GUIDANCE
Managing Challenging Behaviour

Issued March 2013

This guidance has been produced because a number of recent incidents have highlighted a lack of direction from SCE about how schools should manage and respond to challenging behaviour.

SCE has recently adopted a multi-element model, based on the work of La Vigna and Willis, to help understand and manage challenging behaviour. This complements the approaches to behaviour which currently exist in schools.
# Document information

<table>
<thead>
<tr>
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</table>
**CONTENTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Planning For Positive Behaviour</td>
<td>4</td>
</tr>
<tr>
<td>Defining Challenging Behaviour</td>
<td>6</td>
</tr>
<tr>
<td>Understanding The Communicative Function Of Behaviour</td>
<td>7</td>
</tr>
<tr>
<td>Managing Challenging Behaviour</td>
<td>7 - 9</td>
</tr>
<tr>
<td>Challenging Behaviour Protocol (Flowchart)</td>
<td>10</td>
</tr>
<tr>
<td>Managing Unexpected Challenging Behaviour</td>
<td>11</td>
</tr>
<tr>
<td>References</td>
<td>12</td>
</tr>
<tr>
<td>Appendix A - Pupils in transition</td>
<td>13 - 14</td>
</tr>
<tr>
<td>Appendix B - Techniques to manage off task behaviour</td>
<td>15 - 16</td>
</tr>
<tr>
<td>Appendix C – Training available from the P&amp;FS team</td>
<td>17</td>
</tr>
<tr>
<td>Appendix D – The multi-element model</td>
<td>18 - 20</td>
</tr>
<tr>
<td>Appendix E - Planning to include pupils with behavioural difficulties</td>
<td>21 - 22</td>
</tr>
<tr>
<td>Appendix F - Sample IEPs</td>
<td>23 - 25</td>
</tr>
<tr>
<td>Appendix G – SCE recording system for the multi-element model</td>
<td>26 - 28</td>
</tr>
</tbody>
</table>
INTRODUCTION

This guidance has been produced because a number of recent incidents have highlighted a lack of direction from SCE about how schools should manage and respond to challenging behaviour.

SCE has recently adopted a multi-element model, based on the work of La Vigna and Willis, to help understand and manage challenging behaviour. This complements the approaches to behaviour which currently exist in schools.

The purpose of this document is to:

- Outline SCE’s expectations of schools with regard to behaviour.
- Define what SCE means by challenging behaviour.
- Give schools guidance on how to respond to challenging behaviour.
- Give an overview of the multi-element model.

This guidance is supported by sections of the SCE DVD entitled “Behaviour and Exclusions”.

The relevant chapters are:

- Promoting positive behaviour.
- Managing challenging behaviour.
- The multi-element model.
- Planning For Positive Behaviour

PLANNING FOR POSITIVE BEHAVIOUR

Alan Steer’s reports, Learning Behaviour (2005) and Learning Behaviour: Lessons learned (2009), outline the key aspects of school practice which contribute to improving the quality of pupil behaviour. At the heart of this is the importance of high quality teaching which engages pupils in their own learning, fostering confidence and independence.

Research into learning indicates that children learn best when they:

- Are relaxed.
- Feel safe.
- Are engaged in activities which challenge but do not generate anxiety.
- Receive regular feedback which is positive and detailed.
- Believe they can be successful.
  
  (DfES 2000)

A school’s policies (teaching and learning, anti-bullying, equality and diversity, safeguarding, behaviour) should be designed to support school staff in creating a learning environment which fosters each of these elements. Central to this is creating positive and respectful relationships between pupils, teachers and parents.

Each school should have a whole school approach to promoting positive behaviour which covers each of the 10 aspects of schools practice identified by Steer as contributors to improving the quality of pupil behaviour. These are:

- A consistent approach to behaviour management, learning and teaching.
- Strong school leadership.
- Classroom management, teaching and learning.
• Specific rewards and sanctions.
• Behaviour strategies and the teaching of good behaviour.
• Staff development and support.
• Pupil support systems.
• Liaison with parents and other agencies.
• Managing pupil transitions.
• Organisation and facilities in the school.

When writing or reviewing their behaviour policy, schools should involve parents, pupils and members of the school governance committee (SGC) as well as school staff, to ensure that the policy reflects the views and needs of all stakeholders. It should be clear to all parties how they will be included in ongoing reviews of how well the policy is working.

The behaviour policy should take account of the Equality Act (2010) and ensure that protected groups are not discriminated against in the way the policy is implemented. Particular attention should be given to monitoring the use of rewards and sanctions.

Managing transitions is a particular challenge for SCE schools because of the number of pupils who arrive at non-standard times. It can be helpful to have a nominated member of staff who is responsible for monitoring pupils during transitions into and out of the school.

This should include pro-active work with pupils to help them settle into a new school and to prepare them for the changes they will face when they move to a new school. The SCE documents “Ready to Go” can support schools in this process (to be published in March 2013).

Pupils frequently arrive in schools without records. In this case, the induction of a new pupil should include an early assessment of their literacy and numeracy skills, as well as other aspects of their learning so that appropriate school based interventions can be put in place as quickly as possible to tackle any identified needs.

Most service children experience unusually high levels of change in their lives due to parental postings and deployment. It may be helpful to gather a “social/emotional history” when a pupil joins the school as this will help to highlight any pupil who is likely to be particularly vulnerable and may need targeted support. A possible format for this is included in Appendix A.

**Involving parents early**

Teachers should always share their concerns about a pupil’s behaviour with the parents/carers as soon as possible as there may be changes at home or in the wider community which have caused a change in the pupil’s behaviour.

**Developing resilience**

All schools should have opportunities in place to develop children’s skills to improve their capacity to deal with the challenges they face in the military community such as change, loss and uncertainty and the emotional impact of these.

Many schools use the SEAL materials, Circle Time activities or Nurture Group activities. In preparation for the increasing impact of drawdown, schools may wish to consider establishing specific teaching assistant posts with responsibility for developing pupils’ social and emotional skills.

**Support for pupils**

The support which a school is able to provide for pupils with additional needs will be detailed in the school’s SEN offer. It will be helpful to make specific reference to how pupils with challenging behaviour are supported; in secondary schools this should include alternative curriculum opportunities.
**Expectations of all teachers**

The school policy, the environment, staff behaviour, high standards of teaching and high expectations will set the scene for a high standard of behaviour for the whole school community.

All teachers should have a range of strategies for addressing behaviour which they are able to use with confidence as part of their quality first wave teaching. An example of strategies which teachers could use for managing pupils’ off task behaviour taken from Pedagogy and practice (2004) is included in Appendix B.

To support dissemination of good practice, P&FS will be setting up a behaviour resource section on the SCE website to provide a range of resources to support teachers.

**Support for staff**

All school staff should understand the behaviour policy and their role in implementing it in a consistent way. They should know how to seek additional advice when needed and they should feel confident and supported by line management when doing this.

Staff should understand the impact of their own behaviour and emotions when dealing with challenging behaviour. This is particularly important at the present time when school staff will be affected by the uncertainty created during drawdown. Schools should review and update their policies on staff wellbeing and ensure that there are adequate opportunities for staff to develop their skills in dealing with change, loss and uncertainty.

**Training for school staff**

The P&FS team are able to offer a range of training modules relating to behaviour and wellbeing. A training menu is included in Appendix C. Training for staff should be negotiated through the termly planning meetings with the P&FS team

**DEFINITION OF CHALLENGING BEHAVIOUR**

Behaviour can be viewed as challenging for the following reasons:

- Persistence.
- Severity.
- Unusual for the age/stage of the child.

**Persistent behaviour**

The Elton report (1989) identified that the behaviour which caused teachers the most concern was low level persistent behaviour. An example would be pupils calling out in lessons. An isolated incident would not cause concern but a pupil who did this persistently would disrupt the teaching and learning for a whole group of pupils if the behaviour was not addressed.

**Severity of behaviour**

Some behaviour is challenging because it’s seriousness, often in emotionally charged situations. This is usually behaviour which demands immediate teacher attention e.g. one pupil hitting another or a pupil running out of the school building.

**Unusual**

Any behaviour must be considered in the context of the age and stage of the child’s development. For example, most children in foundation stage will be able to sit still for only a few minutes and will frequently wander between activities. This is age/stage appropriate behaviour and is catered for by the learning environment. The same behaviour at key stage 3 or 4 would pose a significant challenge as the majority of pupils at this age are able to sit still and concentrate for significantly longer.
UNDERSTANDING THE COMMUNICATIVE FUNCTION OF BEHAVIOUR

There are many different theoretical perspectives which help us to understand children's behaviour. SCE has chosen to adopt a multi-element model based on the work of La Vigna and Willis (1995). The central concept underlying the multi-element model is that children's behaviour communicates a need or is an attempt to solve a problem. This is known as the communicative function of the behaviour. When a child’s behaviour presents as challenging, this indicates that the child is communicating or problem solving in an inappropriate, and often ineffective, way.

In order to understand the child’s behaviour we need to try and understand the need or problems which the child is communicating. Often the child may be unaware of the underlying communicative function of his/her behaviour. Our hypotheses about what the child is communicating will help us to identify changes we can make in the environment or new skills to teach the child so that they can communicate their needs and solve problems in a more appropriate way.

The multi-element model is described in more detail in an article by Tim Cooke (2012) which is included in Appendix D

MANAGING CHALLENGING BEHAVIOUR

If a pupil’s behaviour interferes with their own or other pupil’s learning they may have behavioural, emotional or social difficulties (BESD). “Pupils with behavioural, emotional and social difficulties cover the full range of ability and continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum” DfES 2005.

Strategies suggested by NASEN (2012) to help include pupils with behavioural, social or emotional difficulties are listed in Appendix E. These may help teachers to reflect on their current practice and identify additional strategies which they could use to address challenging behaviour in their lessons.

When there are persisting concerns about behaviour, schools are expected to follow a graduated response, as outlined in the Code of Practice on Special Educational Needs (2001) to help them to identify, assess and provide for the pupil’s needs. The stages of the code of practice, adapted for challenging behaviour are shown on the flowchart on page 11.

The graduated response requires planning that is targeted to the individual pupil whose behaviour is causing concern. Any plan should have clear and appropriate targets and strategies which are understood by all members of the school staff who work with that pupil.

This graduated response to behaviour difficulties should be reflected in the school’s behaviour policy.

In the stages which follow the member of school staff raising the concerns is referred to as the teacher; in a secondary school it may be the tutor or head of year who is the focal point.

Parents and pupils should be central to each step of this process and fully involved in the planning and reviewing cycle.
School Action

- The teacher should discuss their concerns with the pupil’s parents/carers.
- The teacher should consult Special Educational Needs Co-ordinator (SENCo) to review the concerns and the strategies that have already been tried.
- The SENCo will be able to provide ideas about further assessment or observations which may help to understand the behaviour.
- The SENCo will help the teacher to write an individual education plan (IEP).

An IEP will include:
- Observable skills to be taught.
- Success criteria (based on baseline data).
- Rewards.
- Responsive strategies.
- Staffing.
- How parents can support the plan.
- Review date.

The IEP should be written in pupil friendly language and where appropriate a child friendly version may be written.

All the staff who work with the pupil should be aware of the IEP and the appropriate strategies to use.

IEP reviews should be undertaken as frequently as necessary and it is often useful to plan these after a short period of time.

Some examples of IEPs are included in Appendix F1 & F2.

An effective review of any IEP would include the teacher, SENCO, parents, and the pupil (in a way that is age appropriate).
- At the review, the concerns may be resolved and the pupil no longer requires intervention at school action or
- If unresolved, new targets/strategies can be agreed for another IEP.

School Action Plus

If the concerns persist or there has been insufficient progress. The SENCO should raise this pupil at the next planning meeting with the P&FS team to arrange a consultation about the pupil.

The P&FS team will:
- Review what has been done so far.
- Review each aspect of the IEP and help to refine it.
- Agree a review date to include P&FS.

A review of an IEP for a child at school action plus would include the teacher, SENCO, Parents, Pupil, and P&FS staff.
- At the review the concerns may be resolved so that the pupil no longer requires intervention at school action plus, in which case the child will move back to school action, or may not need any further additional or different support.
• Advice from P&FS can be incorporated into a new IEP and further review date agreed.

At the next school action plus review, if the concerns persist/there has not been adequate progress:

• The link educational psychologist should be involved if this has not already happened.
• The P&FS team should use the multi-element model to carry out a challenging behaviour consultation.
• The format for recording this consultation is included in Appendix G.
• The information gathered in this consultation will inform the next IEP and a further review date agreed.

An example of an IEP based on the multi-element model is included in Appendix H.

If concerns still persist/there has been insufficient progress:

• The SENCo should involve other agencies to generate a multi-agency plan to support the pupil.
• The SENCo should use the Common Assessment Framework (CAF) with the parents to help identify the other professionals who can support the work with the pupil.
• The integrated plan resulting from the CAF should be implemented and reviewed in line with CAF guidelines.

If concerns still persist/there has been insufficient progress:

• The SENCo should request a Multi Disciplinary Assessment (MDA) through AEO (SEN). The SENCo should refer to the threshold for MDA assessment in the SCE SEN Policy.
• MDA procedures will be followed which may result in the SCE issuing of a Statement of Special Educational Needs (SEN).
• During this process there should be discussion with the parents and all parties involved about whether the identified needs can be met in an SCE context.
• If the needs can be met, the assessment information should used it inform further multi-agency plan and a new IEP.
• If the needs cannot be met in an SCE context the chain of command should be involved to facilitate a managed move to the UK.
Challenging Behaviour Protocol

**Quality First Wave Teaching**
Which includes a range of behavior management strategies and de-escalation techniques

**SCHOOL ACTION**
School assessments generate an individual education plan (IEP)
Implement and Review

**P+FS PLANNING MEETING**
Agree involvement of P+FS Team. Complete the consultation request form

**SCHOOL ACTION PLUS**
Advice from P+FS used to generate a new IEP
Implement and Review

**SCHOOL ACTION PLUS**
P+FS use multi-element model which informs new IEP
Implement and Review

**SCHOOL ACTION PLUS**
SENCO uses CAF to generate a multi-agency plan
Implement and Review

**SCHOOL ACTION PLUS**
School requests Multi Disciplinary Assessment (MDA)

**SCE CONDUCTS MDA**
Can needs be met in SCE context? yes
No

Chain of Command to investigate planned move to UK
MANAGING UNEXPECTED CHALLENGING BEHAVIOUR

If all of the above policies and procedures are in place this will minimise the likelihood of challenging behaviour. However, all school staff should have had the opportunity to consider how they would address unexpected challenging behaviour e.g. a pupil bringing a weapon into school or a fight between pupils.

Maintaining the safety of all involved is the priority.

The immediate response should be to try and de-escalate or defuse the situation.

If the pupil concerned has an IEP, the agreed responsive strategies, which should already be known to staff, should be followed.

It is important that staff remain calm and, if necessary, seek help from a colleague.

It will often be helpful to be able to provide a quiet area for the pupil to calm down.

When the pupil is calm, there should be an opportunity to discuss what led to the behaviour and help the pupil consider the alternative choices they could have made about how they behaved.

If the pupil cannot be calmed, it may be necessary to contact the pupil’s parents and ask them to take the child home. THIS MUST BE RECORDED AS A FIXED TERM EXCLUSION and the procedures outlined in the exclusions policy should be followed.

If the behaviour cannot be de-escalated and it poses a threat to the safety of the pupil themselves or to anyone else, it may be necessary for the teacher to use force to stop the behaviour. All staff should be familiar with the SCE guidance on the use of restrictive physical intervention (RPI) and follow the procedures outlined in it.

The pupil’s parents should always be notified of an incident of this nature and a meeting between school staff, parents and the pupil should be arranged to discuss the incident and plan how it can be avoided in the future.

If this is the first time the pupil has presented challenging behaviour, then it is likely that following the stages or the Code of Practice will help prevent a recurrence. However, depending on the severity or complexity of what has occurred, the school may wish to contact their link P&FS staff to discuss their next steps.

The school’s behaviour policy will outline the sanctions which can be implemented in response to challenging behaviour. Many of these will be “in house” e.g. working in a separate area for the remainder of the day. If the Head Teacher decides that the behaviour was severe enough warrant a fixed term exclusion then the exclusions policy should be followed. This should include notifying the link Educational Psychologist of the exclusion.

If RPI has been used the subsequent actions outlined in the RPI policy should be followed. This will include notifying the link Educational Psychologist of the incident.

If an incident of challenging behaviour leads to either a fixed term exclusion or the use of RPI, the school should request advice from their P&FS team as part of their subsequent planning. It is likely that an incident of this severity will necessitate a challenging behaviour consultation using the multi-element model.
REFERENCES

Teaching Assistant File 2000 DfEE 0131/2000
Equality Act 2010 www.gov.uk/a0064570/-equality –act-2010
DfES 0443-2004
The Elton Report: Discipline in Schools (1989) HMSO
social and community integration. Positive PRACTICES: The IABA newsletter 1, 1, 8-15
A whole school approach to improving access and participation. NASEN (2012)
Data collection by type of need DfES-1889-2005
Special Educational Needs: Code of Practice DfES 0581 2001
Overview of the multi-element model, Cook T (Personal communication Sept 2012)
Appendix A

Pupils in Transition

Previous schools attended:

Primary School(s)

________________________________________________________

________________________________________________________

Secondary School(s)

________________________________________________________

________________________________________________________

- I live in Cyprus/Germany with my mother/stepmother/father/stepfather who is in the Army/Navy/RAF/Civilian.

- My mother/stepmother/father/stepfather lives in ____________________________

- I have sibling(s)/stepsibling(s) living in the UK/elsewhere.

Name of sibling(s): ___________________________________________ Age: __________

________________________________________ Age: __________

________________________________________ Place Dates

My parent has been deployed to:

________________________________________________________

________________________________________________________

When my parent is away

________________________________________________________

________________________________________________________

It would help me if

________________________________________________________
I am pleased to be here because

It was hard moving here because

It helps me to settle in if

Other significant events

**Appendix B**

**Techniques to manage off-task behaviour**

The following techniques have been shown, for example through the work of Bill Rodgers (2002), to be part of the effective teacher’s management of pupils’ off-task behaviour.

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<thead>
<tr>
<th>Teacher techniques</th>
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| Choice                   | Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include:  
“I want you to get on with your work or (consequences), it’s your choice.”  
“Are you choosing not to follow our rules on_______?” or “Sit over here or next to Peter (implicit choice).” |
| Take-up time             | Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Examples include:  
“Could you open your book and start work now, Jane. I’m going to see Bill who needs some help but I’ll come back in a minute if you need any.” |
| Partial agreement        | Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include:  
“Yes, you may have been talking about your work but I would like you to …”  
“Yes, it may not seem fair but …” |
| When-then direction      | Avoids the negative by expressing the situation positively. Examples include:  
“When you have finished your work, then you can go out” than “No, you cannot go out because you have not finished your work.”. |
| Privately understood signals | Draws the class together and builds in sharing times. Examples include: clapping your hands gently twice; or standing next to a ‘learning zone’ poster in the room. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work. |
| Tactical ignoring        | May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the ‘target’ pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Examples include:  
The teacher may say to a nearby pupil: “Well done. You have remembered to put your hand up to answer a question.” |
| Redirect behaviour       | Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task. Examples include:  
“Okay, Maria and Mark. We’re looking at the extract from Tennyson on page 23 of your books.” |
| Consequences and sanctions | Needs to be in line with school policy and be implemented clearly and consistently. Examples include:  
“Remember the school rule, Phil. If you are late for lessons without a pink slip you make up the time at lunchtime. It’s there on the poster to remind us all.” |
| Deferred consequences | Deals later with a pupil who is misbehaving and therefore removes the ‘audience’, that is the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Examples include: “I’d like to sort this out, Amy, but we can’t do it now. I will talk with you at 10.30.” |

Key Stage 3 National Strategy - Pedagogy and practice - DfES 0443-2004 © Crown copyright 2004

Unit 20: Classroom Management
Appendix C
Training Available from the P&FS team to support this guidance:

- A whole school approach to behaviour.
- Understanding behaviour.
- Planning for positive behaviour.
- Working with the multi-element model.
- Managing challenging behaviour.
- De-escalation techniques.
- Anger management.
- Conflict resolution.
- Developing self esteem.
- Restorative approaches.
- Communication, language and behaviour.
- Developing positive playtimes.
- Behaviour management for bus escorts.
- Writing effective IEPs.
- Developing effective partnerships with parents.
- Gathering baseline data.
- Developing resilience.
- SEAL.
- Staff wellbeing – dealing with change, managing conflict, stress management
Appendix D

The multi-element model of behaviour change

In school and other care environments, the carer and child or young person naturally develop a relationship which impacts on how situations may be managed. In many cases, there will be a care plan compiled by the professionals responsible for their wellbeing of the child or young person which will assist in assessing and managing risk. It is helpful if this care plan addresses all the elements of a multi-element plan.

The multi-element model was originally proposed by a team of psychologists working in the US1. The model is based on an understanding that all behaviour communicates a message and attempts to meet needs. This assumption applies even when young people are not deliberately trying to communicate messages, or when they are unaware of the messages that they are communicating. The model goes on to say that difficulties often arise because some children and young people choose unhelpful, or inappropriate ways to communicate their messages or to get their needs met.

It follows from this that any attempt to modify “problem” behaviour must first understand the message or purpose of the young person’s behaviour. The intervention is then designed to help the young person find alternative ways to either achieve the same purpose or to tolerate the fact that his or her immediate needs cannot be met. This type of intervention plan is qualitatively different from one that simply seeks to “eliminate problem behaviour”. Proponents of the multi-element plan believe that if a person’s needs and messages are simply ignored, this can lead to increased frustration and behaviour difficulties. Alternatively, and of equal concern, it might lead to the young person withdrawing from the world around them, based on a mistaken belief that those around the young person do not care, or are unable to meet their needs. It is hard to help someone learn when they have this kind of belief!

It is important to keep accurate records of when incidents of challenging behaviour do and do not occur. This will help identify consistent patterns and therefore consistent messages. For example, if challenges were often shown in busy environments, but rarely in quiet times, then it would be reasonable to assume that the child or young person is communicating, “I need some space to myself.”

Sometimes, when we are seeking to understand behaviour, we go back to past-focused explanations such as “It is because she was abused when she was younger” or “He does that because that’s how his family has always behaved.” These explanations may be true, but they will rarely lead to any positive change for the young person. Instead, it is important to try to reach for present-focused explanations that answer the question, “What current goal is this child trying to achieve? What problem is he/she trying to solve?”

It is often helpful to use these behaviour records to form hypotheses about what the child or young person might say to you if:

- They were very self-aware, and able to recognise what was driving their behaviour.
- They had very good communication skills and were able to express their feelings and needs in words.
- They were very self-confident and able to acknowledge their feelings and needs to another person.

Of course, for many young people whose behaviour leads to challenge, one of the very reasons why their behaviour causes difficulties is precisely because they have not yet developed enough self-awareness, communication skill or self-confidence! So the adult needs to use the records to help develop some hypotheses, and wonder how the young person might complete sentences like, “I want…”, “I need…”, “I wish…”, “I hate…”. The multi-element model suggests that there should be two main groups of approaches, built upon this understanding of the message value of the young person’s behaviour. The first group are proactive approaches, which are designed to influence the future, by helping the young person learn new behaviours. The second group is composed of responsive strategies, designed to manage any present incidents of difficulty. Proponents of the multi-element model believe that a well-balanced intervention must include both proactive and responsive strategies.

There are three sets of approaches within the proactive group. Environmental changes involve adaptations to the young person’s environment so that it better matches their needs. For example, a boy whose behaviour communicates that he finds the classroom stressful when there is too much “going on around him” might be given his own workstation. Another girl who always finds herself in trouble for pushing and hurting other children in the playground might be allowed to choose one child to play a special game in a restricted area under the supervision of an older school prefect.

However, it is also important to help children learn new skills, so that they can learn to behave appropriately in situations where the world has not been adapted to their specific needs. A second section of the proactive group is called teaching new skills. This section describes approaches and materials that will be used to help the young person find alternative ways of communicating their needs, or of tolerating that their needs cannot be met immediately. The girl who was in trouble at break times might be taught firstly how to play some simple playground games and secondly how to approach children and invite them to play. (This type of intervention would be based on an assumption that her “problem behaviour” was actually an attempt to say, “I’d like to play with you”). The third proactive approach is reinforcement. This is based on an understanding that it is often harder to learn and demonstrate new behaviours than it is to go back to old habits. A well designed intervention will consider the payoffs for the young person’s current behaviours and then seek to make it more rewarding for the young person to put effort into demonstrating the new skills identified in the teaching new skills section.

Responsive strategies describe the agreed ways of responding to the challenging behaviours when they occur in order to prevent a difficult situation getting worse. In the pure multi-element model, these are entirely non-aversive. In other words, they are not punitive. However, in many school situations, a calmly delivered consequence may have the effect of helping re-direct a young person back to the desired behaviour pattern. In other situations, and in particular for many of the young people for whom an individual multi-element plan needs to be developed, the responsive strategies will include a range of distraction and diversion tactics. While a child’s inappropriate behaviour may have logical consequences, the multi-element model suggests that it may escalate a difficult situation to mention such consequences at the time of a developing crisis. Instead, they would be mentioned and applied once the young person had regained sufficient control.

The multi-element plan is a model that needs to be implemented and developed as a whole. This requires assessment and data collection about the situations in which challenging behaviour occurs and does not occur, in order to develop hypotheses about the messages of behaviour. This data collection needs to include a range of perspectives covering different situations at school and at home. And of course, the young person can offer valuable information about what they are trying to achieve!

The multi-element plan can be represented through the picture shown in Figure One below. The model suggests that a comprehensive plan will include:

- An understanding of what the young person is trying to achieve or communicate through his or her behaviour.
- Adaptations to the environment so that it can better meet the young person’s needs.
• Approaches that will be used to teach and encourage the young person to use new, more appropriate behaviours, and to cope with difficulties and tensions when his or her needs are not being immediately met.

• Ways to reward the young person when he or she invests effort and engages positively with the plan.

• Planned responses that will be used when the young person’s behaviour is challenging.

**Figure One**

![Diagram showing Behaviour communicates a message with three components: Environmental change, Teaching new skills, Reinforcement, and Responsive strategies.]

**Tim Cooke**
September 2012
Appendix E
Planning to include pupils with behavioural, emotional or social difficulties

Adapted from NASEN materials: A Whole School Approach to Improving Access, Participation and Achievement (2012).

1. Every pupil is unique

No two pupils with behavioural, emotional or social difficulties are the same. Like any other pupils, what works with one may not necessarily work with another. The important thing is to keep trying to find the approach that works for the individual pupil.

2. Active and interactive teaching strategies

Pupils who find it hard to sit still and concentrate may need opportunities to be “doing” rather than listening, talking or writing. Make sure that pupils are given an active role, for example: when the class is reading and discussing text on the whiteboard you might give an older pupil their own copy of the text to highlight or underline, or use multi-sensory activities to stimulate their learning; use song and rhyme for younger children.

3. Classroom organisation

If a pupil can only sit and listen for five minutes at a time, don’t expect them to sit still for 20 minutes. Set a target of six minutes at first, then seven, then eight … and plan something for the pupil to move away quietly to do when they have met the target. If you are teaching the whole class, perhaps he or she could help the TA set the activities up?

4. Effective use of ICT

This often helps to motivate pupils who are switched off by conventional forms of presentation and recording. Possible examples include:

- Predictive text.
- Opportunities to create presentations – using flip cameras or digital cameras.
- Using software that allows pupils to explore social situations from different viewpoints.
- For older children, using the internet to research a topic.

5. Structure and predictability

Pupils experiencing emotional turbulence or anxiety may need a great deal of structure and predictability in the classroom. This is easy to understand if you reflect on your own needs. When we are upset or worried, we may not feel able to cope with work or learning that is new or demands much mental energy. We need order, calm and fairly low-key tasks, and we need to know exactly what is expected of us. For pupils with behavioural, emotional or social difficulties:

- Display and repeat rules clearly.
- Firmly establish and practise classroom routines regularly, and
- Give advance warning of any changes to regular events.

6. Help in learning to work independently

Many pupils with behavioural, emotional or social difficulties find it difficult to work independently. They may need to be taught core routines for certain tasks. They can then practise these routines, with progressively less help, until they can tell and show you what they have to do when set a certain type of task. Give them independent tasks that have been demonstrated to the whole class – e.g. sometimes it helps to give them more complex independent tasks towards the end of the week, when they have seen other pupils demonstrate what they have learnt in the plenary.
7. **Using clear guidelines**

Give very clear guidelines, for instance: “I expect you to have produced at least four sentences by ten past ten. I will be asking you then to share them with your writing partner”. For younger children, “It is your turn to play football on Mondays and Fridays, you could play with X or Y today”.

8. **Visual prompts**

Use visual prompts to support the pupil’s learning, for example:
- Pictorial task cards.
- Writing frames.
- Word mats.
- Relevant classroom displays.
- A card listing ideas, e.g. for “Five things to do if you are stuck with your work”.

9. **Focus on the positive**

Pupils with behavioural, emotional or social difficulties are usually on the receiving end of a lot of negative comment from everyone around them. If they start to feel bad about themselves as a result, it is likely to make their behaviour worse. It can really help if adults in school make a special effort to stay positive – for example:

- Using eye contact and non-verbal signals, wherever possible, to let the pupil know when their behaviour is inappropriate.
- Labelling the behaviour and not the pupil – e.g. “John, bullying is not allowed in our school” instead of “You big bully”.
- Reminding pupils of a rule when they start to misbehave, rather than telling them off – e.g. “John, the rule in this school is that we put up our hand to answer”.
- Using the language of choice to remind pupils when they start to misbehave that they have not made a good choice – “Not a great choice, Shahid – better think again”.
- If the pupil does not respond when reminded about a rule, giving them the choice of following the rule or accepting a sanction or consequence that is part of the classroom/school agreement – e.g. “John, the rule in this school is that we respect our own and other people’s things – you need to choose whether to keep the rule or stay in at break time”.
- When a pupil behaves badly, making a conscious effort to “catch them being good” and praise them as soon as possible, to help rebuild the relationship and give the pupil a way back to behaving well; this can be really hard to do, but reaps benefits over time.

10. **Describe the behaviours that you want to see**

Keep the language positive, for example:
- When the pupil misbehaves, saying what you want them to do, rather than what you don’t want – e.g. “John, I want you to keep your hands on the table” instead of “John, stop bothering Paul”.
- Making a point of praising a pupil who is keeping to the rule – e.g. “Ashraf, I like the way you put your hand up when you knew the answer”.
- Increasing the focus on the positive, by trying to catch the pupil being good – e.g. “You stayed calm and sorted out the argument – thank you for choosing that behaviour” or “You’ve concentrated on your work and got it finished – well done”.
- Making sure that praise describes exactly what the pupil has done – e.g. “Well done for ….” rather than “Good girl”.

Service Children’s Education – Guidance – Managing Challenging Behaviour © 22
### Appendix F

<table>
<thead>
<tr>
<th>Name:</th>
<th>SEN Stage: School Action+</th>
<th>IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth:</td>
<td>Class Teacher:</td>
<td>Start Date:</td>
</tr>
<tr>
<td>School:</td>
<td>SENCO:</td>
<td>End Date:</td>
</tr>
</tbody>
</table>

#### My Individual Education Plan

<table>
<thead>
<tr>
<th>Things I want to improve:</th>
<th>Things I am good at:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My targets</td>
<td>What I need to do?</td>
</tr>
<tr>
<td>I will stay focused during the beginning of a lesson (when instructions are explained to me) for 3 out of 4 sessions a day.</td>
<td>Stay in my seat (or sit on the carpet if the rest of the class are there) when instructions are explained.</td>
</tr>
<tr>
<td>I will come into the class calmly after break times for 3 sessions a day.</td>
<td>Walk from the playground to the classroom sensibly. Come into the classroom promptly. Sit in my seat straight away and not talk to others.</td>
</tr>
<tr>
<td>Question</td>
<td>Options</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Have I made progress this term?</td>
<td>🌟👍👍👍👍</td>
</tr>
<tr>
<td>Any comments I want to make:</td>
<td></td>
</tr>
<tr>
<td>Any comments from people who work with me:</td>
<td></td>
</tr>
<tr>
<td>Any comments my parents/carers want to make:</td>
<td></td>
</tr>
<tr>
<td>What do I need to have as my targets for next term</td>
<td></td>
</tr>
</tbody>
</table>

**Signatures**

- Pupil:  
- Teacher:  
- Parent:  
- SENCO:  

**Agreed Action**

- [ ] Continue with current level of intervention
- [ ] Move to School Action / School Action Plus
- [ ] IEP No longer required
**Appendix F**

**Individual Education Plan (Behaviour)**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date of Birth:</th>
<th>Year:</th>
<th>Date:</th>
<th>Teacher/Tutor:</th>
</tr>
</thead>
</table>

**General aims and goals for improvement:**

- **Desired outcome:** (Target)
- **Environmental change:** (Physical; interpersonal; tasks; setting)
- **New skills:** (including alternative behaviours; tolerance; anxiety/anger management)
- **Reinforcement:** (How will the desired behaviours be supported?)
- **How will you know when the desired outcome is achieved?**

**Review Date:**

<table>
<thead>
<tr>
<th>Review Date:</th>
<th>Review outcome:</th>
<th>Action to be taken as a result of the review:</th>
</tr>
</thead>
</table>

**Provision needed:**
(i.e. School staffing, activities, materials, equipment, involvement of external agencies)

**Reactive strategies:**
(To prevent confrontation and escalation)

**Parental involvement:**

**Monitoring arrangements:**

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Signed: ___________________ Teacher Signed: ___________________ Parent

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Appendix G

Positive Behaviour Management Model

(Based on La Vigna Model)

<table>
<thead>
<tr>
<th>Emotional Needs</th>
<th>Environmental Change</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Communicative Function</th>
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<table>
<thead>
<tr>
<th>Teaching New Skills</th>
<th>Reinforcement</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Reactive Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
**Target:** to stop instances of … leaving class without permission i.e. when he/she wants

**Environmental Change**
- use of visual reminders
- now: next: …’s choice
- allow … an alternative environment (eg walk with designated adult to bench outside classroom, playground, ILSA room)
- provide activities which are appropriate for … to engage in (alternative curriculum eg construction, drawing)

**New Skills**
- teach alternative to leaving room (eg choose to go for walk/move to back of room)
- coping with change of activity (see now/next)
- trust adult worker – consistent + fair approach whoever is with him/her (when 1:1 absent ILSA to step in)

**Reinforcement**
- …’s choice on now/next
- praise
- use of computer for reading
- certificates for home

**Reactive Strategies**
- take … from the situation
- change scene-environment-activity
- re-engage in Learning ASAP
- be firm and consistent

if he/she runs, leave if possible but keep in visibility and contact HT/SENCO if …’s safety is at risk or he/she continues to refuse to do what has been asked

**Possible communicative function:** I want to choose what I do; I don’t like change; I leave because I feel uncomfortable

**Behaviour Plan**
Review

**Target:** I am staying in my classroom all the time

**Review: achieved:** now stays in her classroom. Sometimes he/she is away from the activity and engaging in differentiated activity 1:1 with an adult

**New Target:** I will stay with my working group all the time.