

# Creating A Calm Classroom



**Primary  
Inclusion  
Team (SEMH)**

Sarah Miles & Steve Clark  
Lead Teachers

# Creating A Calm Classroom

- Role of a teacher
- Adapting communication to needs of the children
- Strategies and resources
- Learning Environment

# The Role of the Teacher



# Social Emotional and Mental Health

Can you come up with a definition of the child experience of SEMH?

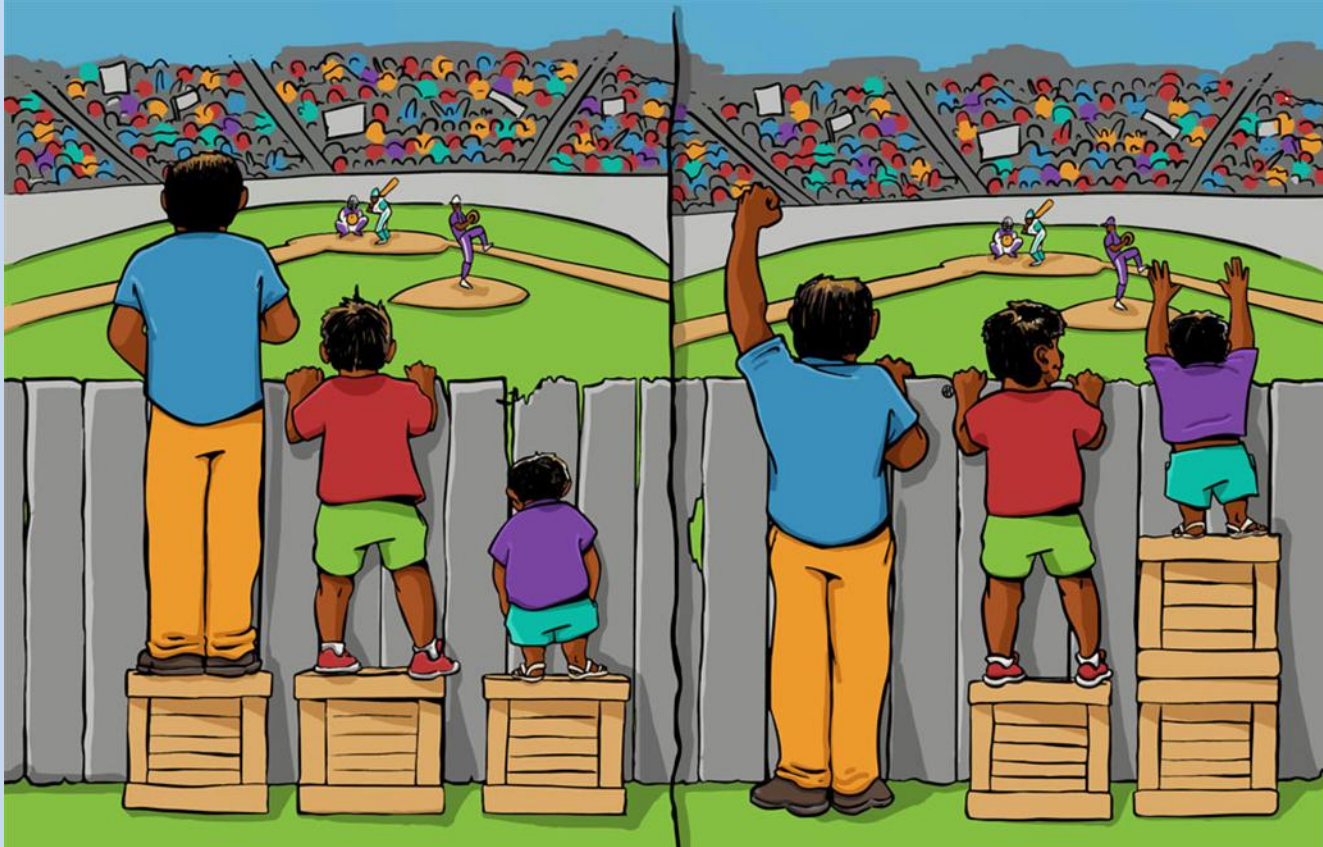
# SEND Code of Practice 2015

- *SEMH included as one of the 4 areas of Special Educational Need*
- “Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. “

# Equality Act 2010

- It's against the law for a school or other education provider to treat disabled students unfavourably. Harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against.
- All publicly funded pre-schools, nurseries, state schools and local authorities must try to identify and help assess children with special educational needs and disabilities (SEND).

**Equality** - 'The state of being equal, especially in status, rights or opportunities' Oxford English Dictionary (2018)



# Exclusions in Salford: Identifying and Supporting Special Educational Needs

## Oct 2018:

- Salford identified as an LA that holds exclusion figures much higher than both national and neighbours averages.
- Of the children PEX, 45% were on the school's SEN register and 9% had EHCPs
- 72% of PEX children were later identified as having needs at SEN Support Level or as having an EHCP, indicating that their SEN level may not have been identified prior to their exclusion



# Timpson Review May 2019

- 78% of PEX issued to children who had SEN needs.
- we should expect schools consistently to have the right systems in place and teachers to have the right skills to manage poor behaviour and provide support where children need it – but we must equip them with the right tools, capability and capacity to deliver against this expectation.
- schools must be calm and safe environments and it is right that we support head teachers to establish strong school behaviour cultures, including by making use of exclusion where appropriate.

# BEHAVIOUR IS COMMUNICATION

@kwiens62

UNEXPECTED  
BEHAVIOUR



SOME PEOPLE SEE "MISBEHAVIOUR".  
THEY USE REWARDS AND  
PUNISHMENT TO TRY TO GET  
COMPLIANCE. THIS DOES NOT  
ADDRESS UNDERLYING REASONS  
FOR THE BEHAVIOUR.



# BEHAVIOUR IS COMMUNICATION

@kwiens62

UNEXPECTED BEHAVIOUR



SOME PEOPLE SEE "MISBEHAVIOUR". THEY USE REWARDS AND PUNISHMENT TO TRY TO GET COMPLIANCE. THIS DOES NOT ADDRESS UNDERLYING REASONS FOR THE BEHAVIOUR.

BIOLOGICAL

EMOTIONAL

COGNITIVE

SOCIAL

PROSOCIAL

FIVE DOMAINS OF SELF-REG



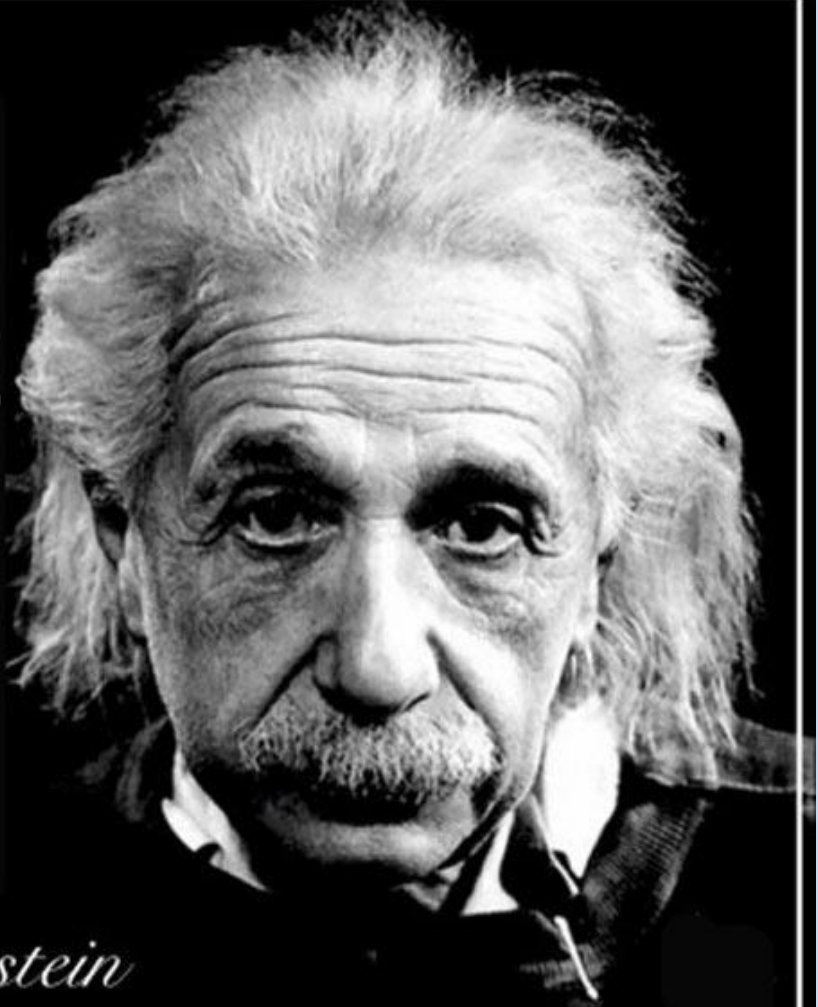
"STRESS DETECTIVES" REFRAME A CHILD'S BEHAVIOUR AS "STRESS BEHAVIOUR." THEY ATTEMPT TO IDENTIFY AND REDUCE STRESSORS WHILE TEACHING THE CHILD SKILLS TO RESPOND TO STRESSORS.

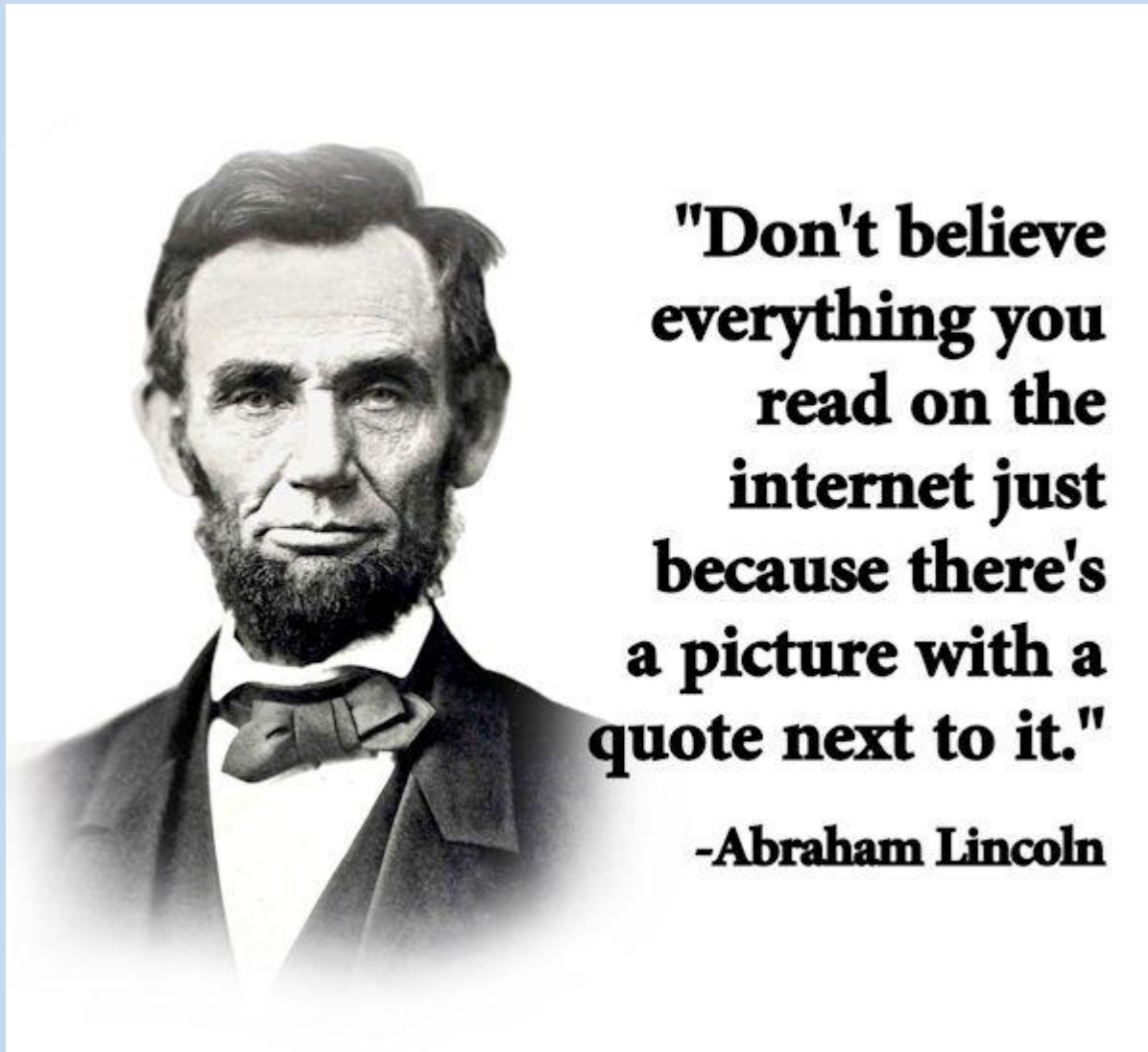
visit: [www.self-reg.ca](http://www.self-reg.ca)



**Insanity:**  
doing the same thing  
over and over again  
and expecting  
different results.

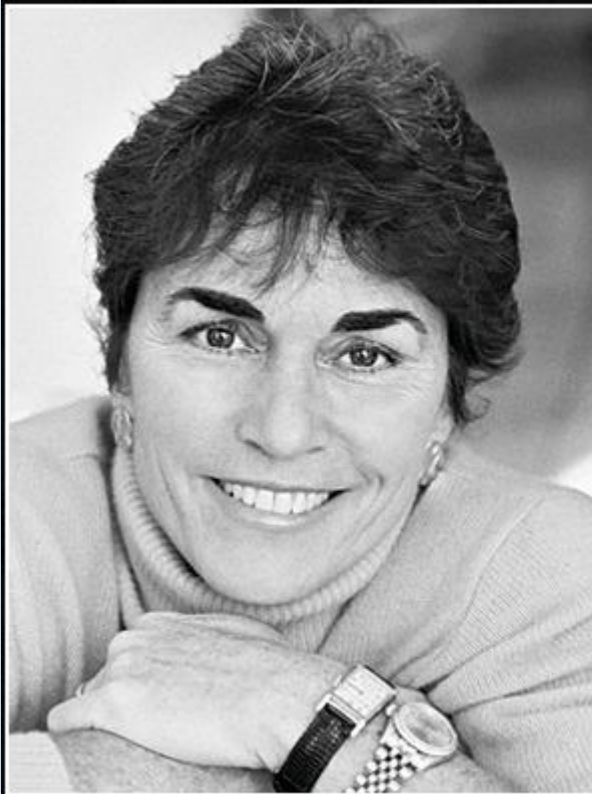
*- Albert Einstein*





**"Don't believe  
everything you  
read on the  
internet just  
because there's  
a picture with a  
quote next to it."**

**-Abraham Lincoln**



Unfortunately, Susan didn't remember what Jane Fulton once said, 'Insanity is doing the same thing, over and over again, but expecting different results.'

— *Rita Mae Brown* —

AZ QUOTES

# ABCC Chart

<b>A (antecedent)</b>	<b>B (Behaviour)</b>	<b>C (Contributors)</b>	<b>C (Consequence)</b>
During English, Billy is asked to read out loud	Billy drops his book on the floor. He shouts out at the teacher and is told off	Billy is below ARE in reading He may be embarrassed?	Teacher chooses someone else to read
During English, Billy is asked to read out loud	Billy drops his book on the floor. He shouts out at the teacher	Billy is below ARE in reading He may be embarrassed?	Teacher gives Billy warning of which bit he will be asked to read so that he can practice before the lesson.



“I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, hurt or heal. In all sets **it is my response that decides whether a crisis will be exacerbated or de-escalated** – a child humanised or de-humanised.”

*Haim G. Ginott, (1972)Teacher and Child: A Book for Parents and Teachers*

# TWO SIDES, SAME COIN



# Staff Wellbeing



# Reflection

- What are thoughts so far and did any particular slide stand out for you?
- In an EFS what are some of the most important roles of a teacher?
- How might this impact on your own practice and whole school ethos?

# Adapting Communication To The Needs of Children

Communication is \_\_\_% verbal and \_\_\_% non-verbal.

The non-verbal component is made up

- body language \_\_%%
- tone of voice \_\_\_%

Communication is 7% verbal and **93%** non-verbal.

The non-verbal component is made up

- body language 55%
- tone of voice 38%

Consider how non verbal communication can affect the child's stress response.



# The Arousal Continuum

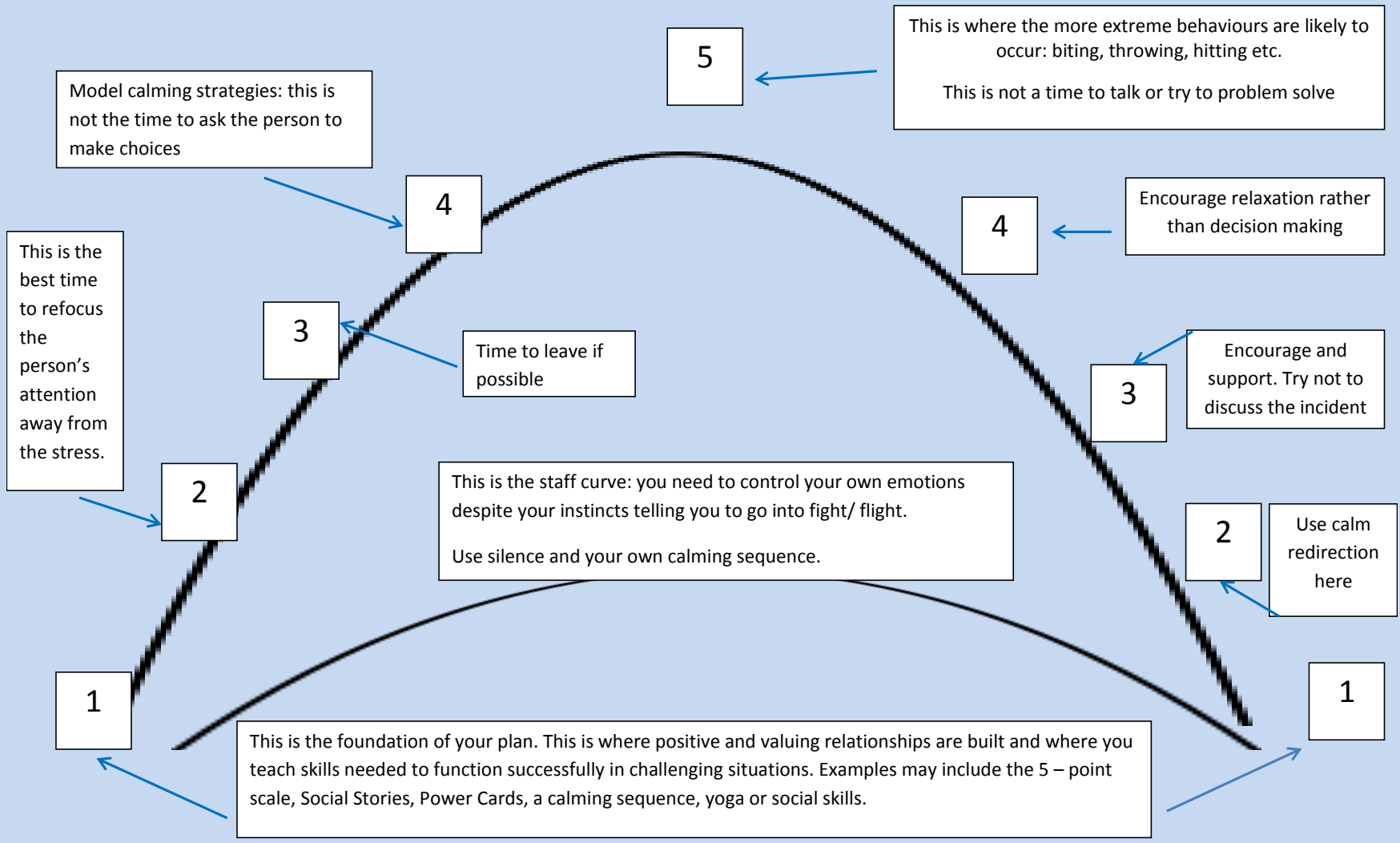
State	Calm	Alert	Alarm	Fear	Terror
Typical behaviours	<ul style="list-style-type: none"> <li>- Plays independently</li> <li>- Positive or neutral affect</li> <li>- Can engage in parallel play with others</li> <li>- Creative or imaginative play</li> <li>- Can communicate needs appropriately</li> <li>- Lost in thought</li> </ul>	<ul style="list-style-type: none"> <li>- Concentrating</li> <li>- Focused on task / work</li> <li>- Paying attention to adults</li> <li>- Can communicate needs appropriately</li> <li>- Can follow normal rules / routines</li> <li>- Can learn new information</li> <li>- Plays more interactively with others</li> </ul>	<ul style="list-style-type: none"> <li>- Easily frustrated</li> <li>- Grumpy, irritable, argumentative</li> <li>- Crying, sulking</li> <li>- Disengaged, quiet, isolated</li> <li>- Difficulty identifying and communicating needs</li> <li>- Difficulty problem solving</li> <li>- Unable to engage appropriately in play with peers</li> </ul>	<ul style="list-style-type: none"> <li>- Shouting, swearing, screaming</li> <li>- Physically unable to sit still</li> <li>- Threatening</li> <li>- Shut down</li> <li>- Posturing and possibly hitting</li> <li>- Unable to process requests</li> <li>- Focussed on immediate needs or goals</li> </ul>	<ul style="list-style-type: none"> <li>- Physically aggressive</li> <li>- Running away</li> <li>- Destroying property</li> <li>- Unable to process requests</li> <li>- Responding to adults as threatening</li> <li>- Out of control</li> <li>- Dangerous self-harming</li> <li>- Not necessarily aware of surrounding environment</li> </ul>
Pupil response	Rest	Vigilance	Freeze	Flight	Fight
Predictable adult de-escalating behaviours	<ul style="list-style-type: none"> <li>- Be consistent in routines</li> <li>- Provide advance warnings for change</li> <li>- Maintain a quiet classroom</li> <li>- Frequent communication</li> <li>- Consistent time prompts</li> </ul>	<ul style="list-style-type: none"> <li>- Provide academic support when needed</li> <li>- Frequent communication/ engagement</li> <li>- Simplify directions / single step instructions</li> <li>- Non-threatening voice tone/ body language</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage pupil to take a break</li> <li>- Empathise with feelings</li> <li>- Encourage use of a self-regulation strategy e.g. deep breathing</li> <li>- Reduce stimulation</li> <li>- Adjust expectations</li> </ul>	<ul style="list-style-type: none"> <li>- Neutral expression / body language / tone</li> <li>- Simple, single step instructions</li> <li>- Calming presence and co-regulation</li> <li>- Bring in additional supports</li> <li>- Minimal verbal engagement</li> </ul>	<ul style="list-style-type: none"> <li>- Get additional support</li> <li>- Remove other students from area</li> <li>- Neutral affect / body language</li> <li>- One step directive language</li> <li>- Time!</li> </ul>
Predictable adult escalating behaviours	<ul style="list-style-type: none"> <li>- Chaotic/noisy environment</li> <li>- Long periods of unstructured time</li> <li>- Long unstructured tasks</li> <li>- Over stimulating multimedia</li> <li>- Excessive talking</li> <li>- Too little variation in activities</li> </ul>	<ul style="list-style-type: none"> <li>- Communicating from a distance</li> <li>- Loud tone of voice</li> <li>- Contingency-based consequences</li> <li>- Complex instructions</li> <li>- Sarcasm</li> <li>- Negative, angry expression / body language / tone</li> </ul>	<ul style="list-style-type: none"> <li>- Excessive talking</li> <li>- Too many people becoming involved</li> <li>- Staring</li> <li>- Pushing expectations</li> <li>- Not being flexible</li> </ul>	<ul style="list-style-type: none"> <li>- Reminding of academic expectations</li> <li>- Moving closer to the student</li> <li>- Adults showing anger, fear and/or anxiety</li> <li>- Negative/loud voice</li> <li>- Stating consequences</li> <li>- Complex instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Shouting</li> <li>- Screaming</li> <li>- Grabbing</li> <li>- Crossing personal space</li> <li>- Inappropriate / unwanted touch</li> </ul>

# The Incredible 5 Point Scale!





	What makes me feel like this	What my body is doing	What you can do to help me	What I can do to help myself
<b>5</b> I'm out of control and ready to explode				
<b>4</b> I'm getting too angry				
<b>3</b> I'm feeling a bit worried				
<b>2</b> I am okay				
<b>1</b> I am great				



(Taken from) Copyright © 2015 The Incredible 5-Point Scale, Kari Dunn Buron

# × "ARE THEY MAD AT ME?"

MY BRAIN



REALITY



# Oppositional and Defiant Children

- What are they communicating?

# Language of choice

- Gives the child some control
- Allows the child to take responsibility for their choice
- Realistic choices built into the day as much as possible, *'I wonder which one you'd like to do first', 'This one or that one?', 'Would you like to do that at your desk or in the library?', 'Shall we use a pen or a pencil?'*
- Depersonalisation of 'have-to-do's, for example *'At this school we all have to'..... 'I don't make the rules, our Head Teacher says we all have to'*

- Vary ways of issuing instructions, for example:
  - Disguise demands and expectations so that you ‘ask without asking’, for example *‘If you want you can.....’* *‘I wonder if you would like to.....’*
  - Avoid direct commands and instructions, especially if the child is showing signs of anxiety.
  - Make tasks into games or challenges, for example *‘Shall I time how long it takes you to.....?’*, *‘I bet you can’t.....’*, *‘Let’s see who can finish it first’*.
  - Pretend you need Iris’ help, for example *‘I can’t quite see how to do this’*, *‘I need some help here’*.
  -

- Give a positive instruction with a choice
- Give take up time
- Repeat if necessary
- Give consequence of not making a choice/ ignoring
- Show understanding of their difficulty
- Repeat instruction
- Use 'thank you' instead of 'please'
- *Don't get drawn in by attempts to distract you/ secondary behaviours*

**Here are some handy sentence starters:**

“I wonder if we can...”

“Let’s see if we can make something...”

“I can’t see how to make this work...”

“Shall we see if we can beat the clock...”

“Maybe we could investigate...”

“Who do you want to help us today...”

**Try to avoid saying:**

“It’s time for you to...”

“You’ve got to...”

“You need to...”

“You must...”



# Reflection

- Think of a particular child you work with that has heightened emotional arousal and consider how you might adapt your communication to support their emotional regulation

# Whole class strategies and resources



× COMPLIMENT SANDWICHES

WHAT YOU MEANT	WHAT I HEARD
GENUINE COMPLIMENT	OBLIGATORY COMPLIMENT
CONSTRUCTIVE CRITICISM	CRITICISM OF WHO I AM AS A PERSON
GENUINE COMPLIMENT	OBLIGATORY COMPLIMENT

Copyright © 2019, Dan Donovan. All rights reserved. [adhdd.com](http://adhdd.com) @danidonovan





# Strategies and resources



Today is Friday 28<sup>th</sup> August

Today's weather is 

Morning activities

						
-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------

Afternoon activities

						
-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------



# Strategies and resources

Therapy animals



Peer massage

relaxation

Yoga and mindfulness



# Calm boxes



# The Learning Environment

# Display and use of colour





# Natural light, temperature and nature





# Reflection

How does your classroom create a calm learning environment?

Are there areas that you could develop?

What would next steps be for you in your role?

# Thank You!

Thank you for engaging with today's session

Contact Details:

[Sarah.Miles@salford.gov.uk](mailto:Sarah.Miles@salford.gov.uk)

[Stephen.clark@salford.gov.uk](mailto:Stephen.clark@salford.gov.uk)

Tel 0161 921 2653 | 0161 921 1830