

Solution Focused Strategies to Support the
Behaviour & Self-Regulation of Learners with SEND
Hannah Hall on behalf of The Excellence Hub
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Relationships, Empathy & High Expectations

Effective preventative systems & approaches,
responsive and reflective strategies - ensuring
equity and safety for all.....

- Consistency (consistent in principles, flexible in practice)
- Recognition
- Teaching behaviours
- Stepped Interventions, logical, proportionate consequences



1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Inclusion isn't a glossy poster or a line in a policy. It's a culture.

It's that felt sense of belonging that runs through corridors, classrooms, staffrooms and social areas. And it's only as strong as the way each adult passes the baton of high expectations and care on to the next, and the next, and the next

When settings make belonging the thread that ties everything together, the fabric holds — and Learners thrive.

Because belonging isn't "the soft stuff." It's the stuff that makes everything else possible.

Belonging first

Inclusion always

Achievement for all



Inclusion & Achievement for All

Children & Young People thrive where systems are predictable, where behaviour expectations are clear, consistent and understood, and where routines reduce anxiety rather than create it.

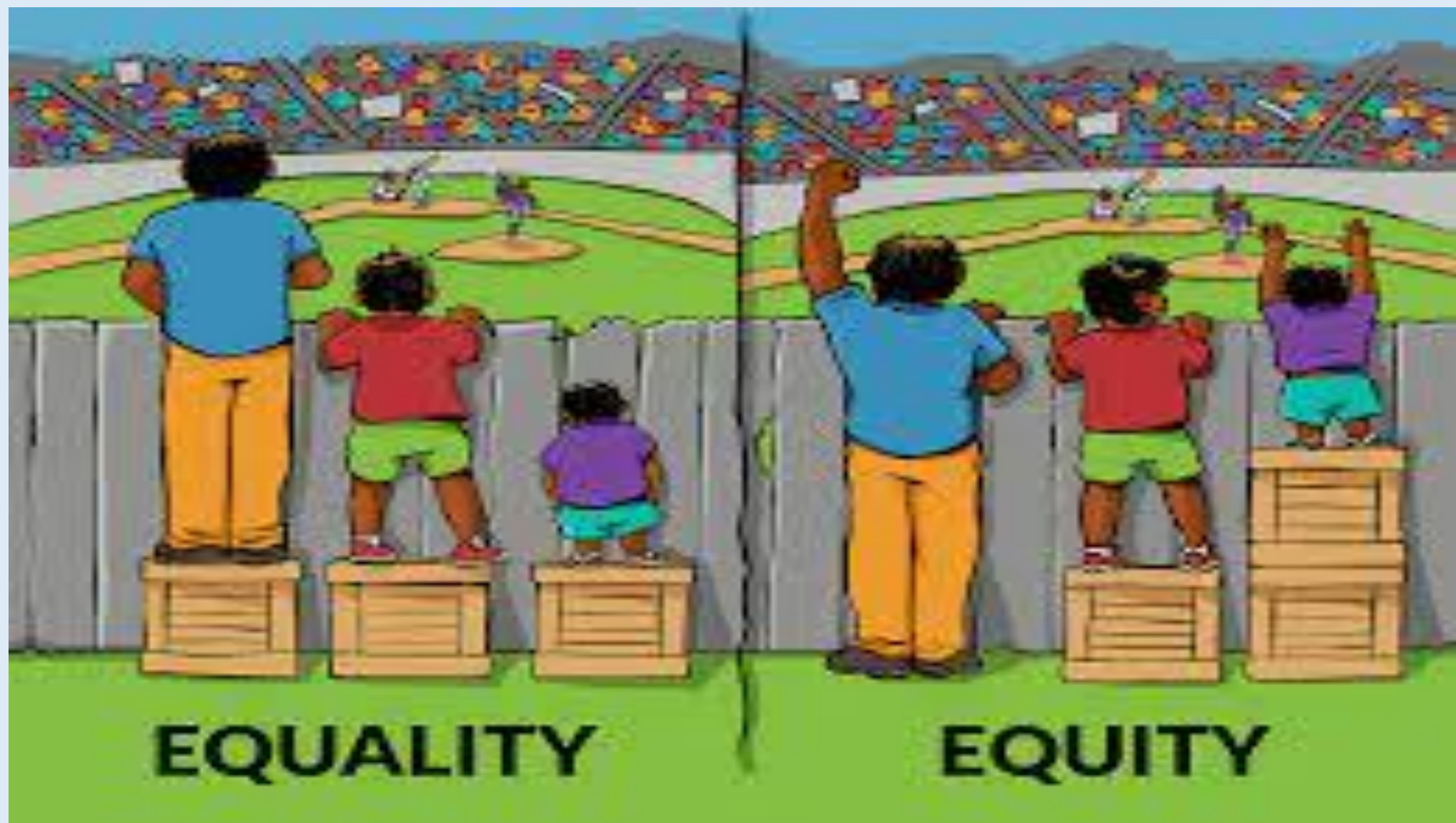
They thrive where adults are attuned, using relational, trauma-informed and SEND-aware approaches to notice need early, respond proportionately, and remove barriers before they become outcomes.

They thrive where expectations are high and humane, with an ambitious curriculum that is adapted — not diluted — and where success is defined by progress, engagement and access, not compliance alone.

Inclusion is built through intentional relationships that sit within coherent whole-school systems, responsive teaching that meets diverse needs in the classroom, and well-designed interventions that strengthen core provision rather than replace it.

In inclusive schools, achievement does not depend on resilience alone. It depends on the quality, coherence and consistency of the system around the child.





"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate, it's my daily mood that makes the weather.

As an adult, I possess a 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 humiliate or humour, hurt or heal. In all situations, it's my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised."

Haim Ginott, *The Learner's Dimension*, 1972



A Culture of belonging & Pride through Recognition

Every day, in lots of different ways, our Learners ask

"Do I matter to you?"

"Do you notice me?"

"Do I belong here?"

And, if we aren't careful - because actions speak louder than words - the answer will be seen in the behaviours that play out. It's not always what we say or what we do, but how we do it and how students end up feeling.



"You get more of the behaviour you notice most"

A Culture of Belonging- Enhancing Connections

'The importance of importance'

- A positive threshold greeting
- First attention to the Learners getting it right
- Building emotional currency
- Strategic planning & prompts to underpin recognition



Making Recognition & Rewards a habit

Give recognition to Learners 'in the moment' Verbal &/or non-verbal

Give rewards to Learners who demonstrate persistent & consistent progress

Be explicit about why you are praising a Learner. Enhance an individual and collective sense of pride through naming what it is you are recognising.

Persistently catch learners demonstrating the right attitude to learning.

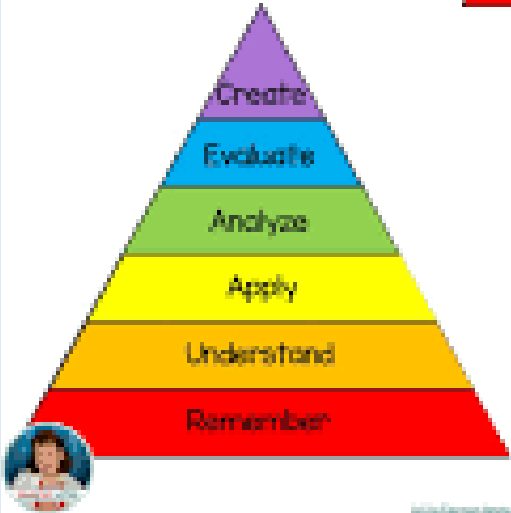
Recognition is the building block of relational practice



Maslow Before Blooms



How can we help our students?



Connection before correction

- Regulation first
- Teaching comes later
- Safety before rules

“If a child is dysregulated, they cannot learn - no matter how clearly we explain.”



Children borrow the adult's nervous system

Behaviours increase when:

- Language demands exceed capacity
- Transitions are rushed
- Control is removed suddenly
- Adults escalate their tone or proximity

Self-regulation develops gradually across childhood and adolescence. During moments of emotional overload, learners depend on co-regulation from trusted adults.

Their emotions are bigger than their current ability to manage them



Teach Learning Behaviours - Routines & Regulation

Explicit, Consistent, Persistent & Insistent about the behaviours we want to see.

- Explain
- Rehearse & embed through positive reinforcement
- Reinforce



Respect Teach Learning Behaviours - Routines & Regulation

Explicit, Consistent, Persistent & Insistent about the behaviours we want to see.

- Explain, Model
- Rehearse & embed through positive reinforcement
- Scaffold & prompt
- Practice



Belonging

Kindness

Safety

Empowerment

Respect

Scripted Responses & Interventions

- ✓ Prevent Escalation.
- ✓ Supports the adult in remaining Calm, Clear & Assertive.
- ✓ Helps us to scaffold Instructions.
- ✓ Strips out the Emotion.
- ✓ We need to allow 'take up time'
- ✓ Planned responses, language & scripts for routines, expectations, rules & individuals.
- ✓ Use the language of choice
- ✓ Consider delivery, body language, facial expressions, proximity, environment, time of day, what went before....



Assertive sentence starters

- Let's...
- I need you to...
- You should be...
- In five minutes you will have...
- When I return I will see...
- Today we are going to...
- You will be...
- I expect you to...
- I know that you will...
- Thank you for...



Offer limited, real choices:

"Would you like to start with this or that?"

"Shall we sit here or over there?"

Use indirect language:

"Some people are starting this now..."

"I wonder what would happen if we tried this one?"

Use collaborative phrasing:

"Let's see if we can figure this out together."

"We've got this to do—how shall we tackle it?"





- . Allow 'opt out' spaces or planned avoidance:
- . "You can join in when you're ready—your space is always here."
- . "Feel free to listen in or dip in and out."
- . Offer sensory regulation tools:
Weighted objects, fidgets, music, drawing—all may support emotional safety.
- . Avoid time limits unless chosen by the pupil.

What will I do? What will my response be?



- How will I welcome my class?
- What's my script for delivering a consequence?
- Dismissing my class
- Instructing the class to change activity
- Getting focus and maintaining it
- Where will I stand?
- Where will my resources be?
- What will our script be for individual Learners & specific behaviours?

Lovely to work
with you all.
Keep in touch.....

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Culture by Design

- A helpful way of thinking about culture is as the shared beliefs and behaviours with a community. Culture exists whether we attend to it or not, and it has a significant influence on how pupils behave.
- Research consistently suggests that interventions or approaches designed to influence behaviour are more effective when they are applied consistently at a whole school/setting level (EEF, 2019). In other words, when we embed an approach, or promote a behaviour as part of school-wide culture.
- One of the most important ways we can proactively influence students' behaviours is through shaping school culture.