Pear Tree School

Achieving the Best We Can in Everything We Do

Behaviour Management

Revised: Autumn 2020
Review: Autumn 2023

Philosophy and purpose of a behaviour management policy

The purpose of our behaviour policy is to support the aims and values of our school and ensure that the conduct of all members of the school community is consistent with the values of our school. Our common purpose is "Achieving the best we can in everything we do" to:

- Provide a positive, explicit, structured whole-curriculum framework for developing all pupils personal, social and emotional development delivered through the PSHE curriculum, thus promoting the progress and achievement of all learners;
- Create a safe environment for pupils and staff through the clarification of expectation, roles, rights and responsibility;
- Address the demands of changing conditions and approaches;
- Provide pupils with the communication skills to express themselves.

This behaviour policy should be read alongside the following related policy documents:
- Health & Safety
- Safeguarding
- Attendance
- Teaching & Learning
- Home – School Agreement
- Single Equalities
- Restrictive Physical Intervention Protocol
- Anti-Bullying

Aims of behaviour management

- To overcome potential barriers to achievement, learning and assessment for pupils through the promotion of emotional regulation and social, communication skills.
- To ensure the safety and well-being of pupils exhibiting challenging behaviour, their peers, the general public and members of staff
- To protect the entitlement of pupils and staff to dignity and self respect
- To assist pupils in developing and demonstrating appropriate and relevant social skills
- To support parents in developing a consistent approach to coping with their child's behavioural difficulties
- To protect pupils from self-inflicted abuse or injury and abuse of the environment

Rights and Responsibility

As part of the mission statement at Pear Tree School we have a shared motto "Achieving the best we can in everything we do". We aim to recognise everyone as being unique and to respect and value each member of the school community, and thus acknowledge the following **values**:

- Mutual respect
- Fairness and honesty
- Self-respect
- Care and consideration for others
- Self-discipline
- Highest expectations

The **rights** implicit in such values would include:

- The right to be safe
- The right to be heard
- The right to be able to learn and teach without unnecessary interruption
- The right to fair treatment
- The right to be treated with respect

People have responsibility for protecting those rights – pupils and staff

The **governing body** is responsible for setting general principles that inform the behaviour policy. The **governing body** must consult **the Headteacher, school staff, parents and pupils** when developing these principles. The **governing body** should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The **Headteacher** is responsible for developing the behaviour policy in the context of this framework. She must decide the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils. Headteachers** must publicise the school behaviour policy, in writing, to **staff, parents and pupils** at least once a year.

Responsibilities of pupils include:

- Letting other pupils get on with their work
- Sorting out disagreements without fighting

Responsibilities of staff include:
- To act in accordance with the agreed positive handling approach;
- Responding to the diverse learning needs of pupils;
- Treating all pupils with respect and fairness;
- Consulting and liaising with parents, colleagues and other agencies;
- Encouraging and developing personal interest, choice and decision making enabling all pupils to become active participants in their own learning through the setting of suitable learning challenges.

These values and responsibilities will be taught to the pupils through the five board social and emotional aspects of learning:

- Self awareness
- Managing feelings
- Motivation
- Empathy
- Social skills

The above aspects fall into 2 categories – the personal (e.g. self-awareness) and the interpersonal (e.g. social skills) and will be taught step by step approach with opportunities to revisit and build on skills in a developmentally appropriate way:

- Helping learners to generalise to real life
- Using a positive approach
- Using whole class meetings and circle time
- Use cooperative group work and peer education
- Ensuring congruence with the rest of the school

Code of conduct

Within school there is an expectation of how everyone is expected to behave, including staff, parents and visitors. This reinforces the idea that behaviour is not just a pupil issue, but one which relates to everyone.
Staff are expected to uphold a professional attitude at all times and commit to the school motto "Achieving the best we can in everything we do".
Rules are effective when they are:
- Few, reasonable and fair;
- Explained, discussed with and taught to pupils;
- Simple and precise;
- Enforced and enforceable;
- Positive – model the behaviour the school wants to see;
- Consistency applied through a whole team approach.

The "Golden Rules" are a visible moral values system they should cover:
- Noise
- How pupils get teacher's attention
- The way people treat one another
- Resolving difficulties and conflicts
- Movement and safety

Encouraging good behaviours - The Positive Policy through the SEAL programme

A pupil is less likely to exhibit difficult behaviours if his / her self-esteem is high and if achievements (behavioural, academic or other) are recognised and celebrated.
All staff must show pupils they are liked, respected and welcomed. They should demonstrate by their own example appropriate ways of expressing their emotions. A calm consistent approach and a sense of humour are important qualities that help to reduce tension and promote a sense of confidence and security in pupils.

All classes within school have at least four staff members in the team. It is important that these teams work well to ensure that a consistent approach is taken to behavioural issues.

Pupils need their efforts and successes acknowledged and valued – for some positive feedback or praise is often verbal and its effects quickly evaporate. We make positive feedback visible or tangible and we are systematic – we do not give positive feedback when we remember or we feel like it.

A visible or tangible symbol of the pupil's achievement:
- Can ' radiate' teacher attention long after the event
- Can be referred to when things are not going so well
- Can be shown to friends and parents and prompt appropriate praise and attention
- Can be as quick as a sticker on a piece of work / card / on clothing
- Can be as grand as the whole school clapping you in assembly

School organises itself in such a way that it positively encourages desired behaviours through:
- Defining behaviours and making expectations clear
- Using effective and stimulating teaching methods
- Staff modelling appropriate behaviour
- Actively teaching strategies for resolving difficulties
- Providing appropriate opportunities for pupils having control over their learning environment
- Ensuring good behaviour and efforts are acknowledged systematically
- Minimising attention given to bad behaviour
- Creating a safe and predictable environment
- Communicating to pupils that they are valued, whatever their background or abilities
- Teaching social skills required to participate fully in the school

Catch them being good

How often do we respond to good behaviour? How often do we smile?
It is difficult to make a positive statement without smiling so it is vital that staff praise pupils and reinforce it in a genuinely relaxed and natural manner.

Ways to value children
- Accept the child for what he is.
- Don't tell – ask and give a reason.
- Show respect for children in the way you listen and talk to them.
- Seek every opportunity, no matter how small to value the good things that a child does.
- Enable a child to succeed as 'nothing succeeds like success'.
- Don't emphasise failings and short comings e.g. rather than saying 'don't run' say 'walk please'.
- Never humiliate and embarrass children.
- Think before you speak – casual comments can kill confidence.
- Make sure any criticism is of the behaviour and not the child.
- Never use anger to control a child.
- Match responses to the severity of the situation, avoid escalation.
- Ensure response to behaviour is predictable – that the child knows what the sanction will be.
- Decide in advance how you will respond when misbehaviour occurs.
- Provide a positive handling plan for every pupil not just the pupils who exhibit challenging behaviour.

Pupils gain a sense of themselves by the way people around them respond to them

Pupils need to be taught in an environment that is supportive to their emotional health and well being, equipping them with the skills to:

- Be increasingly confident, competent and active participants in social activities;
- Be effective and successful learners;
- Make and sustain friendships;
- Deal with and resolve conflict effectively and fairly;
- Solve problems with others or by themselves;
- Manage strong feelings such as frustration, anger or anxiety;
- Be able to promote calm and optimistic states that promote the achievement of goals;
- Recover from setbacks and persist in the face of difficulties;
- Work and play cooperatively;
- Compete fairly and win and lose with dignity and respect for competitors;
- Recognise and stand up for their rights and the rights of others;
- Understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.
- Provide pupils with a socially acceptable non verbal or verbal means of communication.

This will be achieved by:

- Providing learning opportunities which make social, emotional and behavioural skills their explicit focus;
- Ensuring learning opportunities are participative, experiential and empowering;
- Using a step-by-step approach with opportunities for revisiting and building upon skills in a developmentally appropriate way;
- Helping learners generalise to real life;
- Using a positive approach;
- Using active methods;
- Using whole-class meetings and circle time;
- Using cooperative groupwork and peer-education.

Unacceptable behaviours - responding to problems

Bullying

At Pear Tree we place the well-being of children and young people at the centre of the educational process. We believe it is a basic entitlement of all children that they receive their education free from discrimination, humiliation, oppression and abuse.

We want Pear Tree to be a school in which all pupils feel safe and secure and where parents send their children to school confident in the knowledge that they will be protected. We aim therefore to create and maintain an environment that is warm, free from inhibiting pressure yet with a capability to be challenging, thus providing the optimum conditions for learning and development.

Most behaviour should be responded to when it occurs by the staff present at the time and will need no special intervention or advice from others. Staff should feel confident in their response and not fear judgement by colleagues.

- **The exact method and style of response will inevitably vary depending on the staff, pupil and circumstances**
- **Sanctions should always be predictable**
- **No one approach will always be effective in all situations**
- **Avoid confrontation**
- **Staff should always make it clear that it is the behaviour that is disapproved of, not the child**
- **Behaviours are sometimes bad – pupils are not**

Confrontation and response to serious problems

All staff are trained in Team Teach where the emphasis is on positive handling with diversion, diffusion and de-escalation used to prevent violence and reduce the risk of injury

The calmer you are the less the problem is likely to get inflamed. Remain CALM, be objective ask yourself:

What caused the flare-up?

What is actually happening?

What do you want to happen?

- If possible remove the pupil from the audience & summon help if needed.
- Talk quietly in soothing mellow tones; let him express anger, but encourage him to be calm.
- Don't rush things; do not be in a hurry to discuss the child's behaviour as this can be done later.
- Stay with the child as long as necessary and only return to the group when the child is ready.
- Ensure consistent and appropriate use of AAC with the child.
- Remind the child what it is you want him to do in order to return to the group e.g. When you are quiet you can return to the computer.
- Rotate supervision / handling of pupils to lessen the strain on staff; some staff may be able to cope with the challenging behaviours better than others – remember you are a team working together.
- Explain what you are doing and why you are taking sanctions such as removal to the child to help him understand what he has done wrong.
- Explain the procedures to visitors / students so that they do not misinterpret the situation.
- It's a team approach but whenever possible challenging behaviour should be dealt with by teaching assistants so that teaching can continue for those pupils in a position to learn.
- Allow time to de-brief after the incident.
- Explore creative se of diversionary strategies.
- Put in place a personalised timetable for individual pupils who are struggling to regulate their behaviour.

Although we have to consider some behaviours as more seriously unacceptable than others, repeated misbehaviour would be treated as significantly more serious than one-off instances.

Stage 1-Low Level Behaviours

•Individual shows signs of anxiety

•Hiding face in hands or bent over/under table

•Pulling up collar or pulling down hat

•Rocking or tapping

•Withdrawing from group

- Refusing to speak or dismissive
- Refusing to co-operate
- Adopting defensive postures

Low level Positive Handling Responses

- Read the body language
- Read the behaviour
- Intervene early
- Communicate-"Talk and I'll listen"
- Use appropriate humour
- Display CALM body language
- Talk low and slow and quietly
- Offer reassurance-including positive physical prompts
- Assess the situation
- Divert and distract by introducing another activity or topic.

Stage 2 –Medium level behaviours

- Individual begins to display higher tension
- Belligerent and abusive
- Making personal and offensive remarks
- Talking louder-higher-quicker
- Adopting aggressive postures
- Changes in eye contact
- Pacing around
- Breaking minor rules
- Low level destruction
- Picking up objects which could be used as weapons
- Challenges- "I will not…you cant make me"

Medium Level Positive Handling Responses

- Continue to use Level One de-escalation responses +
- State desired behaviours clearly
- Set clear enforceable limits
- Offer alternatives and options
- Offer clear choices
- Give a get out with dignity
- Assess the situation and consider making the environment safer and getting help
- Guide the elbows towards safety.

Stage 3 –High Level Behaviours

- Shouting and screaming
- Crying
- Damaging property moving towards danger
- Fiddling with electrics
- Climbing trees, roofs or out of windows
- Tapping or threatening to break glass
- Moving towards weapons
- Picking up objects that can be used as weapons
- Hurting self
- Grabbing or threatening others
- Hurting others (kicking-slapping-punching)

High Level Positive Handling Responses

- Continue to use all the Level one and two de-escalation responses
- Make the environment safer
- Moving furniture and removing weapon objects
- Guide assertively-hold or restrain if absolutely necessary
- Ensure face, voice and posture are supportive, not aggressive
- Use Help Protocol to save face by changing face.

Stage 4-Recovery Behaviours

- The recovery stage can easily be confused with the anxiety stage
- People may sit quietly in a hunched position
- The difference is that they can revert to extreme violence without the build up associated with the normal escalation at stage 2.

Recovery Positive Handling Responses

- Support and monitor
- This may not be a good time to touch as touch at this stage can provoke a reversion to crisis
- Give space
- Look for signs that the person is ready to talk

Depression

- After a serious incident people can become depressed
- They may not want to interact

Depression Positive Handling Responses

- Support and monitor
- Respond to any signs that the person wants to communicate
- Show concern and care but do not attempt to resolve residual disciplinary issues at this stage

Stage 6 Follow Up
- Listening and Learning
- Recording, reporting and communicating
- Planning to avoid similar events in the future

Listening and learning can only begin when the pupil is ready; it can not be forced. Staff should ensure that there is sufficient time so that the process will not feel rushed.

Positive Handling Plans

Positive Handling Plans are written for every pupil in school – they replace the Behaviour Management Plans that were previously used for pupils demonstrating very serious behaviours.

Positive Handling Plans describe:
- Any behaviours which cause concern
- What happens to cause the behaviour
- Simple strategies for dealing with the behaviour

The Positive Handling Plan should be shared and followed by staff working with pupil. It is reviewed and updated annually at the Annual Review but also on a regular basis for pupils displaying extremely challenging behaviour.

Special areas of concern

Use of physical restraint

As a School which caters for children with Severe Learning Difficulties there will be, from time-to-time, occasions when aggression or violence occur. It is vital that when addressing any such problem that we consider our position within the boundaries of the Law.
School staff are trained in the use of Team Teach. Only staff trained in Team Teach may carry out a physical restraint and these must be identified on the Positive Handling Plan and agreed by parents and a senior member of the leadership team.

Staff should **never**:
- use violent or aggressive behaviour towards pupils, whether of a physical or verbal nature
- hit, slap, shake, pinch or kick pupils.
- subject pupils to torment, ridicule or fear

However, in the case of violent or aggressive pupils the law does recognise the justification of the use of restraint in exceptional circumstances. **In such circumstances staff will need to follow guidelines in the policy document relating to care, control and handling of pupils.**

No member of staff may introduce a restraint procedure without prior consultation with the Headteacher / Deputy Headteacher/ Team Teach Tutors and the parents, except in an emergency.

Why might any pupil need to be physically restrained?
See Protocol for R.P.I.

Section 93 of the Education & Inspections Act 2006 enables school staff to use reasonable force.
The Authority recognises that there are occasions when it is appropriate for teachers to use physical control where restraint is necessary to prevent a child either putting itself in physical danger or endangering others and has total confidence in the teachers exercising appropriate judgements in this respect.

There are some situations, therefore, where restraint may be considered necessary. These are to:
• protect a child from encountering physical danger
• protect a child from self-injurious behaviour
• protect another child from violence
• protect an adult from violence
• calm an excessive emotional outburst
A 'Positive Handling Plan' must be drafted in every case and either discussed with or sent home for the parents to see, amend if necessary and sign, indicating their consent.

Each incident must be recorded either in the Incident Book or on record sheets which have been specifically designed for use in conjunction with the Behaviour Management Plan.

Any member of staff who is involved in a programme of intervention, which includes restraint, must also monitor their own feelings. Whilst restraining a child an adult is likely to become hot and adrenaline may be released. Under these circumstances the adult may hold the child more firmly than they intended. Staff are urged to try and recognise any feeling of over-excitement or loss of control within themselves and ask for help immediately. Seeking help (in any circumstances) must never be seen as failure; it actually indicates the complete reverse, and, what is more, puts the needs of the child first!

If a pupil is large or very active the only safe and effective way to restrain is with two people. This will, of course, be mentioned in the pupil's Positive Handling Plan notes but staff must resist the temptation to 'try it on their own' - the risks are too great.

The main priority throughout must be safety - the safety of the child themselves, the other children around them and the staff. If a child suddenly becomes very aggressive the other children in the group must first be moved to a safe distance or the child removed from their vicinity. Great care must be taken when doing this to alert other nearby members of staff of the possible dangers.

The Lancashire County Council Protocol on the use of restrictive physical interventions in Schools, Residential Homes and other care settings for Children was launched in 2012. The protocol is available in school alongside other related policies.

Hair / nail – cutting

Often parents find it difficult to cut their child's hair / nails and may ask staff for help. Without permission this action can be classed as assault on the child and must never be performed at the school without prior permission from parent / guardians. A copy must be kept in the child's file.

Looking at adult behaviour

Make sure it is the behaviour that is the problem and not staff intolerance, i.e. we may have difficulty tolerating a behaviour which, if ignored, would perhaps go away, but because we react to it, it actually gets worse, for example, nose picking , spitting or being sick. Many children display behaviours which are very annoying to the adults around them, but they are not intended to be annoying. They are often self-stimulatory behaviours.

It is important to ask at this stage, "whose problem is the behaviour?" Sometimes we may find a behaviour irritates us, without due regard to the needs of the child in which case, perhaps another person could deal with the behaviour more rationally.

Behaviour management strategies

A whole range of approaches may be needed to deal with a particular problem. We may decide to ignore a behaviour displayed by one child but intervene and try to prevent another child from performing the same behaviour. This suggests that for each individual child we must apply strategies and adapt them as necessary.

Non-aversive techniques are often useful for recurring behaviours – some examples are:
- To distract, divert or redirect the pupil
- To ignore the behaviour
- To discover the cause of the behaviour and remove it
- To teach an alternative behaviour which achieves the same function as the problem behaviour (teach pupil to communicate desire to stop activity instead of up-turning table)
- To reinforce acceptable behaviours that are incompatible with the problem behaviour (e.g. teach stroking to replace smacking)
- Look at introducing a personalised timetable

Most difficult behaviour can effectively be dealt with by sensitive and consistent use of these techniques, sometimes combined with some fair sensitive and limiting voicing of disapproval or reprimand. The level of interaction should be kept to a minimum and the staff should always be aware of the next step, should it be necessary – these would include diversions,

rule reminders, positive directions, use of positioning in the classroom and proximity to the pupil.

Some behaviours that may appear 'naughty' are typical of specific developmental stages such as climbing or throwing and may last longer with pupils with severe learning difficulties – the behaviours may be a problem that needs working on. It is advisable for staff to discuss specific incidents and experiences and contribute to develop a consistent approach to managing the behaviours.

Consultation, Monitoring & Evaluation

All parties have been included in the writing of this policy.

This policy was reviewed and evaluated in light of the LCC guidance for schools issued in July 2012. It will be reviewed annually in line with the Policy Review Cycle. This policy reflects the agreed Team Teach approach on positive handling. Consult your Team Teach workbook for further information, advice and guidance.

Complaints Procedure

A full copy of the School Complaints Procedure is available in school. Any complaints concerning behaviour management should be addressed to the Headteacher.

Behaviour Management Handbook

The following represents a list of some of the behaviours that we might see in children and a few comments about each behaviour. Each behaviour has been given a separate page containing a description, relevant comments and observations, and some suggestions of how the behaviour can be tackled. The notes are loose-leaf so that a single behaviour sheet may be copied in order for staff use, to be sent to parents, other professionals, be given to classroom assistants or students to highlight a specific problem with a child. It is also hoped that staff will add to, or alter the notes.

It is important to point out that these ideas and suggestions are in no way a panacea. All children are different and no two respond in the same way. To employ some of the ideas does not necessarily mean that a child requires a 'Behaviour Management Strategy'. You may use many of the suggestions on a daily basis as part of 'good practice'. Be aware of the methods you use to control certain children: it may be useful to note certain management techniques used. They may be of use when writing a 'Behaviour Management Strategy' or report on the child.

CONTENTS

Aggression

Description:

Aggression can be displayed in various forms such as pushing, hitting, biting, head-butting. Any of these behaviours may be directed at either adults or other children.

Comments:

If a child is persistently acting in this way there will almost certainly be an individual/personalised programme for him / her. The programme will need to investigate more fully, possible reasons for the aggressive behaviour.

Suggestions:

1. Ignoring or time-out from the reinforcement: where the aggression is relatively minor and the child appears to want / expect a reaction.

2. Disapproval: the adult may use facial disapproval, i.e. a frown or a quiet 'No'. This might be accompanied by a quiet period sitting in a chair.

3. Substitution: encouraging an alternative to the behaviour, especially when it seems to be some sort of immature social approach. This could include encouraging a child to 'be gentle with others'.

4. Restraint: must only be used for severe incidents and must be recorded accordingly, in the Class Incident Book.

Points to Remember:

- Always remain calm and never retaliate

- Try to anticipate and avoid situations, if possible

- Be aware of everybody's personal safety

- Counsel / console 'victims' (adults and children)

- The safety of other children overrides any programme

- Record all incidents in the Class Incident Book

- Be aware of your own reaction to an incident and discuss your feelings with colleagues

Anxiety

Description:

A child might be extremely anxious about certain situations. This behaviour can appear rational, for example, a poorly co-ordinated child may be afraid of climbing; or irrational, perhaps the child is terrified of getting his hands messy, wearing an apron, or sitting on a particular chair.

A child's anxiety may not always be obvious and could manifest in the form of a different behaviour. This could cloud the issue - beware.

Comments:

Try to ask yourself the question, "Is this a reasonable anxiety?". You may have to make a value judgement on this, so discuss your conclusions with others. Ask other staff / parents who know a child's history what they feel and find out how long the behaviour has been apparent. Another question to ask is, "Does the result of the child's anxiety prevent them from participating in certain activities / events?" If so, then you need to decide how important the activity / event is to the child at this stage - could the child avoid participating for a while until he / she is more able to cope?

Suggestions:

1. You will initially need to protect the child from the cause of the anxiety as far as possible and when it does occur try to reassure them as much as you can.

2. Look at ways in which you can lessen the anxiety in the child, e.g. talking quietly or stroking a hand, and see if it is possible to give them a strategy they can use to help calm themselves.

3. Sometimes it may be necessary, in a very controlled fashion, to gradually expose a child to his fears (desensitisation). If this makes you feel uncomfortable, talk to senior staff.

4. Physical activity may help to relieve anxiety. Rather than allowing a child to become more and more anxious whilst waiting for an event, it may be useful to 'direct' them into some sort of physical activity, such as keep-fit or jogging. The child may cope more easily with the situation after exertion.

Compulsive Questions

Description:

Some children often ask the same questions again and again. Compulsive questioning can take many forms, the questions may be related to what they are doing, e.g. "What are we going to do next?". They may refer to some past incident, e.g. "Why did that bell ring in Sainsbury's last week?"

Comments:

Questioning is a very wearing behaviour. It is very important to tell others if the questioning is very stressful to you - this is not admitting failure but sharing a problem in order to alleviate it.

Suggestions:

Sometimes to ignore the questions altogether, although this is extremely difficult, is the best strategy. With an able / understanding child you could tell them that you intend to answer the question only once (or a predetermined number of times) during that particular session. After this, if the question is repeated, you can acknowledge the question without directly answering it, e.g. "Yes I heard you . . ." or "You know the answer to that," and then quickly focus on another topic of conversation. For the newcomer this may be rather difficult but if the questioning is very obsessive answering is unlikely to reduce the number of questions. It is important that an agreed strategy and consistent approach is adopted within the group.

N.B. If the question is connected with a fear it may be necessary to answer in a reassuring manner.

Destructiveness

Description:

Destructive behaviours may include ripping displays, throwing or tipping objects.

Comments

Children may be destructive for many reasons, not all of which will be obvious at first. They may be finding it hard to cope or they may be having difficulty occupying themselves. Alternatively, they may be angry or want to attract your attention because they have a valid problem / anxiety and do not know how else to tell you.

Suggestions:

1. Ignoring - this is likely to work if the behaviour is aiming to gain attention. At first the child is very likely to become more destructive (in an attempt to get you to react). If you try this method it is important to give the child your attention when the difficult behaviour is not occurring.

2. Reprimand - simply telling the child quietly to stop may work if it is only an occasional problem. Although, if the behaviour is attention seeking, it may make it worse.

3. 'Putting it right' (over-correction) - making the child pick up the pencils, chairs, etc. Once again, if the behaviour is attention seeking then this may make it worse. If this method is used it must be done calmly, possibly using an instruction such as "Let's pick them up". You must not raise your voice or give any undue attention to the child - remain as impassive as you can.

4. Negotiate - it may be possible to strike a bargain with a more communicative child, e.g. "If you don't throw for 5 minutes then you can have the train set".

5. Anticipation - may be possible with a child who is often destructive. Try to restrict the opportunities by control of the environment.

6. Arrange an agreement or reward with the child for good behaviour - something which gives pleasure and can possibly be withdrawn e.g. extra session in the swimming pool.

7. Removal of child from situation or removal of other children from the vicinity

8. Diversion to another activity –distraction –supply an attractive alternative.

Ingestion

Description:

Children may eat or drink - sand, glue, washing-up liquid or other inedibles.

Comments:

Be aware of all potential hazards including small, hard objects. Report to senior staff if you are worried that a child has swallowed something. Always err on the side of caution and keep your working areas clean and tidy!

Suggestions:

1. Generally discourage, explain and try to make the child aware of the dangers.

2. If the child frequently repeats the behaviour remove them from activity (e.g. sand)

3. Restrict the child's access to the activity / item for a while. Sometimes the behaviour will fade.

Lack of Fear or Awareness of Danger

Description:

Some children may be totally unaware of dangers, e.g. on the climbing frame, jumping from a height or dashing into the kitchen or road.

Comments:

Generally be aware of all potential dangers - glass, climbing apparatus, hot things, electricity, wet floors, poisons, running away, etc. Report all hazards to senior staff. Anticipate and protect.

Suggestions:

1. Keep a check on the environment at all times and minimise dangers.

2. Remove a child from the situation if necessary. You may not wish to deprive the other children of an activity / event which is only causing problems for one child in a group. Therefore to remove that child and conduct an alternative activity may overcome this.

3. Point out dangers and consequences to child and inform all staff.

4. In certain cases you may want to allow something to happen in a controlled way. Be very careful if you choose to try this. Ensure there is no major danger involved, always check with parents first to see if they are prepared to 'take the risk', and make sure that you have enough staff backup. The skill is to be aware of the fine line, which exists between giving an individual 'room to manoeuvre' and 'giving them too much rein'. For example, when teaching a child to use a kettle you would not allow them to learn through trial and error, but you would break the task down into steps, the first of which may be "to understand the meaning of 'hot'". If the child could not demonstrate an understanding of 'hot' then you would not continue along the programme until the child had grasped the concept.

Non-compliance

Description:

A child simply ignores or refuses a request you have made.

Comments:

Be very aware that the way you react could result in a confrontation and decide whether or not you should avoid this. Be prepared to be flexible; try reducing your expectations slightly and ask yourself the question, "Have I been reasonable?"

Suggestions:

1. Check the child is able to understand the instruction.

2. Ask yourself whether the request is really justified / necessary and does the child accept / understand this?

3. Repeat your request in a firm but positive manner.

4. Offer an explanation as to why you are asking this (if appropriate).

5. Firmly, but gently, direct the child to perform your request without further discussion

N.B. Some children have a very delayed response time. It is vital that you give a child time to react to your request. They may also require stronger cues regarding the expectations being placed upon them. For example, you may give an instruction, "It's time for drinks, come and sit down": a complex instruction for a child. To accompany this with a visual clue, such as a cup and, perhaps, a Makaton symbol / sign, may aid a child's understanding.

Over-activity

Description:

Some children can be over-active, running around, flitting from activity to activity.

Comments:

It is important to try not to:

- over-excite a child by playing too many chasing games, etc.

- expect to tire a child out by some sort of physical activity - you are more likely to tire first!

- expect a child to complete a series of tasks without your supervision, unless you have gradually built up to that level

Suggestions:

1. Try to restrict the number of situations that give a child the opportunity to get 'worked up'.

2. Give the child a positive activity and stay with them until they settle.

3. Keep your expectations about the length of time a child can sit / concentrate on a particular task within reasonable limits, for that child.

4. Be aware of the effects on other children - one child allowed to chase around for too long is likely to raise the activity level of the other children.

Passive Behaviour

Description:

Some children will be content to sit on the sidelines and do very little - although they are not actively causing us difficulties this is a serious problem.

Comments:

Try not to let a child disappear into the background in the hope that you may cease to notice them. Give them their share of attention particularly on quieter days. Be aware of obsessional play that looks 'constructive'.

Suggestions:

1. Make sure your timetable allows for the fact that the child withdraws by including short but regular 1:1 or group sessions.

2. Use items / activities that the child likes to encourage the child to interact, i.e. place favourite things just out of his / her reach so that he / she has to give some response to an adult to gain the item. This may have to be an item the child is obsessive about so that he / she is more highly motivated to request it.

3. Respond positively to any interaction the child makes, however small, to show the child that they can affect their environment / the people within it.

4. Show a mutual interest in the child's favourite activities; this may help to build rapport with the child and help them to understand that you are interested in them.

Removal of Clothing

Description:

This can vary from a child who repeatedly removes a shoe to a child who continually strips off all their clothes. Although at a young age the latter behaviour may not seem out of the ordinary, it is important to bear in mind that a person may have difficulty 'dropping' a behaviour that has become a habit. Sometimes it is easier to prevent a young child from removing their clothes in all situations, other than those which are necessary, in order to pre-empt a later difficulty.

Comments:

Is the behaviour occurring for a reason? Is he / she hot, uncomfortable or wet? If so, respond accordingly.

Be aware that you can easily confuse a child, e.g. if shoes are taken off when in the hall for PE, so the child might take them off in Assembly too - because he / she is in the hall! Try to explain the 'rules' for each situation clearly and inform the child what is going to happen next.

Suggestions:

1. Anticipate the behaviour in the early stages and pre-empt it if at all possible by diverting.

2. Do not allow the behaviour to turn into a game by reacting / laughing.

3. Insist that the child puts the clothing back on, and help if necessary, but don't over-react. This may not need to be verbal at all, a gentle physical prompt may be all that is needed. Do not allow the child access to the current activity until he / she has complied with your request.

Repetitive Behaviour/Sensory Seeking Behaviour

Description:

Some children are repetitive in some aspects of their behaviour or play, for example, making particular movements or playing in the same way with particular toys.

Comments:

Repetitive behaviours need not always be a problem. They may not be severe enough to interfere with the child's development and, therefore, you might decide to let them continue or allow the behaviour at certain times.

These behaviours might also be used as a reward for doing something else,
e.g. "You can go on the mats after you have sat and looked at the book with me".

In particular, children with Autism are likely to go on and on repeating a particular behaviour much longer than one would expect. They are unlikely to tire of their own accord.

Suggestions:

1. If the behaviour involves an object then you might allow the child to keep it in sight (but out of reach) while he / she completes an activity, then return it after they have complied.

2. Try to direct the child's attention to something else. This is likely to be much more successful if you can provide an interesting alternative for the child to do - keep the child occupied.

3. Sometimes it may be enough simply to ask the child to stop, but try to avoid constant nagging.

4. It may be possible to gradually reduce the behaviour, especially if it is a socially acceptable one which can be utilised as a reward / incentive, for example, playing with trains.

Running Off

Description:

Some children may run off as a deliberate attempt to escape, not understanding the dangers that might befall them. Others may just wander in an aimless way, oblivious of 'boundaries', whereas there may be a few children who see the situation as a game and deliberately run in order to be chased.

Comments:

Try to be aware of all potential 'runners' in the School. Make sure that if a child is a potential 'runner' that everyone is informed that they must have 1:1 attention in certain situations. Always ensure doors and gates are closed.

Suggestions:

1. Anticipate likely situations / circumstances and try to prevent.

2. Call a child who is about to 'run'. Use just his / her name and perhaps the word 'stop' if it is understood. Call in a clear voice, which may just check the child.

3. If you need to retrieve do not turn it into a game, give as little attention as possible.

Screaming

Description:

A child may scream as a reaction to something that they do not like, because they are angry, in pain or afraid. Alternatively, they may simply enjoy producing a loud sound!

Comments:

Be aware of the different tolerances we all have to certain noises and be prepared to walk away if necessary. The effect a 'screamer' may have on other children could require action - it might be necessary to remove an 'audience' or remove a child who is severely upsetting the others.

Many children for example, many with Autism are very sensitive to loud noises or certain pitches / resonances and could become extremely distressed if exposed to them for any length of time.

Suggestions:

1. Can you establish a cause? If so remove it if possible.

2. Is the screaming a protest and, if so, what is the child protesting about?

3. Is it possible to ignore the screaming, try to do so and work through it? Be aware of others.

4. Ask the child to stop - sometimes a particularly key phrase such as, "Be quiet now" might be helpful.

5. Sometimes a physical cue, such as a light touch on a child's lips or to mime "Shh" with your finger, may act as a reminder for the child.

6. Time-out or removal may have to be used as part of a particular programme if the screaming is excessive.

Spitting

Description:

This may involve simply 'playing' with spittle or it may be directed at you or others.

Comments:

Sometimes, as with other behaviours, this is most effectively ignored. Do not show disgust, this may just encourage the child to increase the behaviour.

Suggestions:

1. Ignoring the 'playing' may be better. Perhaps gently wiping the child's mouth without comment may remove the satisfaction they gain from the activity.

2. If 'playing' with spittle, a gentle reminder to stop may be enough such as, "No spitting". This should be followed by diversion to another activity.

N.B. Take time to wipe / disinfect tables and the like which may have covered in spittle. It will avoid spreading germs.

Swearing

Description:

Children will often repeat swear words or phrases because they overhear them said with emphasis. Swearing may be used appropriately, to deliberately gain reaction, or simply as part of echolalic 'chatter'.

Comments:

Be very aware of your own reaction of 'shock' to a child swearing and, if it exists, try not to let it show. Also, be aware of other children's reactions, if they make a fuss this may also encourage the child to repeat it.

N.B. Be very aware of your own language - even if you think it's out of earshot!

Suggestions:

1. In almost every instance swearing is best ignored.

2. If children are swearing appropriately, it may be necessary to teach them a more 'socially acceptable' alternative, e.g. "Go away please."

3. For repeated occurrences 'talking over' the swearing can be helpful as it reduces the chance of the child getting a shocked reaction.

Tantrums

Description:

In terms of behaviours shown these can vary from crying and shouting to screaming, kicking and biting; they can last from a few seconds to an hour or more. An important distinction to make, but not always easy to recognise, is whether the child's tantrum is genuine distress or under his / her control. You will become better at ascertaining the difference when you are more familiar with individual children. Sometimes, only you can make the judgement. We must always be aware (as with many of the other behaviours described) that a tantrum may be symptomatic of a problem / anxiety and the child is desperately trying to express this in whatever way he / she is able.

Comments:

Stay calm! There are no hard and fast rules but the following might be helpful, and will be much easier when you know a child well. Please try to avoid labelling the behaviour as 'naughtiness', this is unlikely. Consider the effects of raised noise levels on other children.

Suggestions:

1. If you see a child is building up to a tantrum try to 'nip it in the bud' - it will not usually die down of its own accord. Changing the situation may remove the cause and you are more likely to be able to reason with a child before a tantrum has built up too far - you may be able to distract at this point. Alternatively, try telling the child to stop (perhaps using a particular phrase such as "that's enough!").

2. 'Working through a tantrum' - often this sort of behaviour will occur because the child would prefer not to comply. Once you have made a command it must be seen through to the end, otherwise the child will only learn that by behaving in this way he / she can get away from our demands. By 'working through a tantrum' you are trying to act as though the tantrum did not happen. Be prepared to compromise by reducing your expectations and do not turn the situation into a trial of strength!

3. Ultimately, restraint may be necessary to prevent him / her hurting him / herself or others. As already stated, restraint must only be used as a last resort once other methods have been tried, and must follow the guidelines outlined earlier in this document. It can be upsetting, and often unhelpful, for a child who is genuinely very distressed to be left to 'get on with it'; and, therefore, restraint may be the only way to deal with the outburst. Refer to the policy on use of restraint. Do not attempt this on your own unless you are confident of being able to hold the child - assistance may be needed. Always talk calmly and attempt to console the child. Never relax too early. Some children who are distressed can be helped by taking them away from the situation, perhaps to the toilet, or to wash their hands and face: this should only be used for a distress tantrum and is best employed when the child is starting to calm down.

Using Noises to Block

Description:

Sometimes children will use different noises in an attempt to block out your attempts to intrude on them. These may include echolalic phrases, repetitive loud noises, constant humming and the like.

Comments:

It is important to look at the reasons in the environment / situation to find out why the child is 'blocking'. The suggestions below give ideas on how the behaviour may be addressed but, it must always be remembered, to work on a problem without examining the cause can be ineffective.

Suggestions:

1. Look for any situational causes.

2. Tell them quietly but firmly to stop, a key phrase may be useful.

3. Try whispering your instruction in the child's ear - this may draw attention to what you are saying.

4. Try to 'break-in' using a sudden word, a clap, by blowing in their face, by changing the question, etc.

5. Use a slightly raised voice (not shouting or anger) to show your disapproval.

9. Diversion to another activity –distraction –supply an attractive alternative.

N.B. Take care if the above is used - some children are sensitive to loud sounds and / or may get very distressed if you show displeasure. Be sure you have tried all other alternatives.