Inn2
Diversity

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REPORT ON PROGRAMMES AND MEASURES

to support the development of diversity and disruptive classroom behaviours management competences in teacher's continuous professional enhancement

Intellectual Output 1

PROJECT

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INN2DIVERSITY - INNOVATIVE TOOLS TOWARDS DIVERSITY IN CLASSROOM CONTEXT

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Preface

European classrooms are becoming more and more diverse and the teaching profession remains largely homogenous, where teachers lack experience in diverse schooling environments. Teachers have difficulties in managing classrooms and this is a fact. These difficulties have not only a direct impact on their level of satisfaction (and consequently affects negatively the quality of the education offered) but also impacts on pupils' educational achievement.

The Consortium of the **Inn2Diversity project,** composed by 9 organizations from 6 European countries, aware of the challenges teachers face in classroom diverse environment aims to contribute to the implementation of a new methodology – based on mentoring – as a system-level approach to empower teachers with managing diversity in the classroom, to deal with disruptive behaviours, and to equip them with tools to better engage students and transform teaching in a healthy profession.

In order to reach this goal, the **Inn2Diversity** partners will contribute with their knowledge and experience, during 3 years (2019-2022), to build a set of Intellectual Outputs, namely:

1. IO1 - Report on programmes and measures to support the development of diversity and disruptive classroom behaviours management competences in teacher's continuous professional enhancement
2. IO2 - Training curricula on diversity and disruptive classroom behaviours management
3. IO3 - Mentors' Coordinators and Mentors profile
4. IO4 - Courses Curricula for Mentor's Coordinators and Mentors
5. IO5 - Mentoring programme for effective inclusion

The **Inn2Diversity** project focuses on preparing teachers for diversity and strengthening healthy relationships by providing to teachers a new non-formal process that stimulates their active engagement in career-long competence development and diminishes the application of measures/policies as suspension because suspension rates themselves are predictive of drop-out rates.
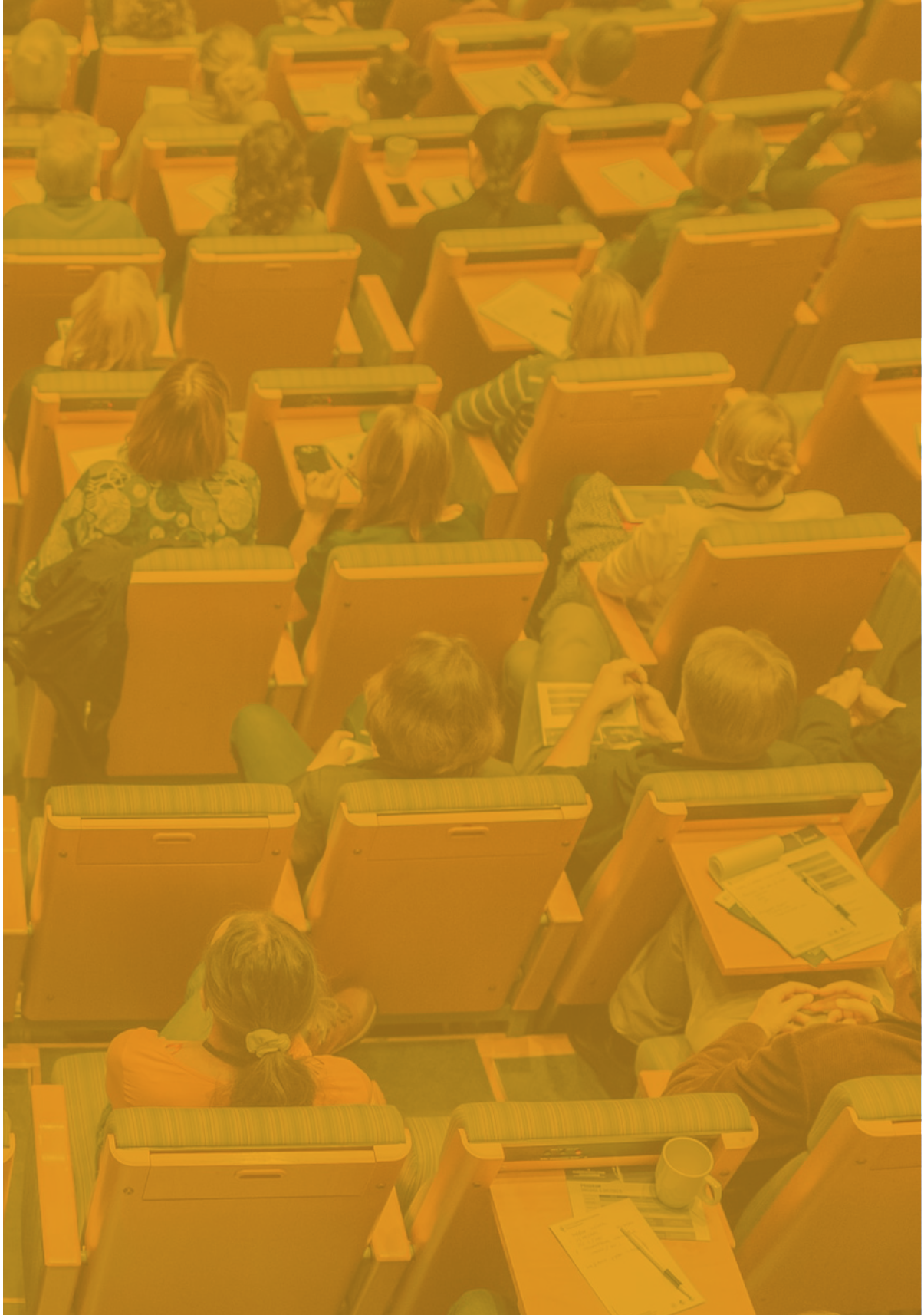
Introduction

Introduction

THE EUROPEAN APPROACH REGARDING DIVERSITY IN SCHOOLS

Growing ethnic and religious diversity in Europe poses both opportunities and challenges to European policy-makers and societies as a whole and more than that, it is expected that this diversity will continue to increase. Recent studies show that intolerance and social exclusion are increasing and some migrant groups start feeling alienated. This situation leads to incidences of social tensions and unrest. Education has a key role to play in preparing societies for dealing with these phenomena and it plays a vital role in the political socialization of European citizens. (Van Driel, Darmody and Kerzil 2016: 4)

The EU and its Member States have called for renewed efforts to prepare teachers for diversity, and to lay the foundations for more inclusive societies through education (Council of the European Union and European Commission, 2015). They recognise the need to empower and equip teachers in taking an active stand against all forms of discrimination, to cover the needs of pupils from diverse backgrounds, to impart common fundamental values and to prevent racism and intolerance.

The growing diversity in European classrooms and societies makes these issues even more compelling. Increasingly, teachers are expected to have the competences to relate to parents and engage them in their children's learning process, provide the peer learning experiences that can promote inter-group respect and understanding, and to apply learner-centred teaching strategies.

THE NEED TO ENHANCE DIVERSITY IN SCHOOLS

We conclude that there is a need for new methodology – mentoring in our cases – as a system level approach to empower teachers with managing diversity in the classroom.

Considering the need for an updated methodology, tools and models for teaching in a diverse classroom environment, the Inn2Diversity project has established two main **goals**.

The first goal is to reinforce the competencies of teachers to deal with complex classroom realities to better manage diversity and to keep students with disruptive behaviour and disruptive academic engagement engaged during classroom time, by empowering them with the necessary competencies (based on the Framework of teacher competences for engaging with diversity promoted by the European Commission in 2017) to improve positive relationships between them and this students. It includes "areas such as subject and pedagogical knowledge, assessment skills, teamwork abilities, the social and interpersonal skills necessary for teaching, awareness of diversity issues, research skills, (...) as well as organisational and leadership skills." (European Commission/EACEA/ Eurydice, 2013: 35).

The second goal is to create a mentoring model to support schools to transfer and replicate the good practices managing diversity and complex classrooms, and doing so offering them an additional tool to improve teacher's levels of satisfaction in the classroom in order to reduce disparities in learning.

The project was designed to follow these **objectives**:

1. to develop, transfer & implement through transnational cooperation an innovative **training curriculum** on diversity and disruptive classroom behaviours management;

2. to identify the **suitable profile & personal skills** to manage students with disruptive behaviour;

3. to increase **teacher's motivation & satisfaction of students'** daily work in school thus contributing to increasing their teaching quality, and introducing a virtuous cycle between students' school achievement and teachers' job satisfaction;

4. to design a **mentoring model** to empower teachers and schools with the suitable methods, competencies to deal with daily difficulties at work and to manage students with disruptive behaviours;

5. to evaluate **peer-mentoring** effectiveness as an in-service only focused on professional development to promote positive relationships between teachers and disruptive students' skills.

CONSORTIUM APPROACH

To tackle this challenge regarding the improvements for the need for an updated methodology, tools and models for teaching in a diverse classroom environment, the Consortium of 9 organizations from 6 countries (United Kingdom, Bulgaria, Finland, Italy, Portugal, Romania) have joined forces for the implementation of the Inn2Diversity project.

All partners will work together to:

- increase awareness of schools on the need to put efforts in investing on the qualification of their teachers;

- adapt the teaching profession to a continuously changing educational environment;

- keep teachers more motivated and satisfied due the investment on their needs;

- design a new and tailor-made tool that will allow teachers to self-evaluate themselves;

- generate awareness on needs of self-development, flexibility and adaptation to new realities;

- design a mentoring process that can be individually fine-tuning to mentors and mentees;

- engage pupils in the classroom environment with the sense of being valued by their diversity.

REPORT'S OBJECTIVES

The research allows the partnership to understand different contexts, competences frameworks, fine-tune project's outputs to add value to existing offers and programmes, involve stakeholders in a participative way, promote the project and, above all, create a standard procedure for exchange of practices at programmes and measures to support teachers to deal with complex classroom realities.

The final product, namely, the "Report on programmes and measures to support the development of diversity and disruptive classroom behaviours management competences in teacher's continuous professional enhancement" contains a brief national context information on the educational system, promising practices in diversity and classroom management strategies per country, recommendations for the next intellectual outputs, and also some policies recommendations that could influence policy-makers and school quality, equity and inclusive practices.

REPORT'S CONTENT

The 1st chapter of the report presents the steps that guided partners in the desk research on existing on-the-job practices, programs and measures to support teachers to manage diversity and deal with complex classroom realities

The 2nd chapter of the report presents the legislative framework in the partner countries concerning education, the educational system and diversity and inclusion within the educational system.

The 3rd chapter sets the context for the next intellectual outputs and highlights a set of key concepts, theories and techniques to help teachers in managing diversity. The chapter will also look into the different educational priorities and practices, give an insight on the background reasons for student misbehaviour, teachers' knowledge and strategies regarding children's emotional and behavioural difficulties as well as classroom management strategies.

The 4th chapter analyses other programs, projects, measures that were designed for teachers to support their continuous education, as well as the development of diversity-related competencies and strategies to manage pupils with disruptive behaviours.

Based on the findings of this activity, a competencies framework for teachers will be conceived and used for the training curricula on diversity and disruptive classroom behaviours management.

The 5th chapter will describe a number of mentoring models and their effectiveness on teachers' job satisfaction and also on improving disadvantaged pupils school enrolment, education success and inclusive environment.

The 6th chapter will map out a summary of this desk research focusing on the delivery of key conclusions and recommendations for the next intellectual outputs.

I.
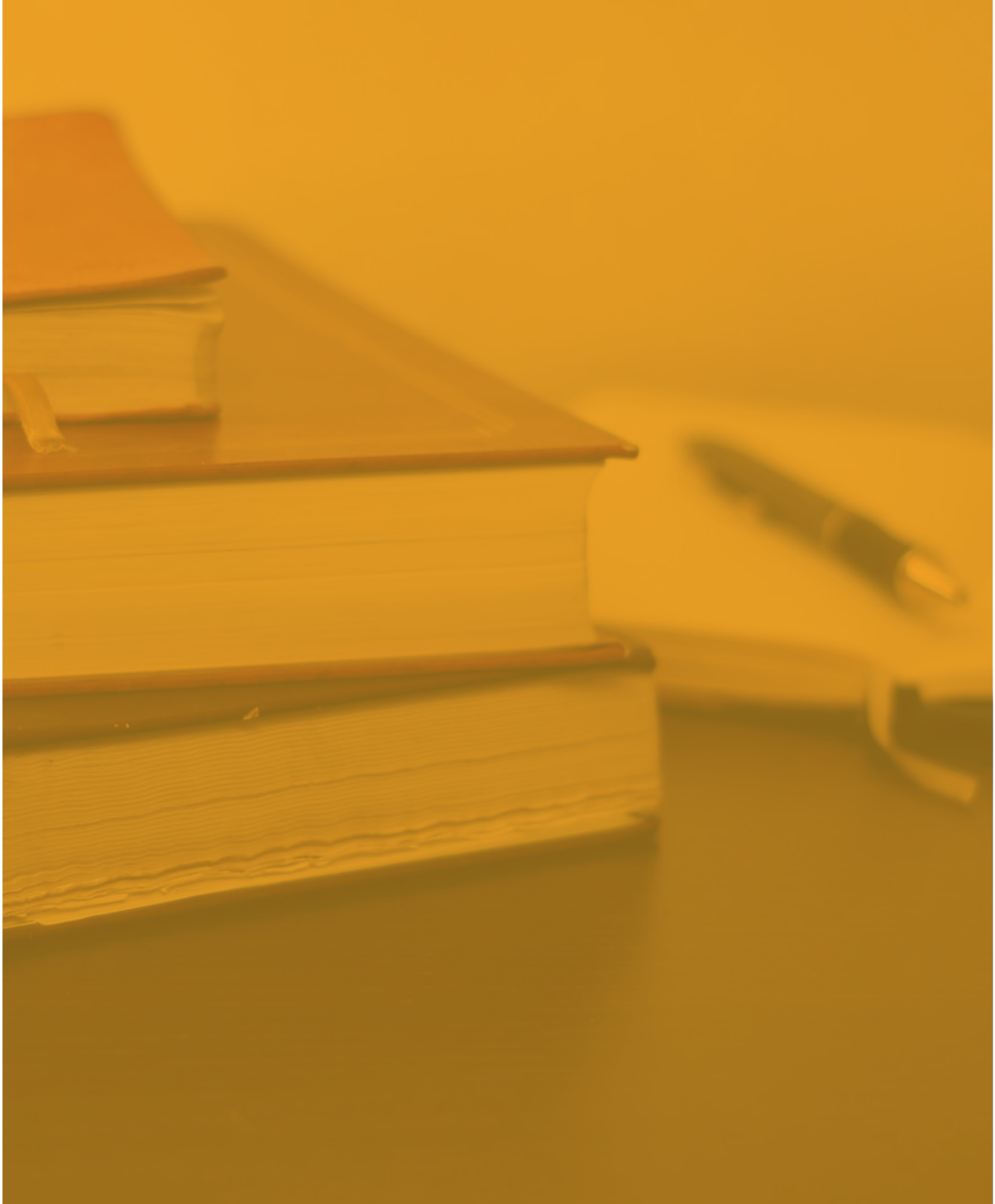
Methodology to collect data

I. METHODOLOGY TO COLLECT DATA

In order to facilitate the collection of information, the 1st step was to establish a common methodology by the Consortium to respect when looking for good practices and analysing the existing literature. CCF together with EaSI, prepared a template (see Annex 1) to guide partners in desk research on their national education context, existing on-the-job practices, programs and measures to support teachers to manage diversity and deal with complex classroom realities, and to identify mentoring models in this type of intervention.

The research resulted in analysing the legislative framework from each participant's country framing the representative legislation concerning education, the educational system, diversity within the educational system, 27 models of research papers and other academic or non-academic documents regarding diversity and classroom management (see Annex 2), 25 models of good practices (projects, programs, individual initiatives) for teachers to deal with complex classrooms and better manage diversity and disruptive behaviours (see Annex 3), and 25 models of mentoring good practices for teachers or mentoring in general (see Annex 4).

All partners gathered data regarding **legislation** in use in the partner's countries concerning education, the educational system and diversity within the educational system. The aim was to identify the regulations, laws and national strategies taken in each participant's country regarding inclusive education, the access to education, children's rights, good practices against aggression, prevention of violence and bullying, children with disabilities, equality and non-discrimination, child welfare provision and preventive child welfare, non-discrimination of those with "poor behaviour" and to make a comparison between the systems.

The next step was to identify r**esearch papers and other academic or non-academic documents** (either publications, articles, studies, etc.) regarding diversity leading to disruptive classroom behaviours, respectively surveys, papers, projects and studies. The findings of existing research regarding education show that focusing on continuous support for teachers and school leaders can increase schools' capability to raise the achievement of all learners. There are many benefits of prevention and the need for joint interaction of schools, institutions and community. One of the findings offers concrete advice and measures for teachers and parents for coping

with aggressive behaviour and summons the anticipated results. There is a need for increasing intercultural competence of the teachers, working with children from the ethnic minorities and specifying the personal qualities and characteristics that need to be developed. There are various reasons for conflicts at schools and it's important to increase teachers' and parents' competence for dealing with conflict situations. A study shows that the child's perception of parenting style exhibits more or less externalizing or internalizing behavior problems (Calders, Bijttebier, et.al., 2020). Another research highlights how teachers rate the measures proposed to improve teaching, the forms of schooling that are preferred so as to address class disruption, what are its causes and analyses whether there are differences arising from teacher characteristics (Närhi, Kiiski, & Savolainen, 2017; Belt & Belt, 2017).

After the analysis of legislation and research papers, all partners focused on gathering data about good practices models in the field of education redirected almost for teachers, but having impact on students' well-being and integration in the class management. The good practices example include a variety of ways teachers, students and parents can manage challenging situations as bullying, integration of refugees in host communities, learning and school attendance, marginalization, problematic behaviour, disciplinary problems, integration of EBD students into the general education class, the reduction of classroom disruptive behaviour, daily strategies used by teachers and students in the classroom, the necessity to increase social competence, self-regulation and positive parental involvement as well as programs to combat discrimination.

To better understand the landscape of education, every partner's organisation selected several **mentoring models** for teachers which aim at changing the school's environment, identify attitudes towards diversity and more active participation of all community members, show an example of one-day training for teachers, aiming at management of aggression and disruptive behaviour in the classroom, explain interactive exercises and activities, tested in bullying prevention workshops and training sessions, propose co-teaching method (a situation where two or more professionals plan, teach and evaluate together). Some of the models describe strategies which allow teachers to generate an educational, training and didactic practice that is geared towards prevention, the promotion of wellbeing by curbing and confining problem behaviour, thus reducing the effects of social stigma. Other mentoring models describe methods of raising the performance of a veteran teacher, as a figure able to guarantee the quality of the professional imprinting of the inexperienced teacher, to accelerate the development of new teacher effectiveness, improve teacher retention, build

teacher leadership, increase student learning, and support equitable outcomes for every learner, propose tools to use online mentoring programs, describe models of provisions of the intercultural education curriculum and describe training mentors kit to familiarize teachers with the skills needed to become mentors.

DATA VALIDATION

The 2nd step of this activity was to organize a **national validation workshop** which allowed the project stakeholders to select the most useful and innovative practices through the use of an evaluation grid composed of 6 criteria. In order to keep this process simpler and focused on the objectives, each partner had a different category of sources to validate:

II - Research papers - City College Peterborough | Diak | ECF

III - Good practices - CCF | EaSI | CEIS

IV - Mentoring models - Aproximar | Amadora Inova | San Giuseppe Onlus

Therefore, each partner contacted 6 key persons (teachers, educational experts and researchers, university professors, school directors, tutors, ITT, coach, mentor, counsellor, wellbeing consultant) and asked them to evaluate all the practices by completing an evaluation grid. The document they received by email had a short description of the research paper|good practice|mentoring model, the strong points and an evaluation scale which allow the participants to score from 1 to 5 regarding the following parameters:

- **innovation** (intensity of new and distinctive feature; what differentiates this from other products with similar characteristics and purposes; the practice's added value compared to conventional responses),

- **suitability** (how far the practice addresses the needs and challenges of schools on diversity and classroom management strategies, how far it respects the context of these institutions and to different learning domains and contexts, the capacity of transferability),

- **usefulness** (benefits and added value perceived by users, evidenced in terms of skills recognition, social value and / or personal development),

- **accuracy** (the practice is relevant for schools and for teachers, it relies on real situations/ needs),

- **acceptability** (stakeholders' level of acceptance and adoption willingness; does teachers participate actively in the practice; capacity of replication),

- **expected impact** (capacity of the practice to produce outcomes in schools' settings and support teachers to deal with complex classroom realities, capacity for scalability).

Following this activity, the partners selected the 5 practices with a higher score and then organized a meeting with the key stakeholders to receive recommendations and inputs to be applied in the next intellectual outputs by the partnership.

The main themes covered by the research are: effective cooperation between teachers, students and parents, which helps to reduce the amount of misbehaviours in the classroom; communication and good practices for prevention support teachers in their work with bullying; good practices shared among the schools; prevention and management of the behavioural crises of the students; improvement of the living conditions and social inclusion of vulnerable minorities; working practices throughout the schools and commitment from staff, pupils and parents.

In addition to recommendations, this report presents a brief description of the practices selected in the national validation workshops implemented by Inn2Diversity partners, which can be used and replicated by teachers in order to promote and manage diversity in classrooms and deal with the pupils presenting disruptive behaviours.

II.
Legal framework
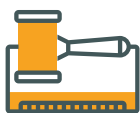
II.   LEGAL FRAMEWORK

This analysis addresses the legislation in use in the project partners' countries concerning education, the educational system, and diversity in the educational system.

LEGAL FRAMEWORK

BULGARIA

2017

ORDINANCE FOR INCLUSIVE EDUCATION

issued by the Bulgarian Ministry of Education and Science regulates the general support of children (health care, interests clubs, prevention of aggression, teamwork of teachers, specialists and parents, awards), additional support (early evaluation of special needs, individual plans for children in need, supportive environment, career orientation, assessment of results), sanctions and measures for inappropriate behaviour in school. The document underlines the importance of teamwork of teachers, specialists and parents for supporting children development as well as collaboration and work in the supportive environment – physical and architectural. It considers the needs of various groups of children - with special educational needs, different mother language, gifted children, etc., with an emphasis on the benefits of early evaluation of special needs and creating an individual plan for support for every child.

2017

INTERINSTITUTIONAL ACTION PLAN FOR PREVENTION OF AGGRESSION AND IMPROVING SECURITY IN EDUCATIONAL INSTITUTIONS

issued by Bulgarian Ministry of Education and Science split the short-term measures which include providing lists of social services suppliers, guidelines for coping with incidents, National Emergency Line for Children, staff trainings on behaviour in case of incidents, improvement of institutional policy concerning aggression and the long term measures, trainings for working with children with behavioural problems, appointing psychologists for prevention work in schools including parents, increasing options for interests clubs in schools - sports, science, arts. The document defines all recommended measures with deadlines and several respondents from different institutions. Among them are a thorough analysis of legislation and connections between school, family, social services, etc. with special attention towards coordination and joint work for prevention of aggressive behaviour in schools. creating an individual plan for support for every child.

MECHANISM FOR COUNTERACTION OF BULLYING AND VIOLENCE IN THE INSTITUTIONS IN THE SYSTEM OF PRESCHOOL AND SCHOOL EDUCATION

issued by Bulgarian Ministry of Education and Science outlines overall mechanism for prevention and intervention of violence and bullying to support educational institutions in creating a safe school environment. The document states that educational institutions should develop independent policies for: support of children's personal development, creating a positive organizational climate, affirming good discipline, and developing the school community. Prevention of violence and bullying should be part of this - an independent document or part of the integral policy for a safe school environment. Appropriate activities for prevention and intervention should be applied at different levels - school, support centres, class.

2015 - 2020

STRATEGY FOR EDUCATIONAL INTEGRATION OF CHILDREN AND STUDENTS FROM ETHNIC MINORITIES

issued by the Bulgarian Ministry of Education and Science analyses the integration policy up-to date and marks strategic aims for its improvement: socialization of children from ethnic minorities equal access to education, affirming intercultural education as part of Bulgarian school system, preservation and development of the cultural identity of children from ethnic minorities. The document outlines expected results from realization of the strategy as well as practical steps for planning, observing and reporting of the results.for every child.

2019

ORDINANCE 15 FOR THE STATUTE AND PROFESSIONAL DEVELOPMENT OF TEACHERS, DIRECTORS AND OTHER PEDAGOGICAL PROFESSIONALS

issued by Bulgarian Ministry of Education and Science outlines the obligations and interactions between all pedagogical specialists in the educational system with reference to their professional development and competence. In terms of mentoring, the ordinance defines: list of teachers-mentors for each school and interns-mentors ratio, requirements for mentors' additional payment for mentors, schedule of mentoring work, tasks of mentors and interns' assessments. The document offers guidelines for professional development and assessments of the work and competence of pedagogical specialists in the educational system.

LEGAL FRAMEWORK

FINLAND

1998

BASIC EDUCATION ACT (628/1998)

lays down provisions on comprehensive school education and compulsory education, pre-primary education, voluntary additional comprehensive school education, preparatory education for comprehensive school education, and morning and afternoon activities.

2013

STUDENT WELFARE ACT (1287/2013)

lays down provisions on, for example, the right of students in pre-primary education, comprehensive school education and general upper secondary education to receive student welfare services.

2002

ACT ON CHECKING THE CRIMINAL BACKGROUND OF PERSONS WORKING WITH CHILDREN (504/2002)

applies, for example, to the procurement of morning and afternoon activities referred to in the Basic Education Act from external service providers.

2007

CHILD WELFARE ACT (417/2007)

contains provisions on child and family-specific child welfare provision and preventive child welfare. The Act also lays down provisions on the development of services to support upbringing. Furthermore, the Act contains provisions on the statutory duty of personnel within social and welfare services, education services and certain other authorities to file a child welfare notification and to report crimes.

ITALY

2012/2013

THE DIRECTIVE OF 27 DECEMBER 2012, FOLLOWED BY APPLICATION CIRCULAR NO. 8 6/3/2013 ON THE BES (WITH SPECIAL EDUCATIONAL NEEDS), MINISTRY OF EDUCATION REFORM LAW NO. 107/15, MINISTRY OF EDUCATION DIRECTIVE OF THE CIRCULAR OF 12/27/2012 AND 6/3/2013

are the main normative acts issued by the Ministry of Education in Italy. The Directive provides that the identification of these types of B.E.S. (with special educational needs) it must be taken by the class councils on the basis of psycho-pedagogical considerations and, in particular, as indicated by the C.M. n. 8 of 6 March 2013, based on objective elements (such as a report by social services operators), or well-founded considerations psycho-pedagogical and didactic, P.D.P. if decided by the class council pursuant to Ministerial Decree 27/12/2012. The strong point of this succession of laws lies in having grasped the Special Educational Need of the students and placing it at the centre of the learning and accompaniment process.educational system.

In Italy the concept of special educational need is a macro category that includes many items, among which the socio-economic, linguistic and cultural disadvantage, as well as the behavioural disturbance caused by the deficits of the learning disorder.

The Italian law addressed specifically to handicap and to school students with special educational needs (BES) pursues, in fact, the aim to create a school for all and for everyone. By strengthening the culture of inclusion, it aspires to realize the right to education for all the students, with a specific attention to students in a situation of difficulty through Directive about Special Educational needs (BES) issued in 2012. The school is considered as an "inclusive system" and a "system of complexity", conceived and planned to answer the different and specific needs of every student. The regulatory interventions concern the system that has in the centre every singular person/student with his special normality.

LEGAL FRAMEWORK

PORTUGAL

2018

DECREE LAW 54/2018

clarifies the concept of inclusion in education and "establishes the principles and norms that guarantee inclusion, as a process that aims to attend the diversity in terms of needs and each student's potential, by increasing participation in the learning processes and in the life of the educational community". It also identifies support measures for learning and inclusion and resources to attend educational needs of all children and young people throughout their school path. For example, one of them is flexibility that points out the importance of having a flexible curricula management in terms of school spaces and times, which should be suitable to "to the singularities of each student".

Article nr. 12 mentions that there exists a **multidisciplinary team to support inclusive education** and includes a psychologist, who can be a key factor in better understanding disruptive behaviours and consequently help teachers to lead with them in classrooms. They can also contribute to the training for the mentoring program.

2018

DECREE LAW 55/2018

establishes the curriculum for elementary and high education, the guiding principles of their design, operationalization and assessment of learning in order to facilitate the students' development of abilities and attitudes to successfully complete the compulsory education. Specifically linked to this project, there is a principle that is the **Insurance of an Inclusive School** which promotes equality and non-discrimination. It reinforces the importance of attending to students' heterogeneity and it is "based on a multilevel approach, which includes universal, selective and additional measures to support learning and inclusion".

2018

EDUCATION SYSTEM BASIC LAW DECREE LAW 55/2018

establishes "the set of means by which the right to education is realized, which is expressed by the guarantee of a permanent formative action aiming the global development of personality, social progress and the society democratization". Article nº 2 of this law reflects that Portuguese Educational System aims and acts in order to promote the integration of all pupils, including those with disruptive behaviours, which reinforces the importance of having teachers that lead effectively with disruptive classroom behaviours.

ROMANIA

2011

LAW NO. 1/2011

is the law on national education. In the Art. 1 (4) it is stated that the state ensures every citizen equal access to every level of education and to all forms of education, without any form of discrimination. It creates the basis for an inclusive educational system, for how the educational personnel interacts with the children, and how children behave towards one another. **Art. 48–56** regulate special education and specially integrated education – to be organized by taking into consideration the type and the level of the disability. It is the law that states that there are two more different approaches towards education – special education and integrated education. **Art. 242 Ch. (1)** regulates continuous training for the teaching staff. It is the law that stipulates what kind of programs and activities of continuous training the teaching staff should follow. They include courses on learning new abilities and skills to be used in the classroom. These courses are mandatory for the professors, as they need to have a number of credits per year in order to concretely demonstrate their ongoing development.

2019

LAW NO. 221/ 2019 FOR AMENDING AND COMPLETING THE NATIONAL EDUCATION LAW NO. 1/ 2011 – ART 7 (1) AND ART. 56

prohibits bullying in all the school units and in all the spaces meant for education and professional training. Within the programs of continuous training of the teaching staff will be introduced information sessions / topics / training courses on the issues related to psychological violence - bullying, in order to acquire skills in identifying them and the capacity to apply appropriate educational strategies.

2016

ACTION PLAN FOR SCHOOL DESEGREGATION AND THE INCREASE OF EDUCATIONAL QUALITY IN THE PRE-UNIVERSITY EDUCATION UNITS IN ROMANIA | LAW 6158/2016

for the desegregation and the increase of the educational quality in the pre-university education units in Romania represents the public policy document that includes the objectives, the strategic measures and the timetable of activities aimed at preventing and eliminating any form of school segregation from the Romanian education system. The Ministry of National Education and Scientific Research proposes strategic objectives and measures for the prevention and elimination of any form of school segregation in pre-university education units irrespective of the segregation criterion. appropriate educational strategies.

LEGAL FRAMEWORK

UNITED KINGDOM

2011

THE EDUCATION ACT (2011)

covers all areas from early years provision, discipline, staff, qualifications, types of institutions and finance for schools and students. Every child deserves a good education and every child should achieve high standards. The Education Act 2011: equalities impact assessment provided evidence of gender, ethnicity, special Educational Needs and Disability (SEND) and socio-economic disadvantage.

2010

PUBLIC SECTOR EQUALITY DUTY (2011) SECTION 149 OF THE EQUALITY ACT 2010

created to harmonise the previous race, disability and gender equality duties and to extend protection to the 9 protected characteristics listed in the Act. In summary, those subject to the equality duty, must in the exercise of their functions, have due regard to the need to: eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a characteristic and those who don't, foster good relations between people who share a characteristic and those who don't. This law is important because it prevents discrimination against any of the characteristics of diversity listed and promotes the identification of an inequality in any of the groups and works at how to solve the challenges positively.

2014

SEND CODE OF PRACTICE (2014)

Guidance on Special Educational Needs and disability for Children and Young people aged 0-25. It details the legal duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014. An Educational Health Care Plan (EHCP) is created and teamwork is important to work together to meet the learners needs. This is a group of learners who have historically been very diverse and discriminated against due to their "poor behaviour". This ensures that inclusive support and care is put into place legally for those learners with an EHCP.

2015

SECTION 26 OF THE COUNTER-TERRORISM AND SECURITY ACT 2015 (PREVENT)

places a duty on certain bodies, listed in Schedule 3 to the Act, to have "due regard to the need to prevent people from being drawn into terrorism". This links into the Equality Act above too. It is a law in the UK which all members of staff and pupils are required to uphold and promote.

III.
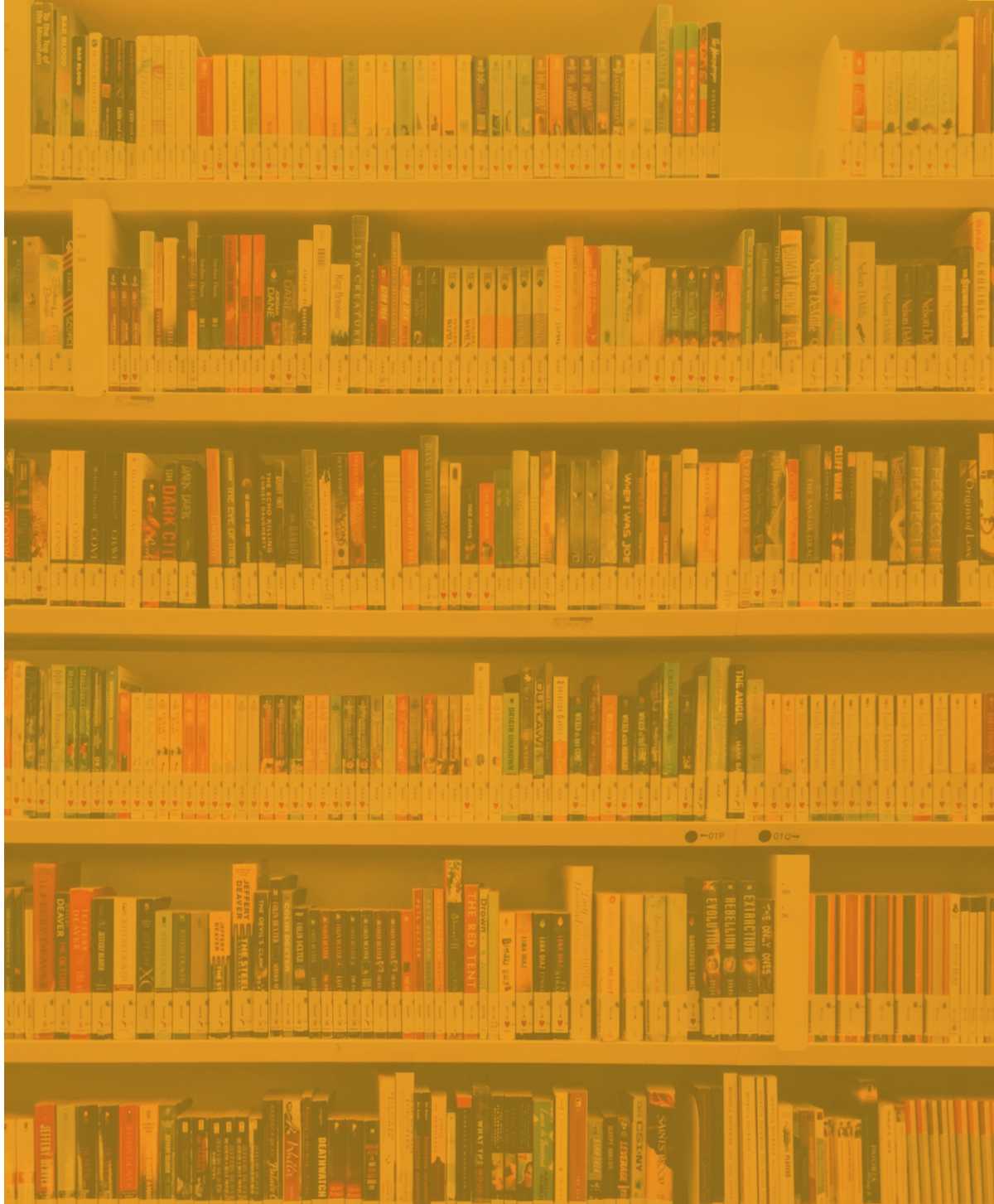
Support theory of relevant research about preventing disruptive behaviours

III. SUPPORT THEORY OF RELEVANT RESEARCH ABOUT PREVENTING DISRUPTIVE BEHAVIOURS

All the practices presented below were analysed by several groups of stakeholders from Bulgaria, Finland and the United Kingdom, who discussed during a validation workshop about the key concepts, theories and techniques that could be embedded in the following outcomes of the project.

A Meta-Analysis: Student Misbehaviours That Affect Classroom Management

The findings from this research highlights some **disruptive classroom behaviours** that are frequently reported by teachers (e.g. task avoidance, constant talking with classmates, verbal hostility towards peers and teachers, indifference to study subjects during classes, damaging school stuff, and coming late). In consequence, we believe that it is important to prepare teachers for becoming mentors in order to anticipate some effective strategies on this kind of behaviour. They can transmit and reflect together on strategies to become more effective when "guiding" the mentee.

Romanian Preschool Teachers' Understanding of Emotional and Behavioural Difficulties: Implications for Designing Teacher Trainings

It is a qualitative research that explores Romanian teachers' knowledge and strategies related to pre-schoolers who are at risk. Seven focus groups were conducted on the following topics: teachers' understanding of **EBD (Emotional and Behavioural Difficulties)**, teachers' beliefs about parental behaviours as risk factors for EBD, teachers' role in preventing children's EBD, and teachers' strategies for managing EBD-related behaviours in the classroom.

Findings:

1. Although teachers showed awareness about their role in preventing EBD, there was insufficient procedural knowledge about strategies used to deal with such problems in the classroom.

2. The results suggest that teachers need more training and support from mental health professionals to prevent EBD, and to ensure children's well-being

UCU Continuing Professional Development - Classroom management (2013)

Factsheet | Report

The aims of this project were to develop a model of a complete college behaviour policy, to create a training programme to facilitate the development of policies within colleges and to disseminate the model policy to the FE[1] sector and to UCU[2] FE branches and members. The factsheet looks at what kind of behaviours occur and possibilities of why, **classroom management / behaviour management**, ways of creating a positive environment, and the implementation of a **whole institutional approach**.

Back on track: Approaches to managing highly disruptive school classes (2017)

This study acknowledged that re-establishing teacher authority in a highly disruptive school class is an understudied area.

The multiple case studies aimed to reveal concepts and frameworks for describing, analysing and discussing interventions. It revealed two main strategies which could be used:

(1) a **cognitive strategy** appealing to pupils' rationality and responsibility, which involves creating an awareness among students about preferred learning environments and training them to obtain the skills needed to behave in accordance with the chosen standards;

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[1] Further Education
[2] University and College Union

(2) a **system strategy** addressing the class as a social system in which the teacher's loss of authority has become beneficial to some pupils. Re-establishing teacher authority implies a power takeover by teachers, and success depends on leadership by use of social dynamics.

Evidence-based Classroom Behaviour Management Strategies (2012)

This document provides a wide range of evidence-based methods to reduce **disruptive and challenging behaviours in classrooms**. It offers practical and tested strategies for limiting disruptive behaviours and encouraging appropriate ones in the classroom. It's a useful guide for engaging the students in the learning process, establishing an atmosphere of mutual trust and respect, thus minimizing the need for reactive management strategies.

The study outlines several effective strategies to manage or change behaviour in schools, like strategies to increase the engagement of all students (seating arrangements, sequencing of activities, so that easy and brief tasks are interspersed with longer and more demanding ones, choice and access to preferred activities to increase engagement and reduce problem behaviour, noise management, enhancing engagement in academic activities etc.).

Summary of the validation workshop (Bulgaria, Finland and United Kingdom)

The analysis of the research papers collected and validated by the partnership revealed the most common forms of **student misbehaviour** (task avoidance, constant talking with classmates, verbal hostility towards peers and teachers, indifference to study subjects during classes, damaging school stuff, coming late, refusal to comply with reasonable instruction, mobile phone use and texting, etc.) and highlighted the degree of relation between teacher demographic variables and perceived student misbehaviours.

More than that, one of the studies stressed out the issue of **Emotional and Behavioural Difficulties (EBD)**. Although teachers showed awareness about their role in preventing EBD, there was insufficient procedural knowledge about strategies used to deal with such problems in the classroom. Even so, the study identified by partners provides some seemingly obvious, yet insightful strategies for coping with children with EBD (smiling,

shaking hands etc.). As an improvement for the Finnish classroom environments, for example, it was concluded that drawing and discussion about the feelings should be increased in those settings. Furthermore, teachers' stress has, in fact, a great impact on the EBD symptoms of the children. It is also noteworthy that the home environment, culture and parents' upbringing capabilities are of utmost importance when coping with children's EBD.

The partnership identified a **classroom management** approach that could be used in a formal or informal learning environment, being focused on unacceptable and disruptive behaviour. It follows that, the basis of classroom management is to create a success-orientated environment for teaching and learning that should be applied consistently across the whole institution.

One of the studies outlines several effective strategies to manage or change behaviour in schools, like strategies to increase the engagement of all students (seating arrangements, sequencing of activities, so that easy and brief tasks are interspersed with longer and more demanding ones, choice and access to preferred activities to increase engagement and reduce problem behaviour, noise management, enhancing engagement in academic activities etc.). Other approaches to manage highly disruptive school classes are the **cognitive and system strategy**, focusing on the rules and procedures, on how to behave, and also the redistribution of social power.

Recommendations on school quality, equity, diversity, and inclusive practices collected during the validation workshops

- Develop clear whole school/college policies and training for teachers on how to apply it.

- Clear mentoring model of the supportive, non-judgemental soundboard with time for self-reflection built-in.

- Teachers' training should be analysed and designed within the context of quality education for students (teachers should be equipped with strong classroom management skills).

- The well-being of teachers should be recognized and improved since it has an impact on children's behaviours.

IV.
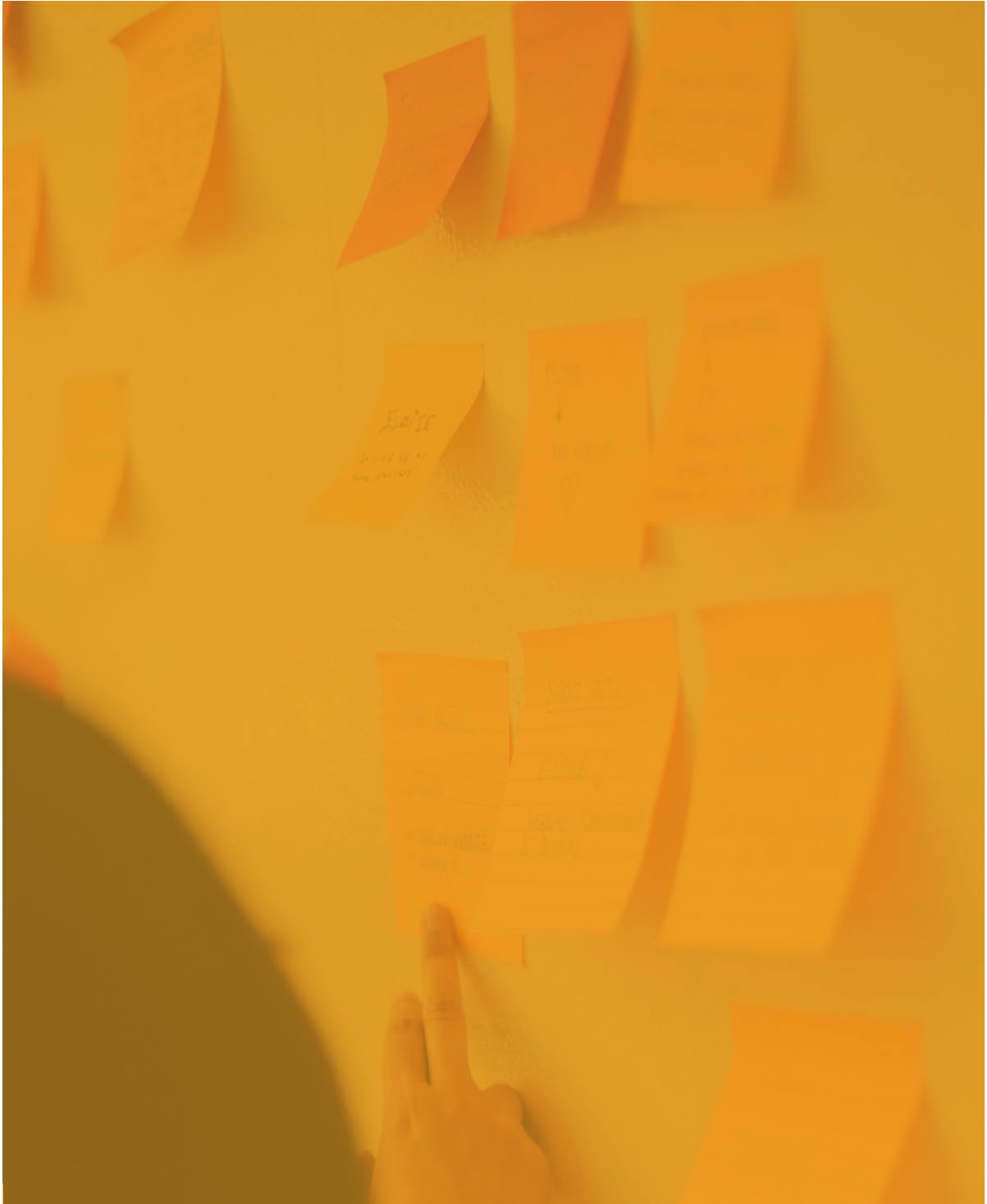
Good practices on preventing disruptive behaviour

IV. GOOD PRACTICES ON PREVENTING DISRUPTIVE BEHAVIOUR

Using the established methodology decided for Output 1 the partners provided 25 examples of good practices. Two partners were responsible for identifying best practices in the intervention of teachers to prevent disruptive behaviour. The aim was to identify those models that can be used as a lesson of good practice and whose results should be integrated in the following outputs.

Through the validation procedure, 9 of them were selected and discussed in the validation workshop.

5th July 2017 ***"Operational advice to put in writing the plan for prevention and management of the behavioural crises at school. Part first-second-third-fourth"***/ MIUR-USRER, UfficioVIII-Diritto allo studio, Europa e Scuola, Tecnologie per la didattica

The model put in the centre the expert action of the teacher, single or in team, from that it descends the priority of the **continuing training for teachers.** The booklets offer materials (for example data sheets to analyse the behaviour-conduct) and recommendations (for example protocols of behaviour) clear and concretely usable by the teachers and by all school professionals. In support of that, there are the scientific facts: indeed, the experience and the research in the last years demonstrate that often the dysfunctional and disruptive behavioural situations at school are changeable, especially in childhood, that is possible to reduce the intensity and the frequency of the crises and that, sometimes, it is possible to extinguish them. It is possible to intervene in an educational way in the situation of behavioural crises, both in terms of **prevention** (to avoid them, or, at least to reduce and to make them less strong), and in terms of containment.

Projeto SER – Segurança, Envolvimento e Responsabilidade (in English "project TO BE – Security, Involvement and Responsibility")

The results from the evaluation of the project show that the model for promoting **positive behaviours** effectively reduced disciplinary occurrences, with this improvement being particularly visible in the classroom context, concluding that there is a need to find different and suitable responses. Researchers that made this evaluation believe that these results are a consequence of actions that are focused on **classroom management**. They also believe that this is a "**preventive action**, effective and less expensive, which means that it is generalizable to the Portuguese context" and that "there is a need to expand studies on the application of this model in other countries and with other participants".

Using the Good Behaviour Game in an Inclusive Classroom

General education teachers need a variety of behaviour management techniques in their **toolbox** to effectively instruct all of their students. This adaptation of the Good Behaviour Game is an interdependent group-contingency technique that helps **manage classroom behaviour** and integrate students with EBD into the general education class. It can be used as a way for special and general educators to collaborate successfully in general education **inclusive classrooms**. The biggest benefit is that the game makes explicit the phenomena of social interaction.

The Incredible Years Teacher Classroom Management Training: The Methods and Principles That Support Fidelity of Training Delivery

Considerable research has demonstrated that effective teacher **classroom management strategies** promote student interest in learning, enhance academic achievement and school readiness and **prevent** and reduce classroom disruptive behaviour. This article focuses on the Incredible Years Teacher Classroom Management (IY TCM) intervention as an example of an evidence-based program that embeds fidelity and adaptation within its design.

Berry Street Educational Model (Australia)

The Berry Street Education Model provides schools with the **training, curriculum and strategies** to engage even the most challenging students. This education initiative is different because it is based on proven **positive education**, trauma-informed and wellbeing practices that enable students' academic and personal growth. It educates schools and their leaders to reinforce and sustain cognitive and behavioural change, thereby re-engaging young people in learning and progressing their academic achievement.

Lion quest

Lions Quest Skills for Growing (SFG) is an evidence-based PreK-5 program that **integrates social and emotional learning**, character development, drug and bullying prevention, and service-learning. Through a series of developmentally appropriate thematic units and lesson plans, the program helps to create a school and classroom environment that promotes the **positive student behaviours** that lead to greater academic success.

The PAX Good Behaviour Game

In this model, children work together to create a **positive learning environment** by monitoring their own behaviour as well as that of their classmates. Teachers use the Good Behaviour Game during the school day as a **learning strategy** that does not compete with instructional time. In classrooms where this model is used, there is less off-task and disruptive behaviour and teachers have more time to devote to teaching.

Independent Review of behaviour in our Schools. Creating a Culture: How school leaders can optimise behaviour (2017)

This report looks at the **leadership of the school** and the influence on the **culture of behaviour** in a school. No one's school is the same and neither is one school's definition of behaviour but there are common features. There are a number of good behaviour classroom management techniques which could be used.

Developing behaviour management content for initial teacher training (ITT) (2016)

Progressive **behavioural management** is important in ITT and beyond. Providers should ensure that trainee teachers have the skills, knowledge and attitudes to manage behaviour successfully. A **toolkit** of resources to include: (1) Routines, (2) Developing relationships, (3) In class responsive strategies.

Summary of the validation workshop (Italy and Romania)

One of the theories that emerged from the desk research as a promising practice is the **cognitive-behavioural one**, aiming to create an environment that allows the installation of a state of balance and wellbeing.

The identified examples recommend **positive education** and the implementation of **self-regulation techniques**, focusing on the development of **emotional intelligence** and encouraging **positive behaviour,** reinforcing desirable behaviours and inhibiting unwanted behaviours. Support an **integrated approach** focused on the child's needs and things that she/he can do, which leads to the strengthening of positive behaviour.

It is considered important to focus on **communication** and **peer collaboration**. The central technique found was to provide patterns of positive behaviour and highlight them when they occur. An integrative approach is recommended to identify if there are other issues such as mental health, the presence of an addiction, etc.

All this is complemented by the importance of **including parents** in their children's education, and providing adequate counselling to parents.

For this, a continuous **process of professional development of the teachers** is considered necessary, being important for the instructor expertise. It was considered important to have a program to support teachers, but to provide both tools **(structured program)** and to **create a mindset** at the institution level, considering that it is important to correlate with **school policy**. The administrative policy of the school should be based on the concept of school quality, equity, diversity, and inclusive practices, aspects that are found in all national legislation related to education that have been studied in Output 1. It is important that these values were found in school practice and teachers' activity, and did not remain only at the level of theory.

Teachers and students should develop clear and shared expectations for behaviour in the classroom. Introducing an external framework for identifying and changing disruptive behaviours removes the responsibility of behaviour correction from the teacher and places that responsibility on the students for recognizing and self-correcting in a manner that is not perceived as antagonistic, being clear on the expectations, rules, and the consequences of breaking them.

On the other hand, regarding the teacher training program, it is considered necessary that it has two components, a training stage for a certain period, and another part continued with support to keep the spirit and practice active, with a mentoring regime. That can be easily completed by developing a community of practice (social groups) or using newsletters that can facilitate the exchange of information.

The identified good practices are recommended for the training program as a structured program with modular sessions on different topics with a **toolbox** for the teachers and, mixed approach program: changing the mindset and giving a toolbox to use in the classroom. It is considered that there is a positive relationship between well-trained teachers and good **classroom management**. So, training programs empower teachers on preventing classroom disruptive behaviour.

Recommendations on school quality, equity, diversity, and inclusive practices that emerged from the analyses of the practices and from the experts involved in the validation workshop:

- The use of cognitive behavioural theory and techniques has proved useful.

- In the good practice lessons analysed, an integrated approach was used and focused on the needs of children with a focus on the positional aspects of their behaviour and peer support.

- Classroom management is directly influenced by school policy - it should authentically integrate values of quality, equity, diversity, and inclusive education, make them known to children and teachers and be a clear system of consequences.

- Classroom management is directly influenced by the training of teachers for whom training programs are recommended to provide their toolbox in the classroom, as well as a change of mindset, structured modularly, but to provide long-term support using the mentoring technique.

V.

Good practices on mentoring programs

V. GOOD PRACTICES ON MENTORING PROGRAMS

To create a more detailed picture of the various concepts that shape the landscape of education, each partner organization selected a few mentoring models for teachers in order to highlight the key components that could enrich a mentoring program within an educational system. The following programs were chosen by the consortium:

Iris Connect

One of most valued models identified by participants because it provides a modern approach to learn and embed new practices. Within this program teachers have the opportunity to engage with all components of effective learning, access information and receive feedback and coaching emphasizing the usefulness and power of collaboration. Key elements retrieved and proposed for use in the following Outputs are: communication, self-reflection, feedback and observation.

Ideas for a Bullying-Free Classroom (manual)

The document presents background information on why bullying happens at school and offers practical tools for prevention and intervention. The child-centred approach enables the children to develop their problem-solving skills, thus encouraging cooperation, the development of life skills, capacity to organize themselves and above all - to empower. Key elements retrieved and proposed for use in the following outputs are: empowerments, self-awareness, child centred, prevention.

Great Teachers = Great results

This Australian initiative describes the teacher as being a mentor and a central point for the educational development of the child. Therefore, it stresses the importance of the role that teachers and their development have on the overall success of the child by nurturing a safe and supportive environment which has a great potential to decrease the incidence of disruptive behaviour. Key elements retrieved and proposed for use in the following outputs are: role model, empowerment, leadership, collaboration, motivation.

Europaschule Linz

Experimenting with innovative pedagogical approaches to respond to the learning needs of diverse student bodies, this school, with a proportion of 40% immigrant students, has focused on providing positive learning environments for all students, by reducing age, using small group settings, providing team teaching, individualized instruction and experimenting with innovative approaches such as "kids help kids" mentoring. Key elements retrieved and proposed for use in the following outputs are: social emotional learning, tolerance, diversity, communication.

The Content of Electronic Mentoring: A Study of Special Educators Participating in an Online Mentoring Program

This can be a useful document with key information about an online mentoring program. Technology is a crucial tool in present teaching, especially during times when isolation and social distancing is recommended. Therefore, acquiring ICT skills, flexibility and innovation in teaching and classroom management are the key findings of this mentoring program.

2010 "Apprendere a fare l'insegnante. La pratica del mentoring" (2010 "Learning to be a teacher. The mentoring practice")

The article deals in details with the mentoring practice - the support between a "welcoming teacher" and a "student teacher"- inserted in the training courses to the teaching for new hired teachers, precisely in the setting of the active internship. Especially interesting is the overview about the practices of mentoring inside the training curricula, with a comparison devoted to Italy, Canada and the United Kingdom. The authors explore school culture and administration, access to mentors and effective mentoring as well as school policies on mentorship. They advocate the need to develop a process for mentorship in order to increase teacher retention and performance. Key elements retrieved and proposed for use in the following outputs are: role model, observation, policy, whole school approach, mentoring.

Mentoring support for professional development in behaviour leadership and discipline. Classroom behaviour management, discipline skills and behaviour leadership (2017).

This report highlights the relevance of a whole school behavioural approach with a whole school mentor-coaching professional development plan to support it. In the approach described in this report, the role of the mentor is to facilitate mentees observation and reflection skills in order to raise awareness of self and others and promote leadership, communication, feedback and positive language.

Resource Teachers: Learning and Behaviour (RTLB)

Resource Teachers: Learning and Behaviour (RTLB) are funded to work together with teachers and schools to support the achievement of students in grades 1-10 with learning and/or behaviour difficulties. They have a particular focus on supporting Māori and Pasifika students and children and young people moving into state care. RTLB support teachers to better meet the needs of students within an inclusive education system

RTLB works in a cluster or team. The work of the team, and workload of RTLB, is managed by the cluster manager. RTLB supports schools to meet the learning and behaviour challenges of students in the cluster. They do this through:

- networking
- school policy development
- working with teachers to meet needs in the classroom
- initiatives such as peer reading
- supporting individual student needs, for example facilitating the generation of Individual Education Plans (IEP).

Key elements retrieved and proposed for use in the following outputs are: networking, whole school approach, peer support, diversity/inclusion.

Mentoring strategies for decreasing suspensions of students with behavioural disorders

This article reinforces the importance of implementing mentoring programs, which are successful approaches to attend individual needs of at-risk students.

One specific mentoring intervention that has been used to decrease students' disruptive behaviour is "Check-in Check-out", used both at the elementary and secondary level. It highlights the wide range in which mentoring programs can be used to increase academic retention and improve peace and equity, which affects community members. The article underlines the evidence of a positive correlation between mentoring, positive behaviour, and the academic outcomes of students who are at risk for academic exclusion. However, continuity and consistency are deemed as crucial components of a successful mentoring program. Also, involvement of local administration and relevant community factors are seen as vital for the fruitful development and implementation of mentoring programs. Key elements retrieved and proposed for use in the following outputs are: networking, whole school approach, diversity/inclusion, communication, trust, flexibility, cooperation.

VI.

Conclusions and Key findings

VI. CONCLUSIONS AND KEY FINDINGS

Suspensions, expulsions and punishments are considered exclusionary disciplinary practices due to the fact that they exclude, limit or remove children from schools in a punitive fashion as a response/consequence to a breach of school/classroom rules and expectations. This way of teaching and learning has created an environment that hinders learning and development (Losen, 2011; Skiba, Arredondo & Williams, 2014).

As a response to the above mentioned situation, the project Inn2Diversity - Innovative tools towards diversity in the classroom context is part of an initiative aimed at supporting the education system in various countries in Europe in an effort to improve the quality of education and human interaction by enhancing knowledge and awareness on the concepts, policies and practices from an inclusive education, based on social emotional learning and whole-school approach that recognized and fosters diversity and equity among children, teachers, parents and local communities. This section of the project aims to provide information that shall enhance the capacity of teachers to foster a respectful and inclusive school experience for children and their families, hence contributing to the wellbeing of the whole community. It represents a summary of key findings meant to serve as building blocks for the development of future Intellectual outputs.

A study focused on programs that promote social emotional learning and whole-school approach (Durlak, Wiessberg, Dymnicki, Taylor, & Schellinger, 2011) shows that endorsing and implementing a systematic process for promoting pupils emotional and social development is the shared curriculum component among schools that report an increase in academic success, improved quality of relationships between students, teachers and parents, and decrease in disruptive behaviours.

Social Emotional Learning (SEL) represents a method of incorporating behaviours, emotions and thinking patterns in order to facilitate: awareness of self and others, responsible decision making and management of behaviour (self and others) (Elias et.al., 1997). SEL programs are designed to create environments where the needs (developmental, feelings of belonging, community, and safety) are met, and consequently offers higher chances for success across various domains: personal, relationship, academic and employment (Becker & Luthar, 2002; Riggs, Greenberg et.al, 2006). Some examples of SEL programs are: Berry Street Education Model, Promoting Alternative Thinking Strategies (PATHS); The PAX Good Behaviour Game; The RULER Approach to SEL.

The theory of Social Emotional Learning (Elias et.al., 1997; Greenberg et.al., 2003) has its roots deep in the field of positive youth development which advocates that the needs of the child need to be addressed by fostering an environment that encourages results like cooperation with peers and adults, school achievement, problem solving, empathy, or civic involvement.

The Collaborative for Academic, Social, and Emotional Learning (CASEL), identifies five core competencies associated with SEL:

- **Self-awareness:** accurately assessing one's feelings, interests, values, and strengths; Sustaining a well-grounded sense of self-confidence (ex: Berry Street Education Model; Lion Quest)

- **Self-management:** regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately (e.g. PAX Good Behaviour Game; Projecto SER).

- **Social awareness**: taking the perspective of and empathizing with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources (e.g. Berry Street Educational Model; Good Behaviour Game, IYTCMT).

- **Relationship management**: establishing and maintaining healthy and rewarding cooperative relationships; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed (Pax Good Behaviour Game, Projecto SER, IYTCMT).

- **Responsible decision making:** making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and probable consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community (e.g.: Berry Street Educational Model, Lion Quest).

Whole School Approach

A growing body of research, suggests that social and emotional skills are malleable and can be effectively taught using a variety of approaches and formats including class-room-based programming and whole school approaches (Jones & Bouffard, 2012). Research indicates that interventions produce most successful results when they are incorporated into daily practice and school culture, strive to engage all staff, strengthen skills outside of the classroom such as hallways and playgrounds, support parental engagement, and synchronize work with outside agencies (Barry et al. 2017; Jones & Bouffard, 2012; Weare & Nind, 2011; Ttofi & Farrington, 2011; Wilson et al. 2003). Together, with the programs highlighted in the good practice section, these characteristics point to the importance of adopting a whole school approach to enhancing children and young people's social and emotional skills development.

A whole school approach aims to integrate skill development into daily interactions and practices using collaborative efforts that include all staff, teachers, families, and children (Jones & Bouffard, 2012; Meyers et al. 2015). Based on the World Health Organization's definition of a Health Promoting School (WHO 1998), a whole school approach defines the entire school community as the unit of change and involves coordinated action between three interrelated components: (i) curriculum, teaching, and learning; (ii) school ethos and environment; (iii) family and community partnerships. Through the mentoring section of this report, the aim of the project is to create a mentoring program that will promote and enhance a whole school approach within the communities. Hence, it is crucial in the further development of this project to maintain a healthy curiosity and strive towards creating a mentoring program that fosters a whole school approach.

School Policies

Strongly connected with the implementation of a whole school approach are the policies that govern the schools, as highlighted by the good practice examples mentioned in previous parts of this Output (Berry Street Educational Model, PAX The Good Behaviour Game, Lion Quest, Projecto SER etc.) and by research (Osher, Moroney & Williamson, S. 2018; Osher, & Berg, 2017; Berg, Osher, Moroney, & Yoder, 2017; Gregory & Fergus, 2017).

Discipline policy reforms are a much-needed gulp of fresh air aimed to reduce reliance on punitive measures. In doing so, schools have the potential to create a more developmentally and culturally orientated approaches to behaviour which respect and enhance the capabilities of each individual. Further progress can be achieved by implementing an ecological and equity orientated policies and programs that acknowledge the cultural and power dynamics involved in disciplinary interaction. Creating a mentoring program that would be reinforced by a school policy that mindful of the ecological systems and equity has the potential to create a healthy school environment and enhance school personnel's own social and emotional competences, while enriching the healthy development of the child and whole community.

Diversity

Diversity can be defined as incorporating individual differences such as language, economics, learning styles and abilities, gender, developmental stages and culture in order to create and maintain a sense of belonging and independence (Rose & Shevlin, 2017). Brofenbrenner's Bio-Ecological model of human development (Bronfenbrenner & Morris, 2007) fosters a view of a person located at the centre of various concentric interconnected layers. These layers reflect the various contexts that are associated with the person at any given time. Relationships between the child and surrounding layers are seen as dynamic. As presented in the previous parts of this intellectual output, it is important for children to have the opportunity to develop an appreciation for their local and broader communities. Thus, developing a global sense of belonging and acceptance which is positively connected to self-esteem, mental and physical health and decrease of disruptive behaviours. Social learning perspective (Bandura & Walters, 1977) may also facilitate our understanding of how and why diversity and inclusion have positive influences on pro-social behaviour and school engagement. Therefore,

adopting a holistic approach to diversity could be seen as a key to open the door to various strategies aimed to assist schools in developing clearer understandings of children and their individual, unique diverse contexts in order to reduce the prevalence of disruptive behaviours and promote inclusive and pro-social behaviours within the school and the community they serve.

Mental health

Current models of school based mental health remain mainly focused on conservative definitions of mental health practices and provide insufficient attention to background, circumstantial issues that may influence the pupils' mental health and school performance. Children's mental health difficulties frequently manifest themselves in schools with a decreasing performance and in more severe cases of suspension and expulsion. School personnel often do not have the resources and necessary skills to manage vulnerable groups such as children coming from high poverty communities, emigrants, refugees, minorities or children with various disabilities. Children with mental health needs are highly susceptible to be involved in disruptive behaviours, which have the potential to unsettle the whole dynamic of the class and possibly the school.

The Inn2Diversity project proposes an agenda that considers the school environment as a means of supporting children's adaptation to school and their mental wellbeing. As shown in the research and good practices section presented above, promoting the social-emotional aspects of development in children can be critical to the pursuit of academic learning and promotion of inclusive and efficient learning (Payton, et.al., 2008; Atkins, et.al., 2008). As an example of a school-wide program that can serve as a facilitator of more intensive individualized programs for high need youth, the Good Behaviour Game (Embry, 2002) was presented. This approach begins with classroom-wide (and often school-wide) implementation, with specific adaptations to design individualized programs for children who require them.

In conclusion, insertion of integrated models to enhance learning and promote health, attention to improving results for all students while respecting and fostering the principles of inclusion and diversity, and strengthening and promoting the active involvement of parents, volunteers and the community has the potential to enhance the adoption of inclusive, diverse and sustainable intervention programs.

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Annexes

ANNEX 1. TEMPLATE TO COLLECT DATA

	LEGISLATION — in use in your country concerning education, the educational system, diversity in the educational system etc.	**IDENTIFY RESEARCH PAPERS** — and other ACADEMIC or NON-ACADEMIC DOCUMENTS regarding diversity leading to disruptive classrooms behaviours	**IDENTIFY GOOD PRACTICES** — (projects, programs, individual initiatives...) for teachers to deal with complex classrooms to better manage diversity and disruptive behaviours	**IDENTIFY MENTORING MODELS** — Identify MENTORING MODELS good practices for teachers to deal with complex classrooms to better manage diversity and disruptive behaviours or mentoring in general
NAME OR IDENTIFICATION				
SHORT DESCRIPTION				
LINK				
AUTOR / REFERENCE INFORMATION				
STRONG POINTS				

ANNEX 2.

LIST OF RESEARCH PAPERS AND OTHER ACADEMIC OR NON-ACADEMIC DOCUMENTS REGARDING DIVERSITY LEADING TO DISRUPTIVE CLASSROOMS BEHAVIOURS

1. **Raising the Achievement of All Learners in Inclusive Education** (project), European Agency for Special Needs and Inclusive Education (2017)

2. **Effective Approaches and Strategy for Influencing and Overcoming of the Aggressive Behaviour among Students**, Nina Koleva, Medical University – Sofia, Bulgaria

3. **School without Aggression**, Tzvetelina Taeva, Rumiela Markova

4. **Intercultural Competence of the Teacher in the Educational System**, Ksenia Semizorova

5. **Managing and Resolving Conflict Situations in Schools**, prof. Tatyana Dronzina - Europartners Bulgaria 2007 Foundation

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26. **Teacher interventions to student misbehaviours: The role of ethnicity, emotional intelligence, and multicultural attitudes** (2019), Ceren Su Abacioglu, Monique Volman & Agneta H. Fischer

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28. **Back on track: Approaches to managing highly disruptive school classes** (2017), Vaaland, Grete S

29. **Evidence-based Classroom Behaviour Management Strategies** (2012), Dr. Barry S. Parsonson (New Zealand's Ministry of Education)

ANNEX 3.

LIST OF GOOD PRACTICES (PROJECTS, PROGRAMS, INDIVIDUAL INITIATIVES…) FOR TEACHERS TO DEAL WITH COMPLEX CLASSROOMS TO BETTER MANAGE DIVERSITY AND DISRUPTIVE BEHAVIOURS

1. **Cooperative Discipline**, Linda Alberts

2. **Apple's Friends Program**, Animus Foundation

3. **Against Aggression in School (manual),** Effective Communication - A Successful Future Life

4. Project financed by European Commission

5. **Good Practices for Educational Integration: Theatre in School and School in Theatre**, Nikolay Nikolov, Silistra

6. **Talk with Me**, Tulip Foundation

7. **Kolmiportaisen tuen malli - The three levels of support for learning and school attendance**

8. **VARPU – The Model for Early Intervention**

9. **Valteri – Support for learning and school attendance**

10. **Operational advices to put in writing the plan for prevention and management of the behavioural crises at school. Part first-second-third-fourth**, MIUR-USRER, Ufficio VIII-Diritto allo studio, Europa e Scuola, Tecnologie per la didattica

11. **School year 2019/20 "Protocolo for the prevention and for the management of behavioural crises"**, Collegio dei Docenti dell'I.C.8 di Modena

12. **Use of Coaching and Behaviour Support Planning for Students With Disruptive Behaviour Within a Universal Classroom Management Program**, Reinke, Stormont, Herman, Wang, Newcomer & King (2014)

13. **Projeto SER – Segurança,Envolvimento e Responsabilidade (in English "project TO BE – Security, Involvement and Responsibility")**, Palmeirão & Alves (2016)

14. **Using the Good Behaviour Game in an Inclusive Classroom**, Lastrapes (2013)

15. **The Incredible Years Teacher Classroom Management Training: The Methods and Principles That Support Fidelity of Training Delivery**, Webster-Stratton, Reinke, Herman, & Newcomer (2011)

16. **Berry Street Educational Model (Australia)**, Berry Street

17. **Lion quest**

18. **The PAX Good Behaviour Game**, Humphrey, N., Ra, H., Ashworth, E., Frearson, K., Black, L., & Petersen, K. (2018)

19. **Coping power program**, The Coping Power

20. Building resilience to discrimination (teachers edition), Program de creștere a rezilienței la discriminare (Ediția pentru profesori)

21. **Project title "Abordare integrată a sărăciei și excluziunii sociale în beneficiul întregii comunități", Contract POCU/18/4.1/101910,** ESF Projects implemented by CCF (2017-2020)

22. **MANUAL OF GOOD PRACTICES IN THE FIELD OF SOCIAL INCLUSION. The Social Inclusion and Improvement of Living Conditions of Roma and Other Vulnerable Groups project**

23. **Pupil behaviour in schools in England Education Standards Analysis and Research Division – Department of Education (UK),** Department of Education

24. **Independent Review of behaviour in our Schools. Creating a Culture: How school leaders can optimise behaviour (2017)**, Tom Bennett

25. **Developing behaviour management content for initial teacher training (ITT) (2016)**, Tom Bennett, Chair of the ITT Behaviour working group

26. **Mainstream inclusion, special challenges: strategies for children with BESD (Spring 2011)**, Hannah Peaston Deputy Headteacher, Herne Church of England Junior School, Kent

ANNEX 4.

LIST OF MENTORING MODELS GOOD PRACTICES FOR TEACHERS TO DEAL WITH COMPLEX CLASSROOMS TO BETTER MANAGE DIVERSITY AND DISRUPTIVE BEHAVIOURS OR MENTORING IN GENERAL

1. **One School for All Model. Model for Building an Inclusive School Environment**, Association for Shared Learning ELA

2. **A Whole School Approach: Managing Poor Discipline and Disruptive Behaviour**, I Am Not Scared (project)

3. **Ideas for a Bullying-Free Classroom (manual)**, Animus Foundation

4. **IRIS Connect**, irisconnect.com

5. **Mentoring of Young Teachers (manual)**, Trainee to Trained Teacher (project)

6. **Co-teaching**, Yhteisopetuksen käsikirja

7. The DTT (Discrete Trial Training) or "Teaching for separate sessions", Psychoeducational interventions in problem behaviours, learning theories

8. 2010 "**Learning to be a teacher. The mentoring practice**", Laura Sara Agrati, University of Bari "A.Moro"

9. January 2018 European Commission/EACEA/ Eurydice, Chapter 3 **"Teaching careers in Europe: access, progression and support"**, Eurydice; for the italian version: Unità Italiana di Eurydice (INDIRE), MIUR Cura Editoriale: Simona Baggiani

10. February 2016 **"A Reflective Guide to Mentoring and being a teacher mentor"**, Larissa Raymond, Jill Flack & Peter Burrows, Ed Partnerships International for Early Childhood and School Education Group, Department of Education and Training Treasury Place, East Melbourne, Victoria 3002

11. **Mentoring strategies for decreasing suspensions of students with behavioral disorders**, Toms & Stuart (2014)

12. **Support for teachers: one-on-one online mentoring fills a niche**, New Teacher Centre

13. **Great teachers = Great results**, Queensland Government

14. **Developing Mentorship Skills in Clinical Faculty: A Best Practices Approach to Supporting Beginning Teachers**, Hall, Hughes, & Thelk, (2017)

15. **The Content of Electronic Mentoring: A Study of Special Educators Participating in an Online Mentoring Program**, Gentry (2011)

16. **OECD Project: Innovative learning environments**

17. **ParentRUs**, ACCFUNBM

18. **Mentoring, Beginning teachers**

19. **Resource Teachers: Learning and Behavior (RTLB)**

20. **Project title "MENTOR - Mentoring between teachers in secondary and high schools"**

21. **Guide to intercultural education**, Timișoara Intercultural Institute, Călin Rus, Oana Neștian-Sandu, Oana Bajka, 2019

22. **Mentoring – A whole school role or the whole school's responsibility?** (2020), CollectivED Working Papers Mentors Matter

23. **A new paradigm and challenge for school-based ITT mentors. A think piece working paper,** (2020), Henry Sauntson

24. **Mentoring support for professional development in behaviour leadership and discipline. Classroom behaviour management, discipline skills and behaviour leadership,** (2017), Dr. Bill Rogers (Education Consultant)

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