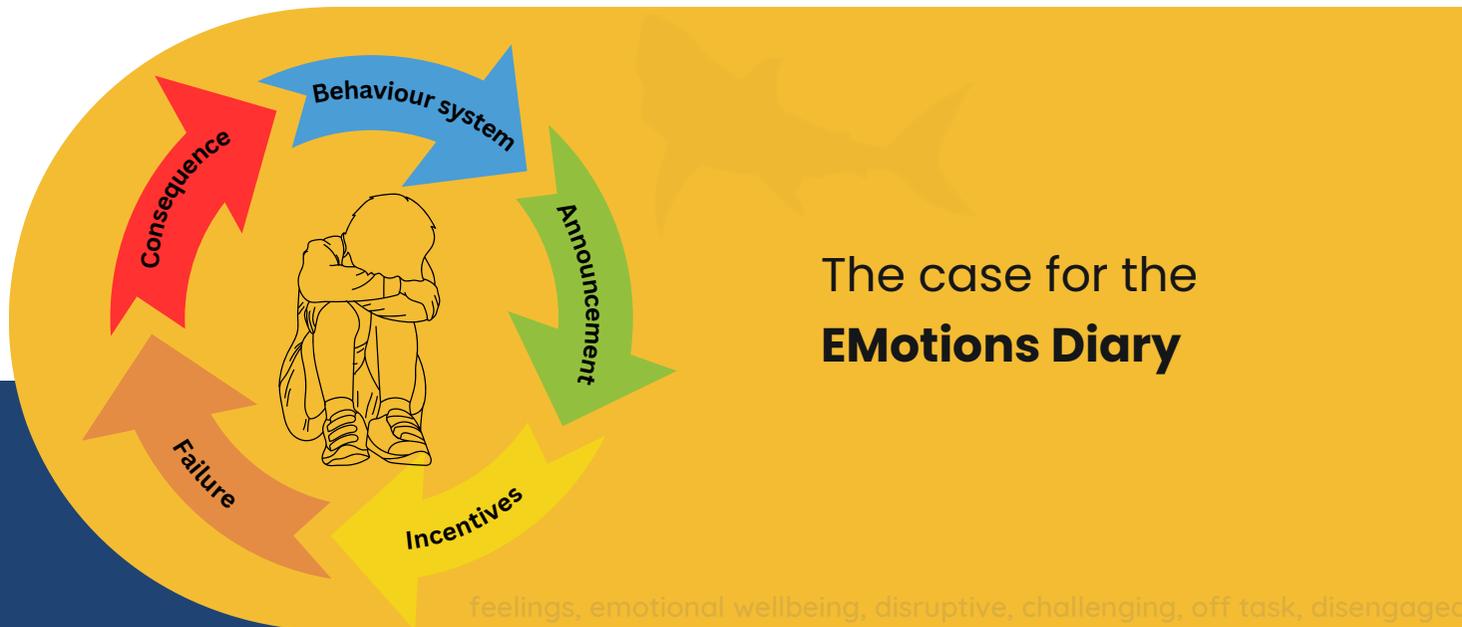


# BENEATH THE BEHAVIOUR



By Robert C Aymer

# Is it working?



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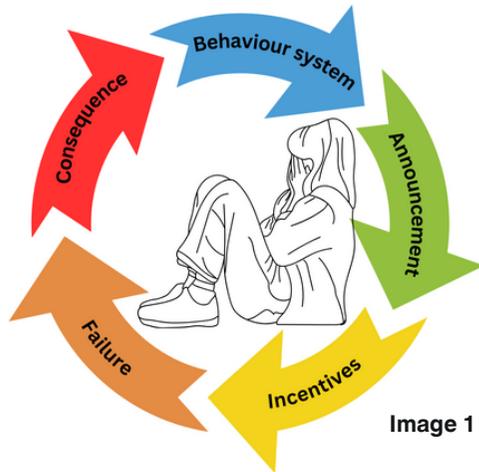
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# Is it really working?





# FOREWORD



### **‘The Familiar Cycle’, a stubborn, persistent, and polarising phenomenon.**

To be clear about what is meant by the ‘familiar cycle’, we are referring to the cycle that happens within the education system where the children and young people who fail to meet behavioural requirements and standards are removed and placed in alternative spaces, within their existing school or otherwise.

There is no magic bullet for this problem, and almost all parties will agree that there is no universal, one-size-fits-all solution. Because of the persistent and enduring nature of this problem, the attitude, perspective and position that professionals take in order to tackle it requires careful consideration.

A knee-jerk, reactionary response will not bring lasting solutions but only serve to maintain the cycle.

Instead, a frame of reference, in which the issues can be scrutinised, understood and addressed is needed. Punctuation, which comes from systemic thinking and practice is such a framework.

Within the theoretical framework of systemic thinking and practice, where family difficulties were often found to be compounded by contributing factors, aside from what the perceived problem had been, the concept of punctuation has provided a critical and highly useful tool.

Punctuation offers the idea that intervention can happen at any point within the repetitive cycle. It frees all parties from the paralysis of impasse; when no one is prepared to concede any ground or make any concessions.

The greatest casualties of the familiar cycle are the children. They are the ones caught between policy, parents, staff, and their opinions. As such they are not consulted, involved, or included when behaviour policies are being developed.

New (behaviour) policies also tend to be developed independently of the children for which they are prepared. The extent to which children are consulted and/or authentically considered is questionable.

Our search continues for evidence to the contrary, as we have witnessed schools introducing methods for managing behaviour, which contain some small twist or variation on what has preceded it. The reason for these policies is something we all see the necessity for, which is to create the desired effect of a safe, calm, and well-ordered learning environment.

However, what tends to be universal and unchanged with those policies is the idea that incentives such as rewards, prizes, trips and privileges being offered as the carrots, will in some way be enough to deter children from risking the application of the stick in some manifestation of sanctions or exclusions.

When these methods fail however, as they often do, those educational settings are condemned to rinse, restart and repeat the cycle again.

Our key image, (Image1) together with a central tenet of systems theory therefore offers a point of punctuation for consideration.

## Introduction

Welcome to the Beneath the Behaviour report, the case for the EMotions Diary. We think there is now an urgent case for additional needs to be better addressed and managed in schools. We consider additional needs to be anything in addition to the core learning needs that students will have in their education settings.

In our case, as in many others, what we set out to explore when we began planning for this report led us to some unexpected discoveries and conclusions.

We were familiar with many of the longstanding issues regarding the presenting needs of children and young people, which impact on their learning and development. These range from mental health challenges that are increasing apparent amongst the younger population, and which have been exacerbated by the pandemic, alongside the increasing SEN needs that schools are having to address.

Since the pandemic, there has also been a noted increase in attendance issues, which was present before, but by no means to the same extent.

As children have increasingly presented with emotional and behavioural problems, parents have felt obliged, whether rightly or wrongly to keep their children home from school.

Some are resorting to elective home education, while others are caught in a stand-off with no clear plan or strategy to ensure that the education of their children is not adversely affected. Where additional needs have been clearly identified this does not mean that the path is clear either.

The provision both for the assessment and correspondent outcomes of EHCP (Education and Health Care Plans), the mechanism by which needs that exceed standard provision are identified continues to shrink.

## Who are we?

EMspace is a limited company based in the West Midlands founded by Robert Aymer in July 2016.

EMspace, the trading name of Raymer Enterprises Ltd, works alongside schools to support the social, emotional, and behavioural development of children and young people in education. We work across primary and secondary schools supporting children with a range of difficulties that interfere with their learning and relationships in the school environment.

At EMspace, we understand the critical importance of nurturing both the social and emotional well-being of children and young people, which in turn complements their academic learning and development.

SEL (Social and Emotional Learning) has been evidenced to produce better social-emotional skills, improved attitudes about self, others, and school, as well as positive classroom behaviour. Additionally, fewer conduct problems and less emotional stress are further benefits.

SEL, is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Grounded in the CASEL (Collaborative for Academic Social and Emotional Learning) framework, EMspace aims to empower students with essential life skills. Through SEL, students develop self-awareness, resilience, and healthy coping mechanisms.

These skills not only enhance their emotional well-being but also pave the way for academic success and lifelong personal growth- referenced.

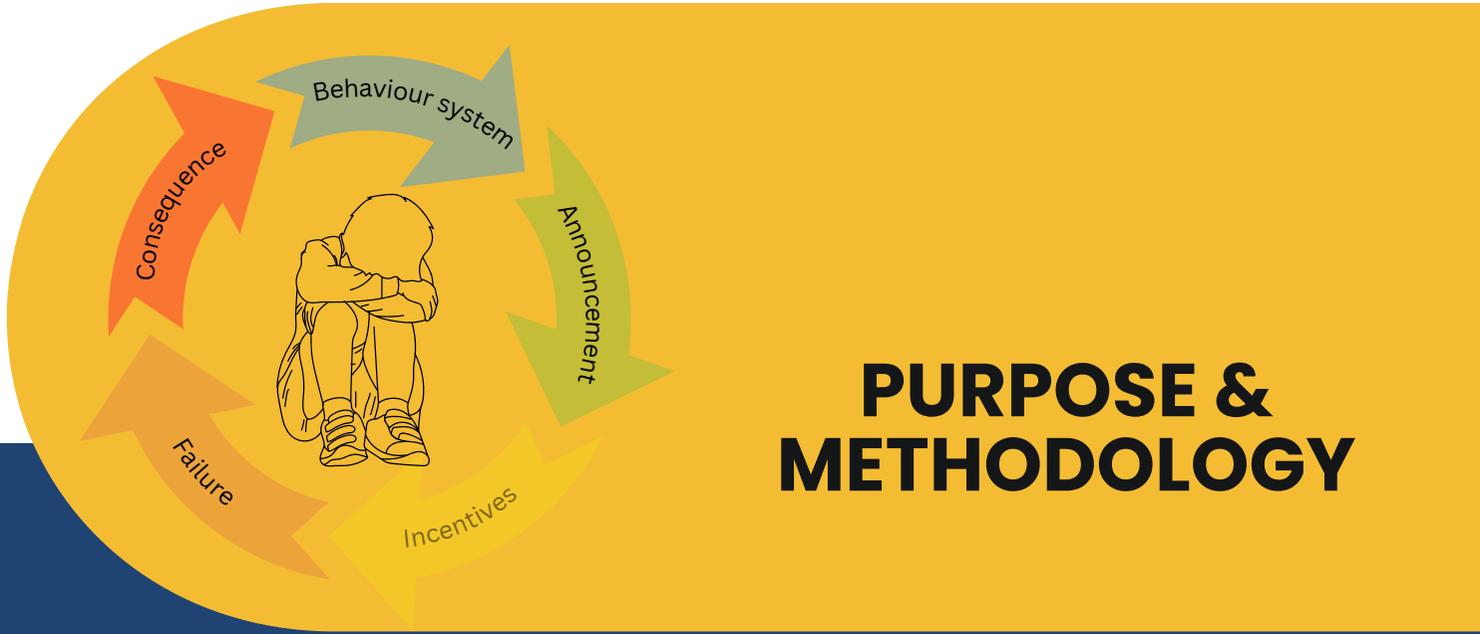
<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

# Great New Policy



## Announcement - staff





# PURPOSE & METHODOLOGY

## Why was this report created?

We know that the primary reason children attend school is to learn. Yet, we also know that many children and young people fail to make the progress they should due to behavioural problems.

The research we are presenting here builds upon the work of many other agencies, highlighting the behavioural crisis currently being witnessed in schools across the country. As children continue to be excluded from school, placed in PRU's (Pupil Referral Units), (AP) Alternative Provision and home educated, we feel this is time to review the systems that schools have in place for the children whose behavioural presentations place a strain on the learning environment.

We have witnessed first-hand how both the students and the schools they attend struggle to successfully put systems in place and provide the needed framework so that learning does not become the casualty where behaviour is problematic. We want to acknowledge that there is not an easy, one size fits all solution to this issue. Neither are we concerned with taking up an adversarial position towards schools and the staff who we believe are committed to the success of their learners.

The evidence shows that needs are increasing, whilst resources appear to be shrinking and for this reason, we are not surprised regarding the prevalence of these issues.

This report was created in partnership with students from Birmingham City University and Nottingham Trent University.

For the first part of the research study, we enlisted the help of a second year MSc Data student from Birmingham University to help us gain insight into the current trends concerning the emotional presentations of children and young people in schools throughout the UK.

## Methodology

Initially our reasoning was that we would gain insight into the emotional presentations of children and young people in schools by searching the ONS (Office for National Statistics) and School league tables.

On reflection, we quickly concluded that a better starting point would be the Ofsted reporting systems, which we thought might be a better place to find out how emotionally based issues are impacting on schools and the learning environment.

A dataset of 180 schools in the West Midlands was therefore created using the Ofsted ratings of, requires improvement (RI) and inadequate (I). Schools rated as good (G) and outstanding (O) were also selected.

We then used the 26 key words below, according to the patterns we have seen in our own professional practice as well as a few terms, which were geared towards neuro diversity and various diagnoses.

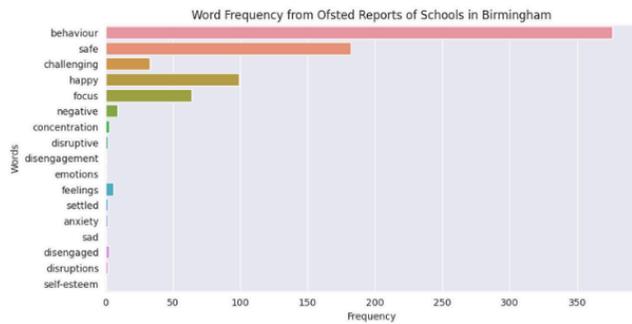
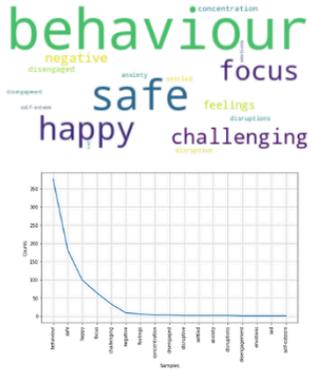
*Feelings, mood, mental health, emotions, emotional wellbeing, behaviour, disruptive, disruptions, challenging, off task, disengaged, disengagement, concentration, focus, and then feelings-based words, such as anger/angry, anxiety/anxious, self-esteem, sad, happy, settled, ASD, ADHD, Autism*

We were interested in finding any presence of the key words listed above and any comments made by Ofsted that gave an understanding of why the schools were given their ratings. We wanted to know to what degree these ratings were influenced by behavioural problems the schools perhaps struggled to manage and then what connection this had with emotional difficulties.

Although there were some noteworthy patterns presented in the visuals (page 11), it was the absence of our keywords and the prevalence of the term 'behaviour' that caught our attention most.

# EMOTIONS DIARY PILOT PROJECT (KEY FINDINGS)

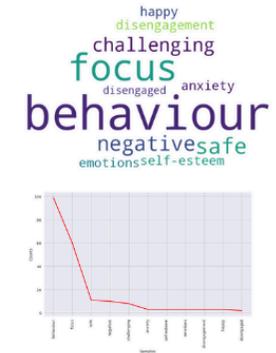
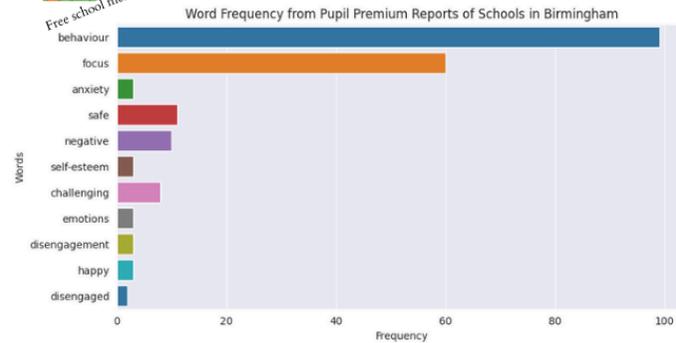
## OFSTED VISUALISATIONS (RI) & (I)



### Key Findings from Ofsted ratings 'Requires Improvement' and 'Inadequate'

Specific emotion-related keywords were extracted from Ofsted reports with ratings 'Requires Improvement' and 'Inadequate' for schools in Birmingham. It is observed that the word 'behaviour' is the most prevalent word, other prevalent words are safe, happy, focus, and challenging. It is also observed that, these reports lack specific keywords which relates to the emotional well-being of children that needs to be improved on.

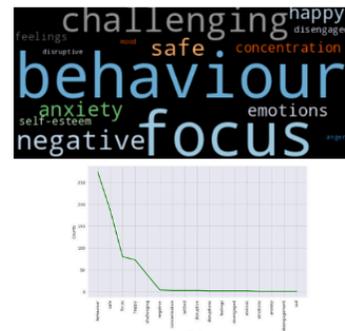
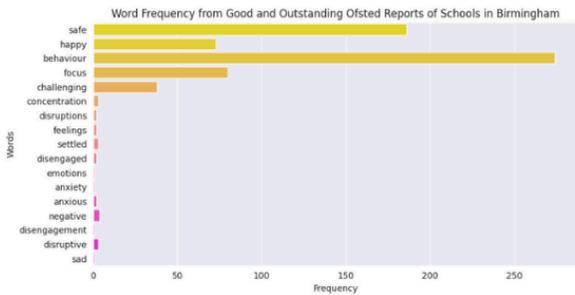
## PUPIL PREMIUM VISUALISATIONS (RI) & (I)



### Key Findings from Pupil Premium ratings 'Requires Improvement' and 'Inadequate'

This shows findings of Pupil premium reports of schools with ratings such as 'Requires Improvement' and 'Inadequate'. The word behavior is also the most prevalent word, however, the word 'focus' is the next dominant word in the reports. Compared to the Ofsted report, the PP report captures more emotion-related keywords and we can see that words like 'happy', 'emotions', 'self-esteem' have a low occurrence in these reports.

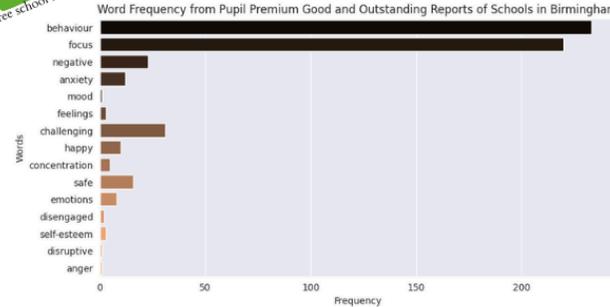
## OFSTED VISUALISATIONS (G) & (O).



### Key Findings from Ofsted ratings 'Good' and 'Outstanding'

Based on these results, it can be inferred that ensuring a safe and happy environment is crucial for the well-being of children in schools. The high occurrence of the keyword 'behaviour' suggests that behavior management plays a significant role in maintaining a positive learning environment. Schools need to focus on fostering positive behavior and creating an atmosphere that encourages concentration and focus, as indicated by the occurrences of 'focus' and 'challenging'. The low occurrence of keywords such as 'concentration', 'disruptions', 'feelings', 'settled', 'disengaged', 'emotions', 'anxiety', 'anxious', 'disengagement', 'disruptive', and 'sad' indicates a generally positive state of well-being among children in the schools evaluated. However, the presence of these keywords to some extent suggests that there are still areas for improvement.

## PUPIL PREMIUM VISUALISATIONS (G) & (O).



### Key Findings from Pupil Premium ratings 'Good' and 'Outstanding'

The occurrence of 'behaviour' and 'focus' is relatively high in both Ofsted and Pupil Premium reports for the Good and Outstanding ratings, indicating their significance in the overall well-being and academic success of children. However, the pupil premium report shows a higher occurrence of negative emotion-related keywords such as 'negative', 'anxiety', 'challenging', 'disengaged', and 'anger' compared to the Ofsted report. This suggests that there may be a higher prevalence of emotional difficulties or challenges among students who qualify for the pupil premium. These children might experience higher levels of anxiety, exhibit challenging behaviors, or feel disengaged from their learning environment.

Most of the key words we had chosen had minimal presence in the reports with the exception of the word **behaviour**. The presence of this word was emphatic over every other term used, irrespective of what Ofsted rating they received.

This told us that behaviour played a hugely significant part in the schools performance, but there was no context or distinction to what the application of the term “behaviour” meant or whether there was any distinguishing between the term being used from one school to another.

We therefore concluded that this term was likely being used to cover a huge spectrum of presentations and situations.

We know and accept that all those variations couldn't be captured in the reports, and it probably is not the place to do so, but it still left us wondering what was specifically meant by the term “behaviour” and whether there is an over reliance on that word that needs to be explored.

Subsequently, the limited presence of the keywords raises an important question.

### **Where should emotional health and well-being sit?**

According to Mind health Solutions, a US based behavioural health service, mental health and emotional health have psychological differences. Mental health is associated with a person's overall mental well-being. It includes rational thinking, good decision-making, and managing difficult situations.

On the other hand, emotional health is related to the ability to manage your moods and feelings. It can include the ability to regulate emotions like stress, anger, sadness, and joy to experience healthy relationships. (reference)

Mental health has increasingly become recognised as paramount to good functioning with royals, celebrities and agencies all lending their support to that worthy cause.

If indeed mental wellbeing is paramount for good functioning, it is our view that emotional wellbeing is paramount for healthy development, especially in the lives of children and young people.

However, the same level of appreciation is not apparent regarding how emotional health and wellbeing is incorporated into the learning environment.

Instead, drawing parallels from American psychologist, Martin Seligman's observations regarding the introduction of positive psychology, the consensus appears to be an inclination towards attempting to fix things when they go wrong, rather than looking at what constitutes optimum emotional development and harnessing this, integrating social and emotional learning into education. Our conviction is that emotional health is precisely that. Health.

In other words, in the broad spectrum of health, where nutrition, diet and exercise are widely recognised, emotions also have their part to play. We appreciate and take note of the fact that “health” tends to focus on the physical aspects, however in the same way that an appreciation for mental health has helped to shift society from only recognising physical impairments, likewise emotions need to be recognised as being part of health, especially for children and young people who are growing and developing.

To this end we felt it would be appropriate to look at the government's healthy schools rating scheme website.

The opening text of the website reads, “the healthy schools rating scheme has been designed to recognise and encourage schools' contributions to pupils' health and well-being”.

However, there were no acknowledgements or references in relation to mental health and emotional wellbeing, which seemed to further compound the lack of appreciation concerning the vital role emotions play in the overall well-being of children and young people in education.

This omission/lack of recognition for emotions, evidences that emotional development is not addressed intentionally, compared to the approach that is taken for physical health. It is well documented that tackling obesity can be achieved by engaging more children in exercise, as well as teaching them about healthy eating.

We also believe that a preventative approach should be taken to avoid emotional problems escalating into difficulties with mental health.

Underlying the problematic behaviour of children (in many cases) are emotional difficulties but despite this many students are reluctant (particularly in secondary school to speak about their feelings). Therein lies a stigma that needs to be broken (regarding thinking and talking about feelings).

In many of our sessions with students who would often define the reason for being seen by our service (in their own words) as, “because of my behaviour”. Our response to this would always be to move them from the generic to the specific. Hence, we would ask them, what it is about their behaviour, or what aspects are they aware that they are being seen for?

Likewise, the word “behaviour” as a prevailing term used in the Ofsted reports clearly serves a purpose and essentially speaks of what a student does, but it does not tell us why or what they are trying to achieve, both of which are important if we are to move beyond the punitive to the positive

outcomes that we desire for them. In effect, the behaviour is just the ‘tip of the iceberg’.

### Iceberg Theory

The iceberg theory was American writer, Ernest Hemingway’s strategy of fictional writing in which he identified how most of the story is hidden, much like an iceberg underneath the ocean.

The largest percentage of an iceberg is underwater (not visible) and is subsequently the strongest part of the iceberg.

In psychology

- the iceberg theory is the principle that the most obvious reasons for a behaviour or opinion are almost never a complete explanation: Much of the real explanation lies below the surface, requiring extensive interviews or other research techniques to uncover.

### Behaviour: - the umbrella term

The term behaviour, when used in Ofsted reports, covers a spectrum of presentations, all happening for different reasons and in different contexts.

The specifics of those behaviours need to be captured and recorded somewhere. In so doing, we can begin to see what the prevailing patterns are and what can be learnt from them.

Whilst providing a remedy for those persistent and repetitive behavioural problems taking place in schools may be difficult to diagnose, the punitive approach is far from satisfactory in providing a lasting solution.

This is not a denial or disregarding of the efforts that schools are making towards being inclusive and supportive, however, sometimes the very nature of the behavioural policy is punitive in its framework, which means that schools can miss vital, golden opportunities for learning through adverse situations.

Do the incentives work?



(Policy) Announcement - Children



Incentives offered



The incentives should be enough. Right?



As such, what we need to see is correction as an opportunity and form of education, which means that even in systems of sanction we find ways to help children learn.

Part of that must encapsulate teaching them about the inner world of emotions which so often (prompts the behaviour and) is the thing that lands them in those isolated places.

In so doing, we might even begin to learn what the motivations and drivers are for the actions of those 'usual suspects' that 'disrupt our lessons' and fill our time with removals, escorting to other spaces and filling isolation rooms.

From experience, we know that some children struggle during unstructured times. In many cases this results, in conflict and confrontations in the playground and other places outside of the classroom.

Schools are often unable to adequately address these issues because of where they occur and a limitation of resources to do so. Once again, rather than having a strategic plan for these incidents, the default is dependence on and resorting to punishment and sanction, neither of which are effective teaching tools for the often-unrecognised needs that lie at the root of these behaviours.

Mistakenly, these needs, which are masked by behaviour are not seen as such. Instead, they are viewed as inconveniences that must be controlled and subdued. Consequently, there is limited consideration for this area, yet the mere fact that so many children are falling foul of the system and missing out should surely warrant a fresh view of how we can help them to develop the emotional literacy and skills that are highlighted through the struggles they present with.

## Current systems used when children struggle

The range and nature of provision that schools provide for children regarding behavioural needs varies greatly. However, it would be reasonable to surmise that most schools have some internal pathways and mechanisms that they follow.

Schools will utilise staff, such as learning mentors, teaching assistants, senco's amongst other such staff and arrange provision according to the needs and situations that are presented. Part of these may be across unstructured times, such as break and lunchtimes.

During these times, children may be kept inside with staff as a measure to prevent the issues from re-occurring, a means of punishment/sanction and/or a combination of both. This can occur on a one-off, for a set period or even indefinitely.

The efforts to contain and prevent problems is clear, however the longer-term logic and knock on effect of this raises questions about whether those children are developing the skills that they will need for self-regulation and learning how to manage social interaction and difficulties with their peers. Furthermore, these early exclusionary experiences that can occur in primary can pave the way later for difficulties in the secondary school environment.

It is certain that challenging behaviour is a huge issue and we wanted to know how widespread these internal exclusionary practices are? We also wanted to know what systems schools are using to address these challenging behaviours.

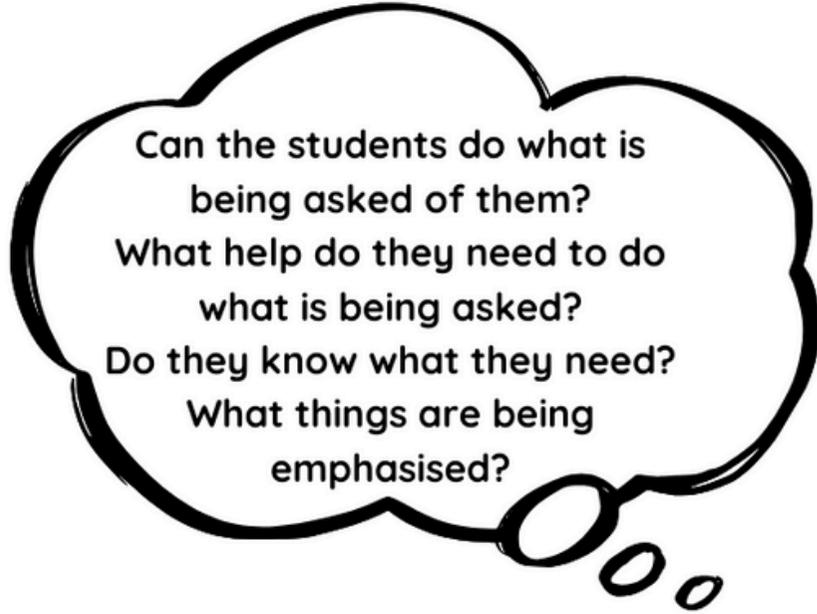
We know that behaviour reporting systems are being used, but are schools using any technological resources or mediums to help? And what about the volume of referrals going to CAMHS?

Could it be that many of the referrals being sent through were of an emotional or behavioural nature, rather than being of a mental health nature, thereby making them more addressable in the school space and/or at the universal level?

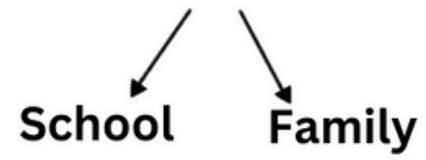
Where's the motivation?

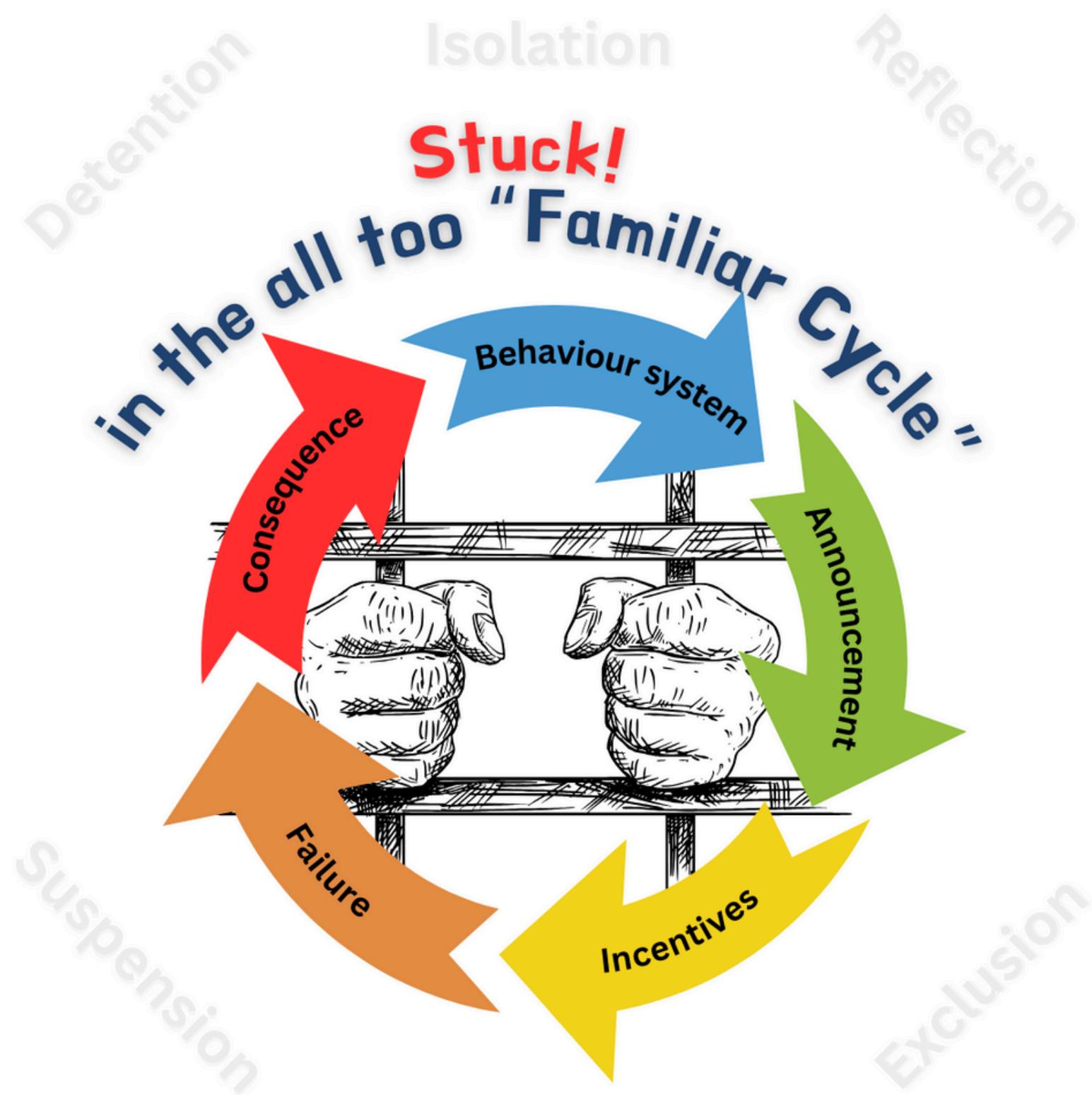


How comes it hasn't worked?



What do we do next?





**Stuck!**

in the all too "Familiar Cycle"

Behaviour system

Consequence

Announcement

Failure

Incentives

Suspension

Exclusion

Detention

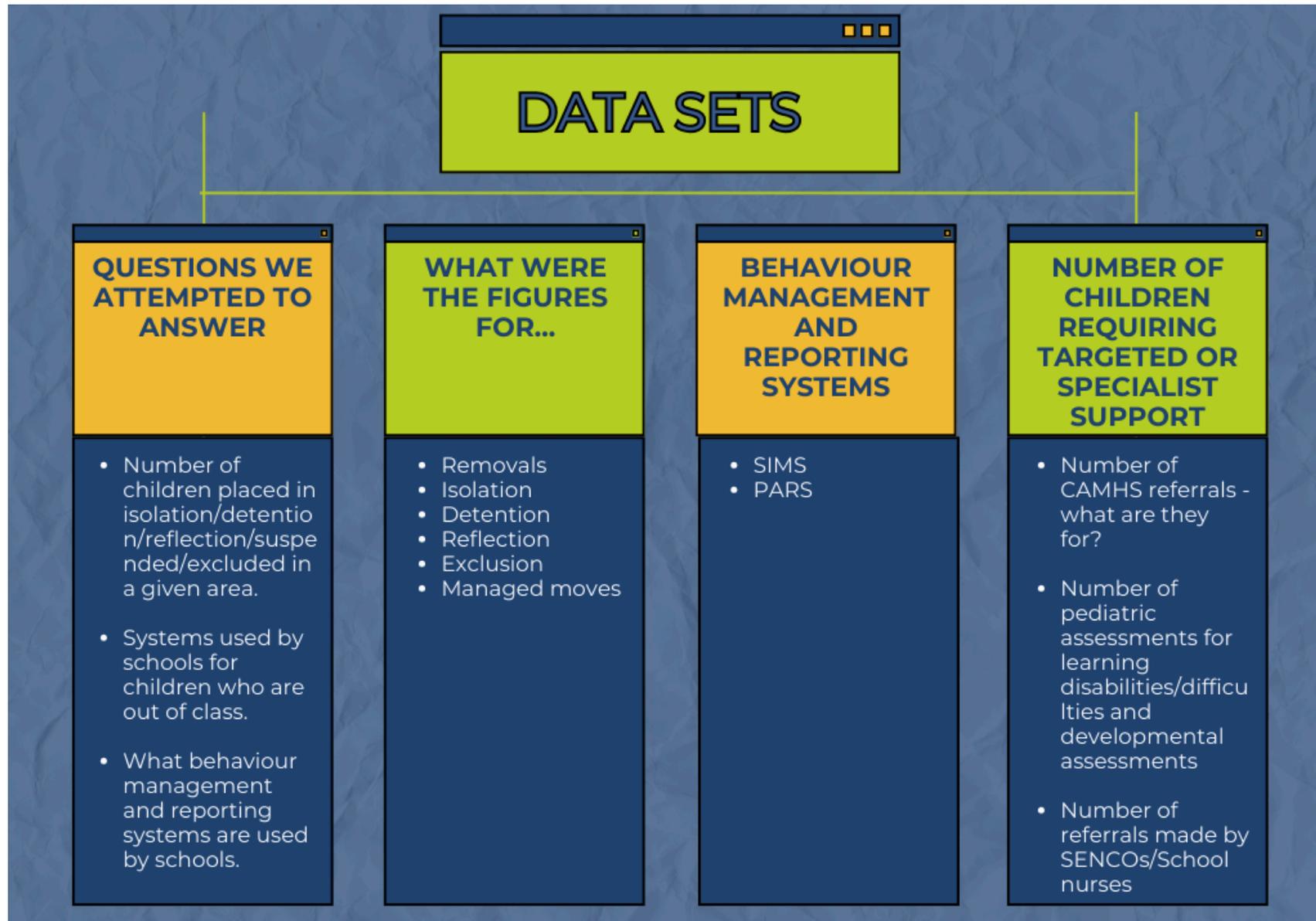
Isolation

Reflection

The second part of this report was created in partnership with Nottingham Trent University...

For this part of the research, we enlisted the help of 4 second year BSc Psychology students to look at a number of areas that we felt needed more exploration...

Below are the datasets we looked at



## Exclusion or Inclusion systems being used in schools

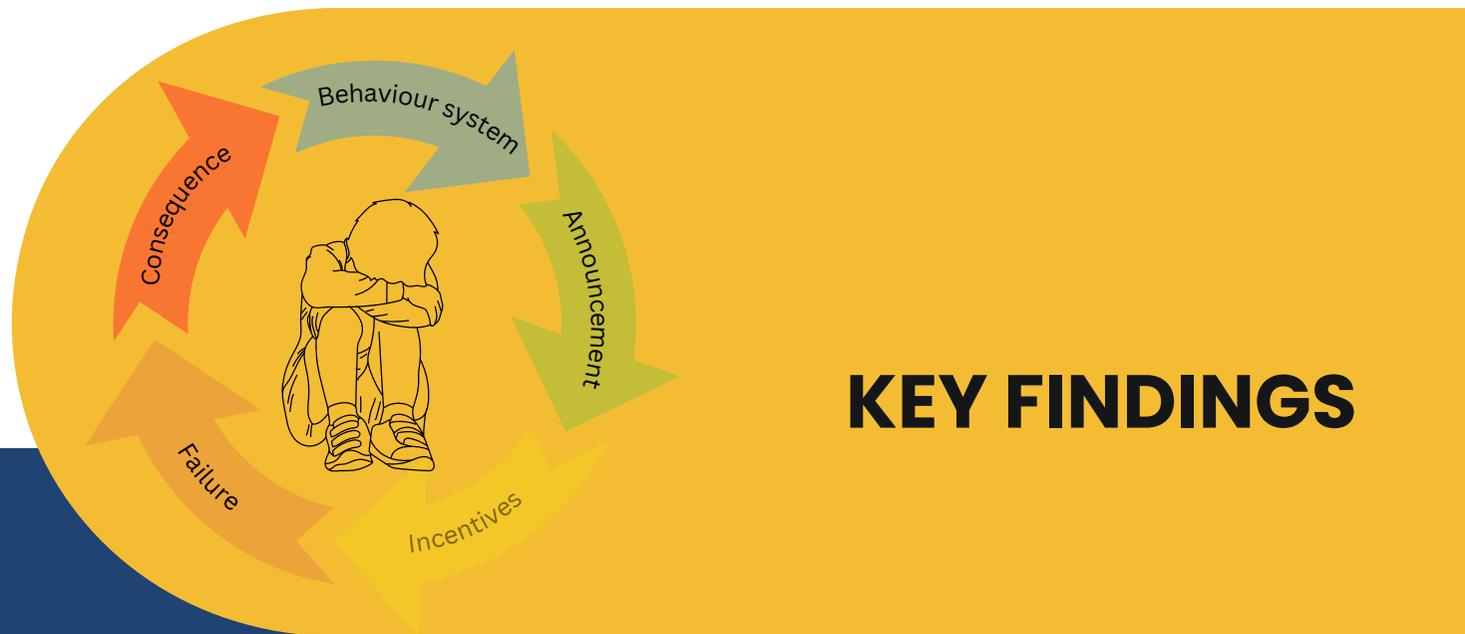
Alongside our original interest in the emotional presentation and challenges from children in schools, we were interested in discovering what systems schools use for managing or removing children from class for social, emotional, or behavioural reasons. (We wanted to find out what happens to/what do schools do with or offer those children)?

What we already knew was that schools create and organise spaces with varying names and titles, such as “isolation” or “detention” areas. Or they may have a different term to describe them.

We felt it was important to distinguish these spaces from what some schools call “inclusion units”, which are provided for SEND children (children with identified/specified learning difficulties or disabilities). We were conscious that there would be some overlap. Some schools may have spaces set up for Social, Emotional and Mental Health needs (SEMH) which is primarily for behavioural needs as opposed to learning needs.

In our experience, schools who have set up spaces that are for SEND purposes will have specific criteria for those spaces to be accessed and systems or resources that support the sensory and learning needs of those children. Exclusionary spaces, in our experience would not be likely to have these adjustments built into them.

The scale and scope of this issue exceeded beyond what any one agency could identify. However, what follows is a summation of the work from the four university students as they explored the areas of our datasets.



# Key Findings

## Suspensions and exclusions

### Understanding the scale of the issue

The scope of the issue regarding rising detentions and exclusions must be understood, before attempting to address the problem. Across the board, there has been a steady growth in exclusions for at least the last decade, which has only been exacerbated in the last few years.

The prime contributory factor behind these exclusions is the issue of consistent disruptive behaviour (accounting for 34% of exclusions) with violence against fellow students and adults accounting mainly for the rest. In the academic year 2017/2018, there were 7,905 permanent exclusions recorded, which is a 41% increase in just 5 years when compared to the statistics for 2012/2013, where only 4,630 students were excluded.

Furthermore, the recorded data for exclusions does not tell the whole story. Informal off-rolling (the practice of unofficially removing a child from school) is equally concerning. In the 2018 report by Ofsted, it was reported that 19,000 year ten students (4% of the total population of year 10 students) did not progress from year 10 to year 11 in the same school, with the destination of 51% of those students being unclear.

Off-rolling occurs for several reasons but is nonetheless part of the issue. However due to its unrecorded nature it is not given the same attention as official exclusions.

SEND (Special Educational Needs and Disabilities) students are overrepresented in UK school exclusion statistics. This is despite the fact that SEND students make up only 0.1% of all students excluded per year across the UK. This means that over 3 times that proportion (0.34% to be precise) of SEND students are excluded annually.

## Factors Affecting Behaviour

The areas of education, behaviour and learning have all been adversely affected following the pandemic. In their most recent 2023 report, Ofsted noted that children just starting school have had a significantly different upbringing than most new reception children, as they have not been socialised in the same way (e.g. taken to day-care or nurseries) and may have already missed out on vital years of education. Consequently, children's vocabularies have not been nurtured or developed to the same extent, leading to unsatisfactory language development and an inability to express themselves. These communication difficulties very often lead to frustration, and consequently bad behaviour, which can emerge at an early age and become entrenched.

The lack of socialisation of children and young people, where sedentary and virtual lifestyles have replaced the typical interaction that children would have had from day to day has also rendered some children less able to cope with what may have been seen as ordinary stresses.

Research has been carried out to better understand the root causes of disruptive behaviour, in an effort to cut off the problem at its source. One piece of qualitative research by Demie (2023) interviewed a wide range of school staff (headteachers, teachers, TAs etc.) in addition to both excluded and "model" students, to get a holistic understanding of the problems and circumstances in the classroom that may preclude exclusions.

One of the most dominant and recurrent themes is what happens at the transitional periods of school. Year 7 students fresh out of primary school are often overwhelmed by the differences in structure of secondary life (for example having a new classroom, class and teacher for every subject), which is compounded by the challenges of the curriculum and overall unfamiliarity.

# Exclusion Rates

**Exclusion is when a child is removed from school either on a temporary or permanent basis. Exclusions are a last resort for students where the disruptive behaviour has reached a point that the school requires removal of the child permanently.**

Since 2019 exclusion rates in both primary and secondary schools have increased. The concerning growth in exclusions within primary schools calls for action. Early intervention practices are needed now more than ever to control and prevent the behaviour that leads to exclusion.

The number of permanent exclusions is at a record high. Exclusions increased by **44%** from **6,500 in 2021/22 to 9,400 in 2022/23**, making the current year the highest recorded annual number of permanent exclusions. (DfE)

Latest national data also shows there were **32 million days** of learning lost to suspension and unauthorised absence in 2022/23 – up from **19 million** pre-pandemic.

Who is most impacted by school exclusions?

While designed to address serious behavioural issues, exclusions can often disproportionately affect vulnerable students and, when this happens, negatively impact their education and future opportunities.

**Compared to the national average, excluded children are:**

More likely to have had contact with social services **x8**

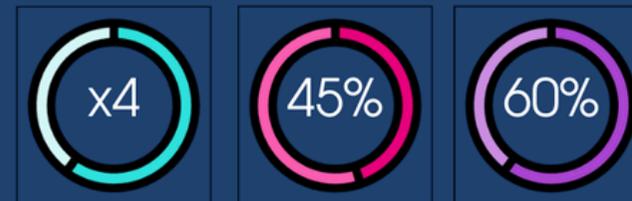
More likely to have a mental health issue **x17**

More likely to be Romani (Gypsy) or Roma **x4**

More likely to be Black Caribbean **x1.5**

More likely to be mixed White & Black Caribbean **x2**

More likely to be Irish traveller **x3**



- 1 Free school meal students (Pupil Premium) are **4x times more likely** to be permanently excluded
- 2 SEN pupils are **4 times more likely** to be excluded & **3 times more likely** to be suspended
- 3 Free school meal students (Pupil Premium) are **3x times more likely** to be suspended



This process, when not mitigated by understanding teachers, leads to a mismatch of learning demands with levels of ability, which can often result in the placement of unrealistic expectations on students, sometimes due to poor or inadequate information sharing from the primary school. This pressure can lead to panic and frustration with children who, when unable to articulate in words, resort to misbehaviour to gain some semblance of control back over their lives.

This transitional theme – and the behavioural problems surrounding it – are only exaggerated by the transition from key stage 3 to 4, where children begin their GCSE course work. Tougher work and higher expectations only increase the pressure on students, and when difficulties stemming from the initial transition have not addressed, they simply grows as an issue.

### **Teacher, student relationship**

Another major theme found was the classroom dynamic – specifically in the relationship between teachers and students.

Contrary to popular belief, a child's liking of a subject itself is not correlated by their engagement and behaviour in that lesson, but moreover their liking of the teacher.

The classic paradigm of the teacher-student dynamic – where the teacher is clearly more respected and expects absolute obedience and attention – was demonstrated to be unequivocally one of the most counter-productive factors towards performance and behaviour in a classroom, despite some teacher's insistence otherwise.

Both excluded and well-behaved students expressed that those teachers who shared anecdotes and "embarrassed themselves", treated students like peers, encouraged communication amongst students and used sanctions only when necessary were rewarded with greater engagement and behaviour.

The rising exclusion statistics – and the various theoretical frameworks used to explain them – gives rise to the question of how best to approach this issue.

If, as proposed in this study, the student/teacher relationship is the root cause, one way to remedy the problem would be to use the psychological perspective of operant conditioning, which carries a dual focus of rewards and punishment.

### **Operant Conditioning**

Operant conditioning is a learning theory comprised by B.F. Skinner in 1938 that provides a lens for understanding the effectiveness/ineffectiveness of certain methods, and in this case, certain behaviour management approaches.

Punishment, in this context, does not refer to the concept of punishment in the general sense (e.g. sanctions, exclusions) but as an arbitrary act that decreases the chance of a problem behaviour reoccurring. To this end, yelling at a student and giving them the attention they crave would be seen as a (type of) reward. Indeed, Mayer (1995) found that in many cases, sanctions used on students often perpetuates bad behaviour.

Children are malleable, impressionable and easily influenced by their environments. In the realm of education, behaviour management that is well thought through is essential for creating a mutually beneficial learning environment. However, despite the good intentions of teachers and educators, by falling into the trap of over reliance on punitive measures, many schools continue to struggle with handling the pitfalls of their behaviour management systems.

Where the objective of those systems is to ultimately manage (and improve) student behaviour, this is easier said than done, and often the measures implemented have the complete, opposite effect.

Maag (2001) proposes that teachers should attempt to catch children in the act of being good and aim to reward good behaviour five times for every time they punish bad behaviour. Furthermore, an emphasis on “picking your battles” is advised; not all off-task talking between children is necessarily disruptive and may even increase work done if children feel they can enjoy their lessons. Therefore, disciplining children as a response to any behaviour should be carefully thought through and not used as a first response unless appropriate.

Evidence suggests that schools must move past traditional disciplinary methods and embrace comprehensive approaches that prioritise student emotional well-being and positive relationships between students and their educators. By addressing these underlying needs, schools can create a more inclusive and supportive atmosphere conducive to academic success and overall student flourishing.

Whilst traditional behaviour management strategies and punishments may effectively suppress behavioural issues in some students, their efficacy is limited and thus questionable due to the underlying complexity of students’ emotional and psychological needs.

The theory of operant conditioning also applies to teachers, as well as students, with both receiving a type of reward from their actions. Teachers who send unruly students out of the classroom may also feel rewarded by the absence of the “annoying stimuli”, and as a result become more likely to use that sanction again in the future, as they associate the feeling of relief with the absence of the student.

This can often explain the phenomena that occurs between one child who thrives on the attention they receive and a teacher who has little patience (for them). The child is repeatedly excluded towards the beginning of a lesson after minimal misbehaviour: this results in both the teacher and the student being rewarded, and so perpetuates another cycle.

## **Positive and Negative Reinforcement – more on Operant Conditioning**

Recent studies have brought to light students’ preferences for how their behaviour is managed.

In 2015, Payne conducted a study which consisted of having UK secondary school students from Year 7 to Year 11 complete questionnaire surveys. The key findings behind this study were that the students placed (1) giving verbal warnings and (2) contacting parents with positive feedback as their top behaviour management strategies, which inspired them to behave well.

Meanwhile, the least successful were: (1) Making students miss their breaktimes, (2) leaving negative comments on their work, (3) taking away their school trips, and (4) giving them low marks.

The common theme within this study, and its findings behind the students’ choices regarding the most and least effective reforming strategies, was once again the use of operant conditioning.

Within operant conditioning, Skinner identified the two types of reinforcement – positive and negative. Although both aim to encourage and strengthen the repetition of a desired behaviour, the distinction is that positive reinforcement is the process of adding a stimulus while negative reinforcement is the removal of a stimulus.

In this instance, the stimulus was the students preferred behaviour management strategies and the desired outcome was students abiding by the rules and exhibiting good behaviour.

Negative reinforcement was demonstrated in Payne’s study by teachers taking away the students’ breaktimes and their school trips.

Payne's research shows that praise and rewards given to students encourages them to continue displaying good behaviour, as it provides added incentives. It contributes towards a positive learning environment, as the good behaviour and its subsequent, accompanying consequences are displayed. This in turn can help to create a positive school culture and a ripple effect of good behaviour.

Additionally, students' self-esteem is enhanced as their achievements and efforts are recognised, appreciated and celebrated; increasing their self-worth and resilience which is essential for academic success and personal development. By acknowledging Payne's findings through Skinner's lens of operant conditioning, educators can refine their approach to behaviour management, prioritising strategies that positively reinforce desired behaviour while minimising unnecessary punitive measures.

### **Can students control their behaviour?**

Another two-part study highlighted teachers' perceptions of students' disruptive behaviour. In 2016, Nash et al., sent a twelve-item questionnaire to 426 primary and secondary schools in England.

The questionnaire was created to gain the views of teachers on the extent to which students are in control of their behaviour. One of the main questions asked was "To what extent do primary and secondary school teachers think that students can control their disruptive behaviour at school?". The highest proportion of teachers were of the view that students either have "the most or total control" over their behaviour.

Whether this perception regarding students' skills of self-regulation is accurate or not, is not the only question here. The deeper, underlying question is what this says about the relationship between the teachers and their students. If the teachers perceived the students as wilfully engaging in disruptive behaviour, there will be little room for curiosity or empathy in the responses of teachers and how they deal with that behaviour.

The missing element for consideration here is the developmental needs that the students have and the context in which it is emerging. From a developmental standpoint, relationship (which is what is also occurring in the classroom) is the key component that helps to mediate the challenging and yet developmentally appropriate behaviours. In other words, to a certain extent we expect children to test boundaries and misbehave at times because this is the part of the process they go through as they grow.

This study's revelation of teachers perceiving students to have significant control over their misbehaviour underscores the importance of strong student-teacher relationships, drawing upon Bowlby's attachment theory (1969).

While Bowlby's theory predominantly focuses on parent-child relationships, its principles are equally applicable to the bond between students and teachers, in the sense that the perceptions of students are largely informed by the relationship patterns, which they form with their teachers.

Once again, this supports the observation previously noted that the attitude of a student towards any given subject is also mediated by the level of relationship existing between the staff and student.

According to attachment theory, secure attachments are characterised by trust, support, and emotional responsiveness, resulting in a sense of feeling safe.

In the absence of secure attachment, feelings of insecurity and disconnection can contribute towards students behaving in disruptive and challenging ways. This is developmentally appropriate and symbolises a core need in any ongoing relationship where children and young people are concerned.

Therefore, teachers who are aware of these dynamics will be better equipped to help create the secure base from which students can feel safe to explore and navigate their learning environments.

In the context of schools, nurturing student-teacher relationships not only creates a sense of security and belonging, but also facilitates effective communication and emotional regulation.

It is safe to say that these are essentials for providing students with the tools to navigate challenging emotions, express themselves, and build positive relationships, ultimately promoting resilience, self-confidence, and healthy, holistic character qualities.

Through exhibiting secure attachments with their students and recognising themselves as influencers of their behaviour, teachers can create a supportive learning environment where their students' mental health is cared for, successfully leaving the students feeling valued, understood, and empowered for academic achievement.

Therefore, Nash et al's findings highlight the pivotal role of student-teacher relationships in promoting positive behaviour and emotional well-being among students, aligning with the principles of Bowlby's attachment theory.

### **Labelling and Self-Perception**

As a follow on, the second key question in Nash et al's study was "To what extent are teachers aware that disruptive behaviour can be a means of communicating a student's personal, emotional turmoil?".

Within the study, the teacher's acknowledgment of the need for supportive mechanisms to be put in place to help the students was noted. However, the literature proceeded to state that current behaviour management approaches are often insufficient to support students' complex needs, showing that many of the prevailing approaches still fall short in addressing these underlying issues.

By over reliance on punitive measures, i.e., detentions, exclusions, isolations, etc., schools inadvertently worsen students' negative self-perceptions of themselves and reinforce disparaging labels. Through this, a self-fulfilling, negative prophecy is wrongfully fulfilled. Becker's labelling theory (1963) further contributes valuable insight into the inadvertent consequences of punishments on student's behaviour and their self-perceptions.

Teachers, through no fault of their own, are not currently trained to pick up on the nuances and intricacies of underlying emotional difficulties, and therefore whilst operating within their school's behaviour policy can easily overlook the link between misbehaviour and (inner) emotional turmoil.

Consequently, in blindly following through on what the policy states for addressing undesirable behaviours, they may employ punitive measures which unintentionally reinforce negative labels. As previously mentioned, this creates a negative self-fulfilling prophecy since students interpret these as judgements of themselves, rather than just their behaviour and follow on to internalise these negative perceptions that they attach to themselves.

By incorporating Becker's labelling theory into the discourse of behaviour management, educators can recognise the potentially harmful effects of punishments on students' self-concepts which diminish their academic performance.

They can take positive steps towards adopting a more holistic and supportive approach that prioritises addressing the underlying emotional needs of students while instilling self-esteem and good self-perceptions within students. Such approaches not only promote a healthier school environment but also empower students to overcome challenges and thrive academically and emotionally.

## Resistance to Change

Cane and Oland (2014) executed a project called Targeting Mental Health in Schools (TaMHS), an agenda that set out to promote mental health in schools through the delivery of universal and targeted interventions. Within the study came one question regarding the perceptions of TaMHS from staff, children and young people, and the school as a system.

Many staff reported positive perceptions of TaMHS, claiming that they felt more comfortable talking about mental health rather than “skirting around the edges”. Meanwhile in two out of the four schools, teachers’ empathy and understanding was increased since they were able to acquire a deeper understanding of what caused a lot of the children’s issues. Children and young people also found their resilience and confidence increased and conflict was reduced. Additionally, positive staff attitudes were reported in three out of the four schools.

However, negative views were expressed from one out of the four schools with some staff reporting that they did not even “know what TaMHS” was.

The negative views expressed by those staff members towards TaMHS could be viewed in various ways. At best it could simply have been a lack of awareness or understanding of the programme’s objectives and benefits. At worst, this resistance could point towards a culture that prioritises conformity and adherence to tradition over innovation, flexibility and alternative methods.

While the efficacy of punitive measures for addressing misbehaviour is undoubtably questionable, a strong preference for those traditional practices still exists in many settings.

This ‘resistance’ towards considering alternative and less punitive ways to address behaviour may link back to the staff perceptions that were noted before and the sense that students are getting away with poor behaviour or being treated too leniently.

It may yet arise from dominant and/or authoritarian personality traits that extend into wider organisational cultures, which perceive innovative programmes, like TaMHS, as a threat to their established disciplinary methods.

Whilst the resistance to the TaMHS programme was only found in one school, the minority in this study, it does represent a quarter of the study and thus may yet highlight the presence of authoritarian attitudes and resistance to change within educational institutions.

Factors such as inadequate training or support for staff members involved in implementing the programme, as well as misconceptions about mental health and stigma towards seeking help, may also have contributed to the resistance observed in this school but it is still crucial to ascertain where the resistance lies.

## Continuity, its consequences and other factors affecting behaviour

With all the information gathered from various studies and the current climate within the field of education, it is evident that schools face significant challenges in effectively managing student behaviour and addressing their complex emotional needs. This is all in addition to their core work of overseeing academic progress and attainment, all of which amounts to a formidable task.

As well as the internal factors noted above, external issues such as staff recruitment and retention alongside budget cut also presents additional pressures, which may also find expression in the classroom.

For example, where at least one teaching assistant would have been in each classroom to support students and ensure that teachers are able to focus on the class, this is now the exception rather than the norm.

For a teacher who is solely responsible for the academic development of 30 (on average) different children, the time, means or inclination to adequately address the behavioural problems of one problematic child, especially where resentment may have crept in is doubtful.

This issue is even worse with SEND children, where many staff do not have the ability to either recognise or adequately meet the needs of a SEND child, resulting in frustration and misbehaviour only worsening. Other pupils are also not educated on how to treat and behave around SEND children, which adds to the feelings of being ostracised.

In addition to the problems of budget cuts, practicalities regarding the implementation of new behavioural management systems also pose challenges.

Universal training from the ground up needs to be thoroughly given to all staff members, as inconsistencies render the development of new systems redundant.

Clough et al. (2004) states that the incorporation of new behavioural management systems requires precise planning, including measurable results and contingencies for problematic areas, which would simply be too big an undertaking for an underfunded, understaffed school who have academic quotas to hit.

Financial pressures also affect schools where continuity of staffing is concerned, as well as the challenges they face with teachers leaving the profession, difficulties in recruiting and general staff absences.

All these factors have rendered schools increasingly dependent on substitute teachers to cover teacher absences and staff shortages.

Research suggests that substitute teachers increasingly play a crucial role in maintaining the continuity of the learning environment when regular teachers are absent. Though they are not permanent staff, they play an important part in the teaching workforce, and understanding their impact is also necessary for grasping the behavioural problems and promoting effective education practices. One study (Smith et al., 2019) confirmed a significant positive correlation between consistent teaching methods and student engagement, leading to improved learning outcomes.

Indeed, maintaining high levels of student engagement is crucial for effective behaviour management, as disruptions during teaching can significantly impede students' participation in the classroom (Malik, 2020).

This indicates that students perform better academically when exposed to a consistent teaching style and environment, something that may be disrupted in the absence of regular staff.

The knock-on effect of this (the presence of cover/supply teachers) is that students may perceive the substitute as a temporary figure with limited authority and therefore feel less inclined to show the same level of respect as they would for their regular teacher.

Additionally, some students may view the presence of a substitute teacher as an opportunity to test boundaries or push limits. Consequently, these lessons are typically fraught with increases in challenging behaviour, and it is important to distinguish where those challenges also connect with the perceptions of children and young people when they are aware that the teacher in the lesson is not known to them and is only covering the session in the absence of the permanent member of staff.

Problematic behaviour in that context is not only a result of social and emotional difficulties but also displayed by children who intentionally test and push boundaries. Prevention being better than cure suggests that continuity is one of the keys to better academic performance (Gueldner et al., 2020).

Parents also retain concerns about the impact of substitute teachers on their child's academic progress and overall learning outcomes and value stability and consistency in their child's education, according to a survey conducted by "Educational Insights (2018)".

In recent years, behaviour management has become increasingly difficult within schools, with 89% of schools stating violent and abusive behaviours among students has significantly peaked (National Association of Schoolmasters Union of Women Teachers, 2023). This is detrimental to the staff workforce and learning environment, potentially leading to higher staff turnover, lower grades and poorer reputation of the school.

Thankfully, there are several things that schools can do to begin turning the tide, such as

- understanding individual needs
- building positive relationships
- implementing structured routines
- teaching self-regulation skills
- providing social skills training
- utilising Operant Conditioning
- addressing underlying issues, and
- monitoring progress (Zionts et al., 2002).

In addition to these, inclusive strategies such as restorative justice practices, peer mediation programs, counselling and support services and targeted interventions tailored to individual student needs are also useful.

Encouraging positive relationships and creating a supportive environment are key factors in enhancing student engagement and managing behaviour effectively.

This can be achieved through the development of a strong school community characterized by shared goals, collaborative decision-making, and a sense of belonging among all members (Bryk et al., 1988).

In conclusion, effective behaviour management within schools is crucial for creating the necessary conditions conducive to students' holistic development and academic attainment. However, this cannot be achieved without understanding what lies at the root of the behaviour. Unless there is an application of the iceberg theory, which asks pivotal questions about the motives, motivations and drivers underlying the behaviour of the children the 'familiar cycle' will only continue.

The umbrella term of 'behaviour' is simply the starting point, from which exploration must take place so that teachers can arrive at the point of discovery that helps the children to understand themselves. This will require patience and determination and we are not under any illusions concerning how complex and bewildering the behaviour of children can be.

To this end, new (and possibly some existing) mechanisms need to be introduced to ease the burden from teachers who are doing an extremely challenging job.

As we consider not only the schools that teach the children but the services that respond when the difficulties exceed what schools and targeted services can offer, we will also conclude with a tool/resource that we believe can make a difference to education and health (CAMHS).

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As a service working to support the sector, our EMotions Diary is such a resource. We provide details about the EMotions Diary concept, the ways in which it can help to move beyond superficial behavioural presentations and the how it can be employed in universal and targeted applications in the conclusion section.

But before this, we take a look at the question of referrals to CAMHS, and its implications.

## Referrals to CAMHS, the volume and implications

In the UK, CAMHS (Child & Adolescent Mental Health Services) provide assessment and treatment for children and young people with mental health difficulties.

Due to the explosion of mental health needs amongst children and young people, which incidentally was already escalating prior to the pandemic, CAMHS services across the UK are stretched. This has resulted in significantly long waiting lists and waiting times for children to be seen, as well as high numbers being declined due to capacity issues and children/families being told that they do not meet the threshold for intervention.

We (EMspace) had a particular interest in these areas and the volume of referrals being made to CAMHS.

It was our view that many referrals were being made unnecessarily, either due to needs that could be met at a universal/targeted levels or in instances where issues could and should have been addressed earlier.

It is our conviction that by actively and explicitly promoting emotional wellbeing as central to children's development, many of the referrals to CAMHS could be averted, meaning that the genuine referrals, where children are experiencing severe and enduring difficulties could be seen quicker, while those that could be managed in their settings would be.

According to the Anna Freud centre in their report, 'Measuring and Monitoring Children and Young People's Wellbeing, "feeling that your life is going well and feeling able to get on with your daily life" was the definition decided on by their young advisors for emotional wellbeing.

Without this sense of wellbeing and personal agency, the development and functioning of children can be severely impaired resulting in poor mental health.

Adequate mental health is paramount in children but can only be achieved through the normalisation of emotions and of reaching out for support wherever it may be needed. CAMHS is an example of support for children who struggle with mental health and emotional well-being.

The APA (American Psychiatric Association) illustrate that '50% of mental illness begin by age 14'<sup>2</sup>. Considering this we anticipated that most CAMHS referrals from schools would be from children in adolescence (secondary school).

However, with a larger proportion of referrals coming from primary schools (56%), there is the suggestion of a real struggle with adequate emotional and mental well-being in children beginning even earlier. The increase in referrals from primary schools suggests that more needs to be done by way of early intervention and to support the teachers who are noticing the changes in presentation from their pupils.

Whilst the education system in recent years has begun to put more focus on the need to maintain good mental health, their ability has not necessarily increased to manage these challenges, and the by-product appears to be a concerning trend, in which CAMHS referrals from schools have increased in recent years.

As the awareness of the battle of mental health in children has risen, it has sparked a hypervigilance of mental health problems, where the distinction between normal ups and downs in life and longer-term difficulties, can be harder to distinguish.

Consequently, according to an anonymous CAMHS therapist, writing for TES, many children have had normal feelings medicalised as something in need of diagnosis.

According to this practitioner, “a huge amount of a therapist's casework is made up of explaining to children that what they are feeling is a reasonable response to the situation they find themselves in.

Children in some cases are also presenting themselves with a ‘self-diagnosis’ of depression, anxiety and stress when following the death of a family member, for example, it is totally reasonable for a child to feel sad”.

The level of CAMHS referrals recorded by the end of December 2023 conveys the deep-rooted struggle within young children who are still developing. More importantly, the volume of referrals demonstrates that mental health issues are not just situated in adulthood but apparent in children.

As the CAMHS referrals increase the NHS lacks the necessary resources to support these children.

As recorded 1.4 million, were referred to CAMHS in 2022 for mental health issues further reinforcing the apparent mental health difficulties in school age children.

Currently the overarching theme is that CAMHS referrals are steadily rising reflecting real problems in the emotional wellbeing of children and young people.

The NHS is struggling to keep up with the concerning number of referrals which has led to greater waiting times for actual treatment.

# CAMHS Referrals

## The Volume and its implications



CAMHS stands for Child and Adolescent Mental Health Services. CAMHS is the NHS mental health services for children and young people.

CAMHS support covers depression, problems with food and eating, self-harm, abuse, violence or anger, bipolar disorder, schizophrenia and anxiety, and other difficulties.

At the end of 2023 a record high 507,738 CAMHS referrals



The apa illustrate that 50% of mental illnesses begin by age 14

50

In 2022 1.4 million were referred to CAMHS for treatment of mental health conditions



The numbers have grown steadily, year upon year



The NSPCC found that CAMHS received 123,713 referrals in 2014/2015 56% of which came from primary schools

56



### Mental Health In Children

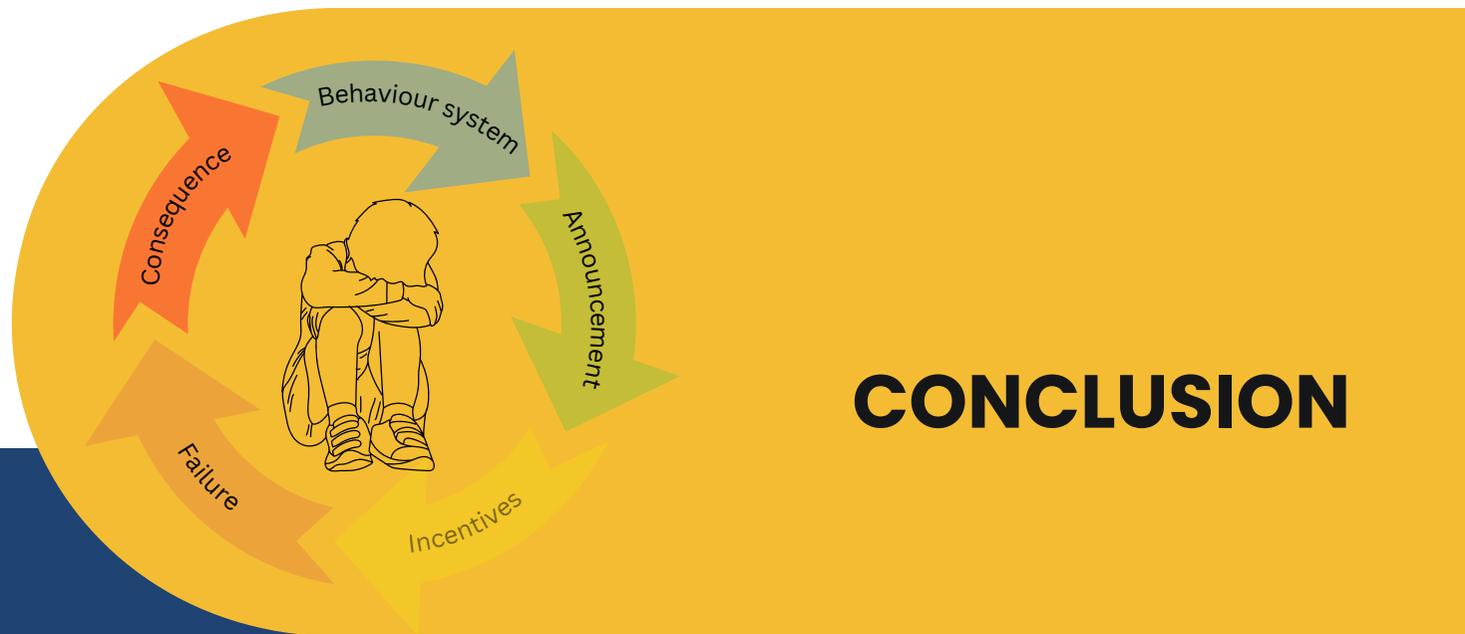
The large proportion of referrals from primary schools (56%) in 2014/2015 suggest a increasing level of mental health struggle in children even before the well documented age of 14 years.

### An Honest Take On The Figures

School referrals to CAMHS come from staff and parents who have genuine concerns. However, the awareness of mental health in children, may have subsequently sparked a hypervigilance of mental health problems, where schools staff and parents find it hard to distinguish between severe and enduring difficulties and the ordinary ups and downs in life.

The medicalisation of normal feelings offers a partial explanation for the trends in CAMHS referrals. To reduce CAMHS referrals we propose a step before the referral takes place, essentially making CAMHS a last resort; rather than an easy hand off for mental health issues.

The EMotions Diary allows a child to express themselves essentially providing an outlet to be emotionally expressive. Mental health is known to deteriorate when individuals bottle up emotions; however these emotions unconsciously leak into the behaviour we see present in the child.





**Motivation**  
for good behaviour and  
the lack thereof



**Motives**  
for poor behaviour

**Emotive**  
underlying causes



**EMspace**  
recommendations



## Conclusion

If the jury is still out on the best way to address behavioural problems, there should at least be a verdict and consensus on the generic term that attempts to cover so many different presentations and challenges.

We echo the sentiments expressed by the education secretary Bridget Phillipson in her interview with TES on September 6th 2024, that there needs to be greater levels of transparency and accountability regarding systems for managing behaviour.

Behaviour, that dominant keyword found in the Ofsted reports that we processed, is just the tip of the iceberg, as the iceberg theory reveals. There must be better provision and proactivity concerning the work of exploring what is motivating the behaviour. Beneath the behaviour lies vital clues that have the potential to reduce problematic presentations and unlock the potential of every child.

In contrast punitive measures like detention, isolation, suspension and ultimately exclusion, often exacerbate feelings of alienation and anxiety.

The alternative solution is through the employment of tools and resources that reach beneath the behaviour to focus on areas which are not easily detected or obvious to teachers and/or school staff.

In response to the behavioural challenges that we continue to observe in delivering our emotional well-being service, we have created such a tool.

An online digital tool, which we feel can be used to get beneath the surface and superficial presentations of the children we see.

The EMotions Diary, developed by EMspace, provides children and young people struggling with behavioural issues with a safe and accessible platform to express their emotions and seek support. By allowing children to choose shapes/emojis that reflect their feelings and provide a space to explain their emotions further, the diary empowers children to take ownership of their emotional well-being and communicate their needs.

Our EMotions Diary is a resource that enables children to express what is underlying their behaviours. It can help to break the cycle, giving students a way to express themselves and develop their behaviour and coping mechanisms without placing further burden on the NHS, nor pulling resources and time away from overstretched teachers.

With CAMHS referrals often not a realistic solution due to the sheer backlog of appointments, the EMotions Diary can act as an assessment and/or monitoring tool for the children whom teachers may be concerned about.

Using the diary in this way means that schools are being proactive, whilst also gathering evidence to share with CAMHS from how the diary has been used and what insights it has offered into how the children are coping with their feelings

This is not necessarily the perfect or only solution; different tactics and methods must be considered whether children are primary or secondary age, SEND or not, the quality of their private and home life or even the extent of the individual behaviours themselves, but it is a powerful tool whose influence should be leveraged however and wherever it can.

### **What we want to happen**

This report has dealt with the behaviour difficulties experienced and presented by children, its impact on their learning in schools, and the current methods for addressing it. Both the government and schools accept that this has been an ongoing issue.

We need to know the scope/scale of this issue and begin to implement new ways of tackling/addressing it. If we fail to act now, we will be failing another generation of learners who, often for reasons that are beyond their control, are unable to meet the standards required in presentation and conduct.

Whilst the growing challenge of attendances is being considered, children are also continuously missing out through punitive and exclusionary practices, such as we have noted in this report.

We are proposing measures that can be introduced at local and national levels that can help the efforts to begin turning things around.

As well as offering our services in consultation, assessment and intervention, we also welcome the opportunity to partner with other likeminded agencies and individuals who share our passion for the social and emotional development of children and young people.

We welcome the opportunity to work with education, health and social services amongst others in helping children and their families manage the difficult landscape of emotions and subsequent actions.

Finally, we wish to see the government investigate the areas listed below, in the knowledge that these will require political will and coordination.

- greater transparency and accountability re exclusionary practices – including missed lunches/breaks/end of school trips (social experiences) – more measures to be introduced so that children do not repeatedly miss out
- recognition of emotional wellbeing as being part of overall health
- the integration of emotional learning and literacy in education
- the implementation of systems that incorporate psychoeducation and social, emotional learning into behaviour policies
- systems implemented to break down the stigma of talking about emotions particularly prior to when children reach secondary school age

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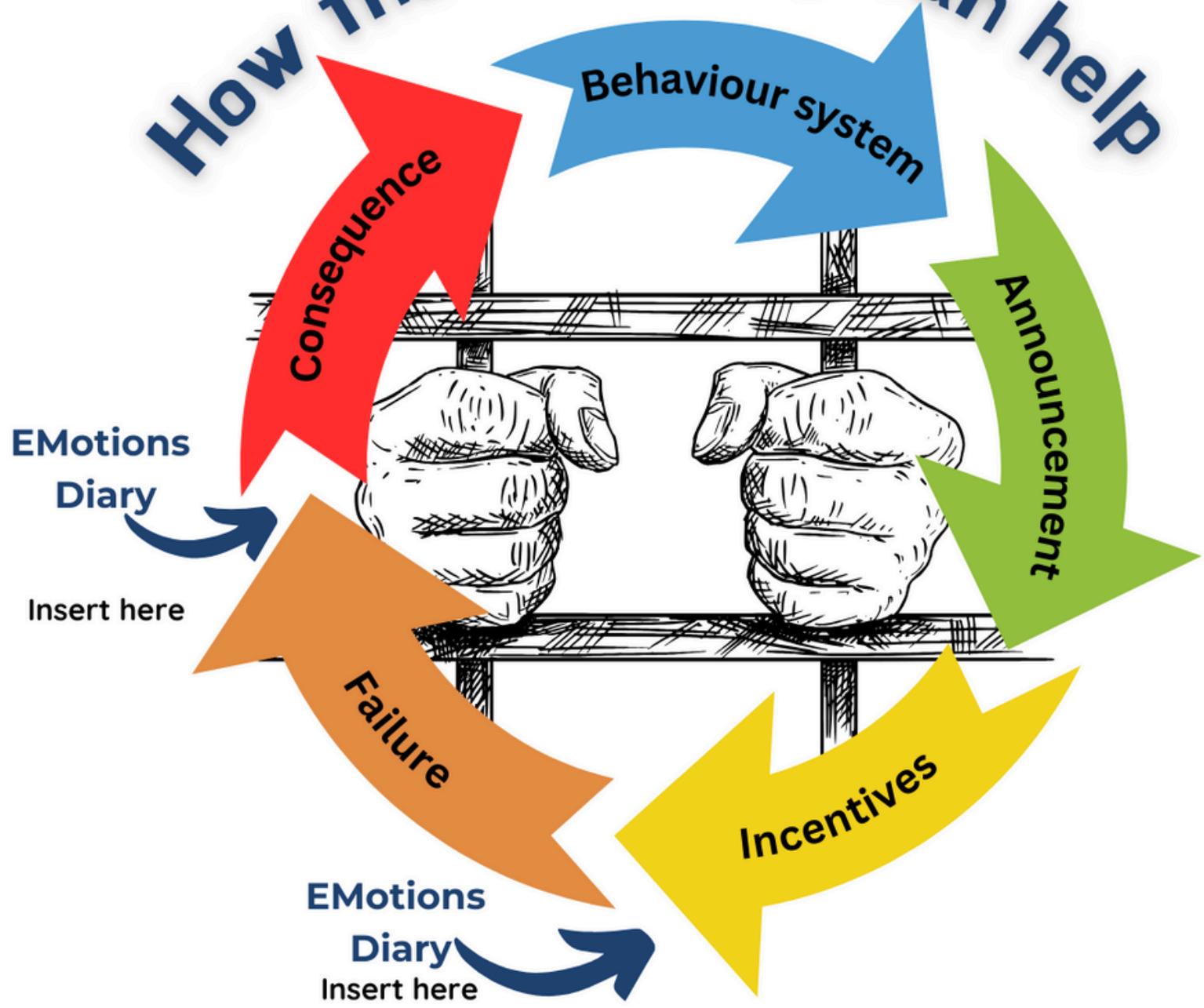
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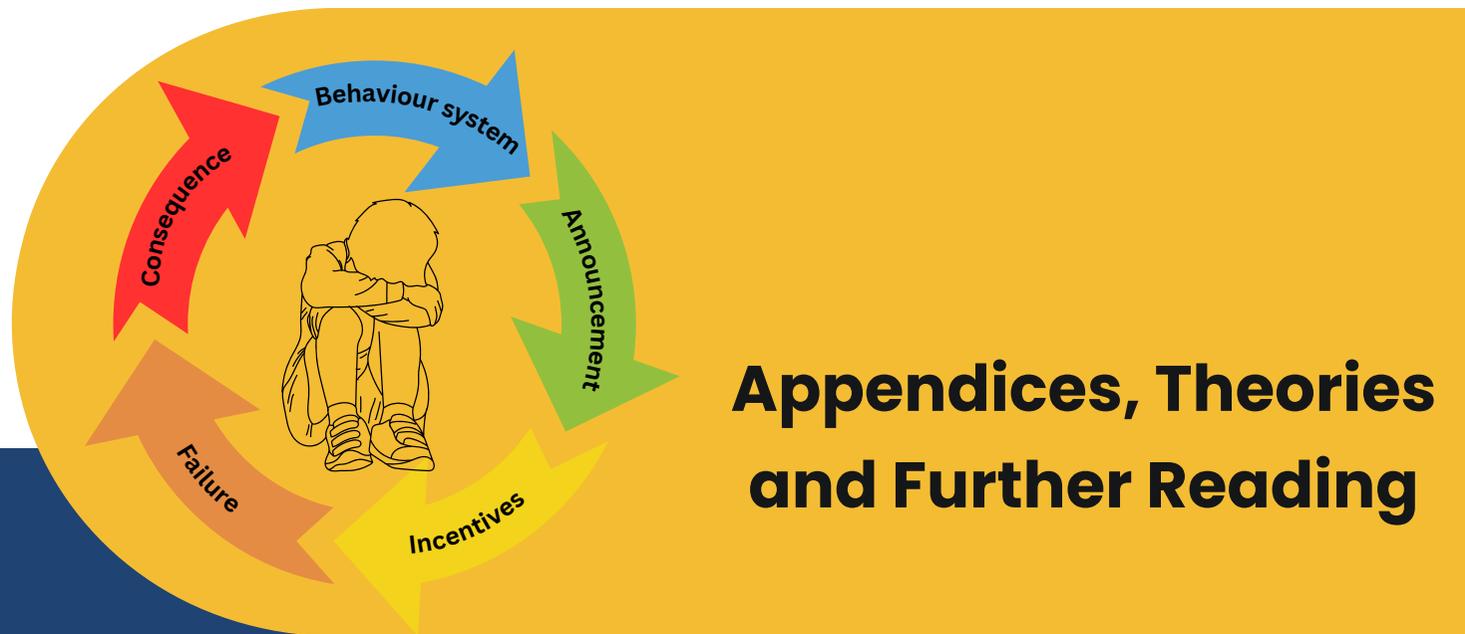
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# How the EM Diary can help





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## Links:

<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/> (page 7)  
[Mind health solutions reference](#)

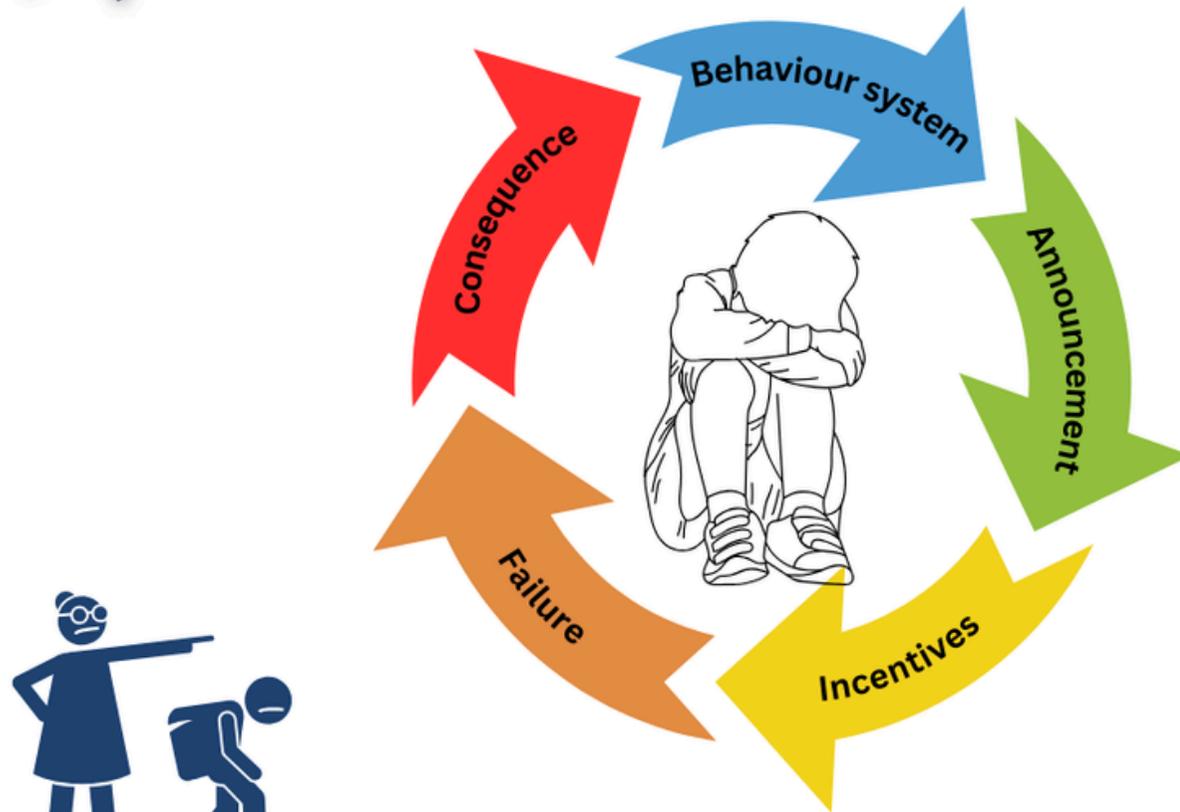
<https://mindfulhealthsolutions.com/difference-between-mental-and-emotional-health/#:~:text=Mental%20health%20is%20associated%20with,manage%20your%20moods%20and%20feelings> (page 12)

<https://www.tes.com/magazine/archive/truth-about-camhs-and-five-things-schools-can-do> (page 31)

## Appendices:

Appendix 1 - Exclusion Rates  
Appendix 2 - CAMHS Referrals

**"The aim is not to punish them.**



**"It is to help them to learn"**