

LAWTHORN PRIMARY SCHOOL & EARLY YEARS CENTRE



Managing Challenging and Distressed
Behaviour
August 2024

It is important to recognise that all behaviour is a form of communication. Staff and school should always seek to use their knowledge of the child to plan strategies and approaches to meet their learning, health and wellbeing needs. This may be in collaboration with, or supported by, other agencies. The following principles should be upheld:

- A consistent and well-maintained commitment to a whole school ethos of prevention, early intervention and support in the context for the promotion of positive relationships.
- Key stakeholders, including pupils, young parents and carers/parents will be involved in the development of policies, approaches and strategies to create and promote a school culture and ethos underpinned by positive relationships and behaviour.

Approaches to Managing Distressed & Challenging Behaviour

Situations and circumstances differ. It is not possible to lay down strict guidelines for every situation.

All behaviours fall on a continuum. Distinction needs to be made between minor and serious incidents. Responses are always planned to be the least intrusive but most effective. It is important that children and staff know what will happen if standards of behaviour fall far short of what is expected in school and that, if appropriate, consequences are applied fairly taking into account the individual needs of each child.

- Adults responsible for the child respond to low-level incidents at the time
- More serious incidents are responded to in consultation with senior leadership team
- An individual plan will be discussed and implemented where required

Whilst we understand that behaviours may be linked to the context for the child at the time and that as adults we may view behaviours differently, it is important that the staff team aims for consistent patterns of response to incidents of unwanted behaviours.

De-escalation

In every situation, staff should use the positive relationships they have developed with pupils to help de-escalate situations.

Staff should use their professional judgement and knowledge of individual children to seek the least intrusive and most effective measures to de-escalate a situation. The following de-escalation techniques should be considered:

- Self-monitoring - staff should self-monitor to ensure they present in a calm and controlled manner. Try your best not to take the abuse personally.
- Proximal Praise – praise and positive feedback is given to a neighbouring pupil who is modelling the desired behaviour or reference is made to a time when they were demonstrating the desired behaviour e.g. ‘remember yesterday when you showed me the work you completed yesterday.’
- Use non-threatening verbal and body language e.g. side stance, open palmed hands held low and visible.
- Facial expressions – non-threatening.
- Personal Space – staff should be aware of when they might be entering into the inner or outer circle of danger i.e. getting too close to a pupil so that the child finds the adult threatening or intimidating thus putting themselves at risk.
- Distraction – the use of unconnected topics of conversation or re-directing the pupil focus to distract them from the trigger or source of distress.
- Redirection – to change the direction or focus e.g. from throwing sand to building with sand.

- Validate emotions. This takes practice but can be done if you have a class of three or a class of 30. If you see a pupil struggling, validating their emotions in that moment will get you the space to deal with the issue later on. If a pupil is visibly angered or upset as the lesson starts, say, "I can see you are upset at the moment, but just give me two minutes to get the lesson started and I'll come and check in with you."
- Keep verbal communication calm, minimal and clear.
- Change adult.
- Use Choices & Consequences

Restrictive intervention must only be used by trained staff and when we are required to prevent a child causing harm to themselves or others by holding or physically intervening to restrict their movement. This includes:

- Use of CALM techniques by trained staff
- Use of reasonable force to prevent injury to self or others
- Hand holding or other physical guidance if the intention is to restrict movement

Types of Behaviour

The following behaviour level tables provide general guidance for staff but this is not an exhaustive list of staff responses and may not be a straightforward linear process when implementing consequences, it is about knowing the individual child.

Low Level

Distracting others, shouting out, interrupting, talking during tasks or when teacher is talking, consistent chatting, disrespect to any staff or children

Strategies	Consequences in school	Consequences in playground
<ul style="list-style-type: none"> • Restorative Conversation • Tactical Ignoring • Giving responsibility • Intervening early • Private reminder of expectations/targets/ consequences • Giving choice • Praising good behaviour in other children • Moving nearer to the child • Back on Track Box • Zones of Regulation • Five Skills for Listening • Recognition Board • Stay calm • Stay in control • Say name and say stop • Calm, quiet assertive tone • Reminder of school values and expectations 	Verbal Warning Reminder of Charter Move to another seat or position within the class Time to reflect Keeping child close to you Discussion of situation with child (ren) involved Guided 'together time' (where class teacher talks with the child during play)	Time to reflect Verbal Warning Keeping child close to you Discussion of situation with the child (ren) involved Loss of activity – if the behaviour is linked to the activity (e.g. football)

Mid- Level

Defying a member of staff, answering back, refusing to learn, inappropriate language, constant unkind behaviour towards others, intolerance of others, inappropriate facial expressions i.e. rolling eyes

Continue with strategies for low level behaviour

Consequences in school/playground
<ul style="list-style-type: none">• The sanctions for low level behaviour will be further used.• Class teachers, Principal Teachers, Depute Head Teachers and/or Head Teacher notified• Parental involvement

High- Level

Hitting, swearing, spitting, fighting, throwing objects around a room, physical violence, stealing, jumping on furniture, running around the school, destruction of property, bullying, being cheeky and shouting at an adult, continually shouting out/interrupting/ challenging, not completing work

Continue with strategies above, radio for help if necessary, use safe spaces in school

Consequences in school/playground
<ul style="list-style-type: none">• Principal Teachers, Depute Head Teachers and/or Head Teacher involvement• Meeting with parent and child• Loss of privileges / class helper jobs/ additional extra activities (Tailored to individual child)• Removal from classroom/ playground• Behaviour to be noted within pastoral notes• If necessary, referral to other agencies e.g. Home link, Educational Psychologist, CAMHs.• SMT, Teacher, parent and pupil create individual plan. Plan reviewed regularly.

Plans

Some children with ASN may require a risk assessment and/or a Positive Support Plan. These should be created in partnership with the members of staff working with the child and parents.

Radio Guidance

Please ensure that your radio is on and loud enough that you can hear it.

- Before pressing the talk button, think about how to communicate in a clear and concise message.
- When you press the button, no one else can speak or be heard.
- Pause for a second between pressing the talk button and speaking.
- There is usually a short delay before your radio transmits.

Good radio etiquette:

Identify yourself and get the attention of the person you wish to communicate with.

e.g. Mrs Anderson, this is Mrs Hyndman

For teachers, their call sign is their room number

Room 2 P1	Room 7 P4A	Room 12 P6/5
Room 4 P2A/P2B	Room 8 P5	Room 13 P7A
Room 5 P3B	Room 9 P4B	Room 14 P7B
Room 6 P3A	Room 11 P6	The Office

Class signs for the SLT, CA's and Janitor are their names.

Do not transit or ask for the names of children, please use generic terms. e.g. pupil or child.
Information can be exchanged in person.

Radio Lingo:

Please use the correct language when communicating via radio, it makes it easier for everyone.

Over- I've finished speaking

Please Repeat- Repeat your last message

Stand- By- I've heard your message but I can't respond at the moment

Go Ahead- I can respond, go ahead with your message

Out- Conversation is finished, other can now communicate.