

Appendix 1

Responses to Challenging Behaviour (2013/14)

The table below details acceptable responses to challenging behaviours as they occur. Responses will also depend on the individual needs of the child. Responses to behaviour should always be positive, respectful and non-confrontational. We will make clear to the pupil through our language, that it is the behaviour we disapprove of, not the pupil themselves. There will always be a member of the Senior Leadership Team available to provide support for Stage B and C behaviours.

| BEHAVIOUR (Stage A) Minor incidents e.g. | Reactive Responses and Sanctions <u>could</u> include one or more of the following: | Pro-active Strategies and Interventions <u>may</u> include: |
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| <ul style="list-style-type: none"> • Non-compliance to a reasonable and understood request • Inconsiderate behaviour towards others • Minor disruption – excessive attention seeking • Distracting/disturbing others • Inappropriate language • Minor verbal aggression • Inappropriate touching • Constant chatting • Shouting out in classrooms or corridors • Unfinished or unacceptable work due to time-wasting • Not looking after resources carefully • Not sharing or co-operating • Thoughtless 'rough' play • Interrupting the teacher / adult • Running in the corridor • Inappropriate behaviour in shared areas • Lying • Name calling • Being in the wrong place/wrong time • Derogatory remarks and behaviour | <ul style="list-style-type: none"> * Ignoring inappropriate behaviour * Praising/Rewarding appropriate behaviours - "Acknowledge them being good" * Warn – let the child know the consequences both for themselves and others around them. Reminder of expected standards/rules * Praising the appropriate behaviours of others as an example – using peer pressure * Diffusion – diversion to an appropriate task * Offer choice - verbal and visual cues * Keep language simple, clear and concise * Verbal/visual prompts of reinforcement of expected behaviour * Withhold reward with an explanation why * Verbal response – expression of disapproval in private * Listen to the child using the Restorative Justice approach See page 6 of Behaviour Policy * Offer support and reassurance to the victim * Miss x minutes of playtime * Condemn the action not the child | <ul style="list-style-type: none"> * attend a social skills group • Rainbow Club at morning break * Provide opportunities for the child to choose from two activities selected by the teacher/TA * Consistent use of class reward system see pages 5 and 6 * Include agreed time to move around – give task to do – hand out books, get pencils, sharpen pencil, * Fiddle aid * Daily/weekly/diary target sheet completed by TA, pupil, teacher and parents where appropriate * With parents or carers agree on positive, achievable targets (PSP 1) with clear system of reward. * Avoid "confrontational" situations * Have a safe haven or "cool down" area or work station |

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| <p>BEHAVIOUR Stage B</p> <p>Repeated (Teacher to decide how many times low level becomes Stage B) or major incidents</p> <p>e.g.</p> <ul style="list-style-type: none"> • Stage A behaviour consistently repeated after adult intervention • Repeated / continued refusal to comply to a reasonable request or routine • Confrontational and deliberate defiance • Disruption to the lesson/work of others • Verbal aggression (i.e. offensive language, shouting or screaming) • Threatening behaviour / intimidation/bullying • Inappropriate physical approaches (sexual) i.e. touching, poking etc. (this could be a child protection issue) • Minor damage to property – destroying own and others work, damaging equipment • Hiding (absconding) • Extreme task avoidance • Racist remarks or behaviour • Dangerous behaviour (e.g. throwing stones, climbing high railings, walls) • Spitting • Biting and other forms of physical assault • Preventing other children from learning • Fighting • Stealing • Bullying • Deliberately damaging the property belonging to the school or to a member of the school community. • Runs out of classroom • Extreme anger and aggression | <p>Reactive responses may be as above, but <u>may</u> also include one or more of the following:</p> <ul style="list-style-type: none"> • Loss of reward/privilege • Miss some or forfeit playtime • Move from group to another area of room • Allow an individual time/space to calm down • Listen • Offer a clear choice, alternative and option • Inform parents verbally • Send “emergency card” to office for support by SLT • Sad face on board but give the child the opportunity to gain a smiley face • Time out in paired classroom • Spend time with an adult out in the playground | <p>Pro-active strategies and Interventions to develop appropriate behaviour <u>may</u> be as above and include:</p> <p>Teachers and Inclusion Manager can make a referral to:</p> <p>Behaviour Support Team</p> <p>Educational Psychologist</p> <p>Social Care</p> <p>CAMHS</p> <ul style="list-style-type: none"> • Start/move to PSP Stage 2 or 3 • Individual monitoring sheet - STAR chart or behaviour frequency chart • Appropriate curriculum for child’s ability and needs <p>Interventions:</p> <p>Play therapy</p> <p>Social Skills Group</p> |
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| BEHAVIOUR Stage C | Responses <u>may</u> include those above and may also include: | Pro-active strategies and Interventions to develop appropriate behaviour <u>may</u> be as above and include: |
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| <p>Serious/potentially serious behaviour incidents i.e. (Stage C)</p> <ul style="list-style-type: none"> • Regular repetition of Stage B incidents • Persistently threatening or intimidating behaviour • Physical assault on peer/staff • Sexual assault on peer/ staff • Serious damage to property • Self injury • Refusal to accept school rules or school authority • Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare • Violent behaviour towards other children which does not improve after adult intervention • Physical aggression towards a member of staff • Extremely violent behaviour resulting in injury • Repeated racist behaviour | <ul style="list-style-type: none"> • Non confrontational approach allowing individual space and time to calm down • Try not to overreact and take the behaviour personally • Calm stance and posture; non-threatening facial expression, calm tone, volume and pace in communication, careful use of words, reassurance • Offer a limited choice • Make the environment safer • Positive handling - effective guide and escort following LEA guide lines • Use of time out – calm down area/ safe environment • Send “emergency card” to office for support by SLT • Inform parents • Parents may be required to attend school to collect the child and take them home • Inform and involve the Head Teacher, DHT and SENCO • If a child is causing a dangerous situation for his/her peers the class will be evacuated by an adult to a safe place, whilst another adult supervises the child causing the situation | <ul style="list-style-type: none"> • Rigorous recording of behaviours – STAR charts • PSP Stage 3 in place • Personalised Risk Assessment (Input from LA Risk Assessment team) • Positive Handling programme • To formulate and agree a Positive Behaviour programme - to be shared with all members of staff involved with the child • Short term exclusion/cooling off may be considered by the Head teacher • Referral to Core Panel for Borough support with SENCO • Reduced timetable may be considered (e.g. a.m. sessions only) to reset behaviour and build up a graduated pattern of successful time in school <p>Interventions:</p> <p>Possible use of therapeutic support - Play therapy</p> <p>Counselling</p> |

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