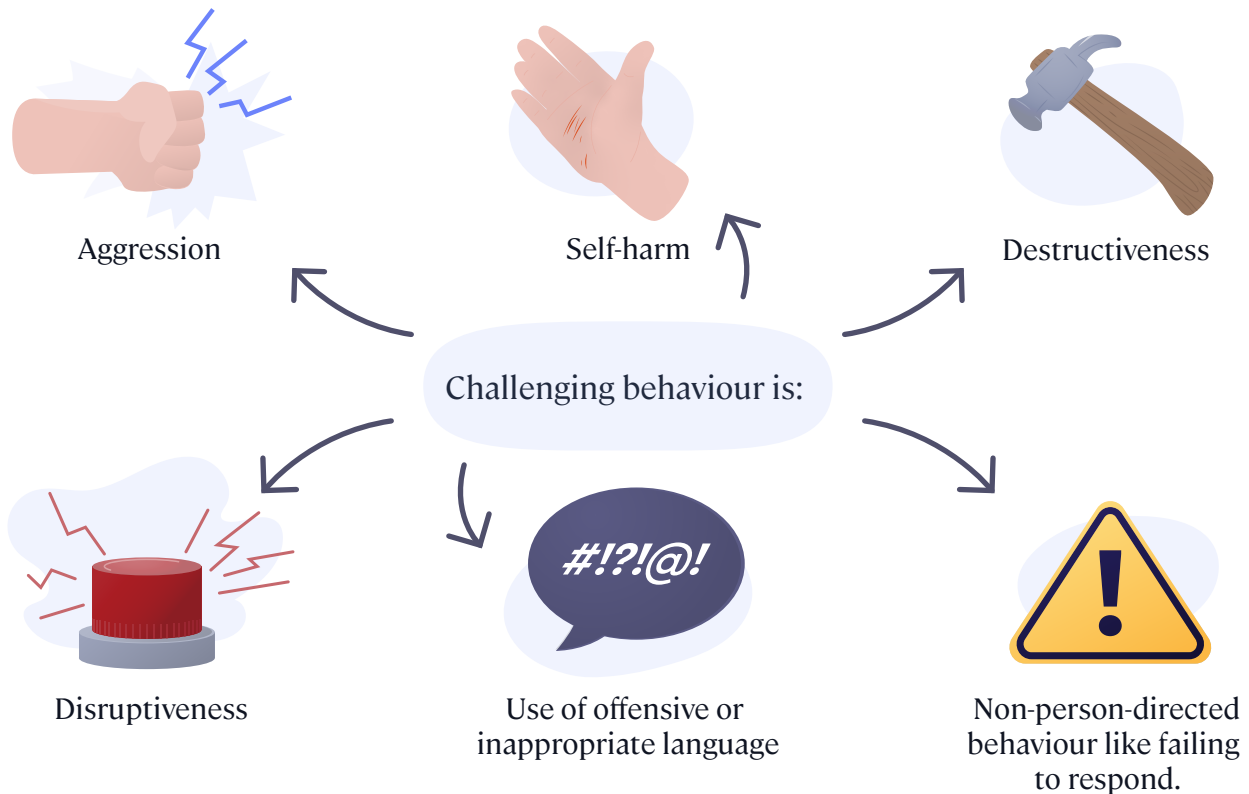


Challenging Behaviour Summary



It is a way of communicating and expressing feelings. Don't just see it as 'naughtiness' - approach it with support, understanding, and attempts to find out the underlying cause.



There are four types of strategies that you can use in response to challenging behaviour: proactive, deflective, reactive, and de-escalation.

1. Be proactive. Teach your students the behaviours you expect from them, how to do them, and why they are important. This stops challenging behaviour from occurring in the first place.

- Model positive behaviour at all times.
- Make your lessons interesting to minimise the amount of students 'opting out'. Motivate students with your tone and the language you use, and always prepare in advance.
- Giving clear instructions increases engagement and positive behaviour. Remember to get students' attention first (try using music, saying rhymes, the square, or a hand in the air) then present each command clearly, positively, and one at a time.
- Make sure you have no more than 10 key rules for behaviour. Teach your class these rules continuously - start as soon as you meet them, explaining what each one means with no ambiguity. Display them in the classroom.
- Also teach your class the routines they need to follow for the classroom to function effectively - entering the classroom, going to the toilet, etc. Teaching behaviours in threes is a good way to do it.
- Follow your rules and routines at all times, challenging anyone who breaks them immediately. There will be exceptions, but these should be logical exceptions that you have explained in advance.
- Give infrequent, inconsistent rewards to students. This motivates them to try hard as they don't know when the reward will come.
- Optimise the classroom environment: think of clean, light, cool, natural spaces.

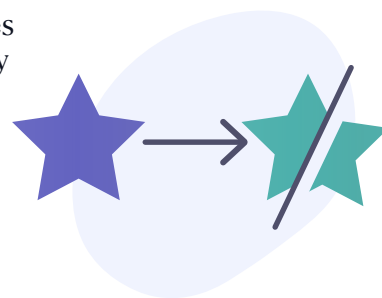


2. Deflect low-level behaviour disruption - this gets a child to focus on something else in order to change their behaviour.

- Use strategic ignoring for attention-seeking behaviours.
- Humour can deflect tension, but use it carefully - never humiliate or belittle students, and avoid sarcasm.
- Non-verbal communication (walking over to the pupil, tapping on the table, raising your eyebrows, or tactical pausing) helps to refocus students without making you stop teaching.
- Use peer praise to encourage a non-compliant student to do what you have asked them to do.
- Have a bank of key phrases that you will use in response to behaviour incidents. Practise delivering these responses with the right tone and manner so that you can respond without emotion in the moment.



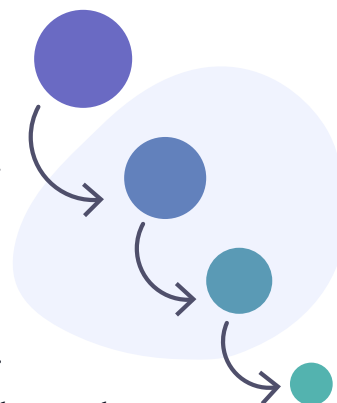
3. React to behaviour that you can no longer deflect. This discourages students from performing this behaviour, showing them that they have done something wrong and, if they don't correct it, there will be a negative consequence.



- Mild, deferred, proportionate sanctions that are always followed through with are the most effective.
- Make sure that the sanction inconveniences the student and/or takes them away from the situation where they are behaving in a challenging way.
- You may need to talk to a parent about persistent low-level behaviour incidents. Be clear, respectful, and considerate when you do this, stating the facts (rather than opinion) and asking the parent if they know of anything that might be concerning their child.

4. When it comes to high-level disruption, you might need to de-escalate the situation.

- Remain calm, professional, and detached. Use de-escalating phrases such as “I can see you’re upset at the moment”, identify points of agreement (e.g. “I would feel that way too”), and tell them what you want them to do (e.g. “give me two minutes to start the lesson, then I’ll come and talk to you”).
- Let them walk away or go to another room to calm down, or move the conversation into the corridor away from the rest of the class. Give them space in case their fight-or-flight instinct kicks in.
- Use physical intervention as a last resort, and only if you are trained to use it.
- Behaviour incident forms, report cards, ABC charts, and behaviour support plans can be used to monitor and document when challenging behaviour occurs, what happens, and how you react to it. See if you can spot any patterns that give you clues about how to intervene.
- Possible interventions include time out, emotional support training, conflict resolution training, self-calming strategies, social stories, peer mediation, and circle of friends (amongst others).
- Sanctions could be imposed if a pupil has been given repeated opportunities to change their behaviour and has not done so, or if the behaviour is serious enough to warrant one. Remember that they should always be proportional, known, and expected.
- Restorative practice has been shown to be effective in reducing incidents of challenging behaviour. You could use it instead of - or as well as - a sanction to help the child be aware of the consequences of their actions.



Having all these tools in your behaviour strategy helps you to manage challenging behaviour.