



# Behaviour Workshop 2

## Aims:

Strategies for managing low-level behaviour  
Strategies for managing challenging behaviour

- This workshop is based on the professional experience, research and evidence-informed practice that underpins school policy
- This is a conversation between adults, not children
- This is not about specific incidents
- It is fine not to agree



# Behaviour Workshop 2

## Key Statements:

- Behaviour is learned and can be taught
- Behaviour is not linear and changes as the child develops
- Making mistakes is a developmental necessity for children
- Self-esteem is fundamental in explaining behaviour
- The behaviour of children cannot be controlled; it can only be managed
- There is no one single approach to understanding or managing behaviour
- There are different approaches to managing behaviour in school and at home



# Behaviour Workshop 1

Behaviour  
Policy

SEND  
Information  
Report

Home-  
School  
Agreement

Child  
Protection &  
Safeguarding  
Policy

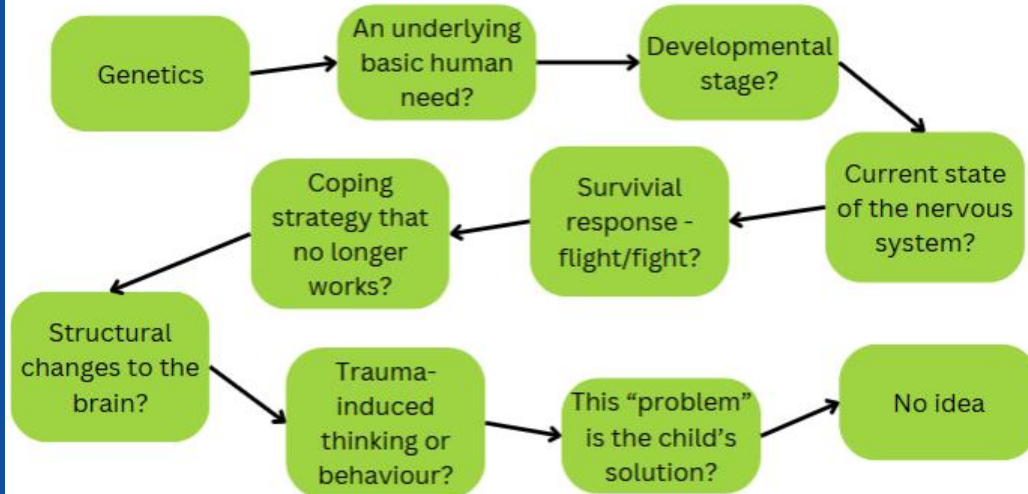


# What drives behaviour?



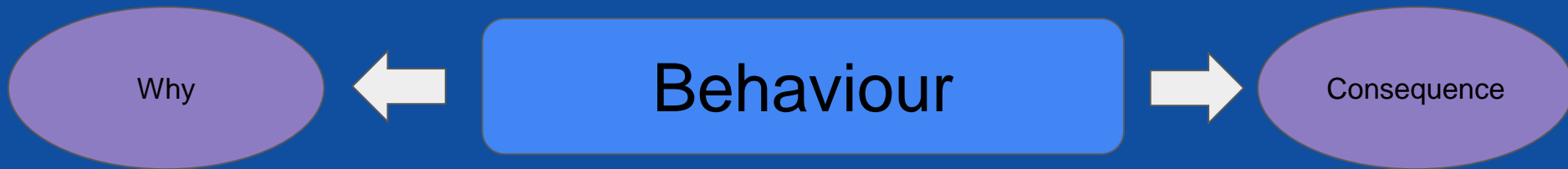
## Behaviour Triggers

What lies beneath behaviour?





# Importance of consequences



Poor behaviour may be explained, not excused.

An explanation describes how something happened. An excuse defers accountability.

We seek to understand the behaviour, not excuse it.

All actions have a consequence.

Children need to understand cause and effect.

What we permit, we promote. Without consequences, there is no motivation to modify behaviour.



# Setting Boundaries

80%

15%

Positive relationship with the child

A need

Nurture

Low-level  
behaviour

De-escalation

Serious  
behaviour

Adult  
intervention

Regulation

Attune; Validate;  
Contain; Regulate

Boundaries

Choice

Consequence

Rupture/repair



# Behaviour

Low-level Behaviour



De-escalation Strategies

Serious Behaviour



Adult Intervention



# De-escalation Strategies

**Low-level behaviours are defined as:**

- Distracting learning in lessons
- Disruption in the school building, at break or at lunchtimes
- Poor attitude
- Incorrect uniform

Strategies used will vary depending on a number of factors:

- Age of child
- Member of staff
- Location
- Environment
- The child (e.g. lived experience, SEND, history)





# De-escalation Strategies

Tone of voice

Redirection

3 Rs

Defuse - humour

Body language

Praise

Thrive's WIN

Change staff

Separate person  
behaviour

Volume of voice

Choices  
either/or if/when

Take up time

Non judgemental

Simple language

Direct target  
when/then

Walking away

Primary  
behaviour

Remove  
audience

Positive contact

Reminder of  
success

Give space

Rule reminder

Remove stimulus

Distraction

Voice of the child

Tactical ignoring

Change  
environment

States facts

Describe reality

Regulate



# Serious Behaviour

## Serious behaviours are defined as:

- Persistent disruptive behaviour
- Physical assault
- Verbal abuse/threatening behaviour
- Bullying - including homophobic abuse
- Racist abuse
- Abuse relating to disability
- Damage - property or possessions
- Sexual misconduct
- Inappropriate use of social media or online technology
- Drug and alcohol related
- Wilful and repeated transgression of protective measures in place to protect public health - these include suspected criminal behaviour. These are:
  - Theft
  - Offensive weapon
  - Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)



# Managing Dysregulation



THRIVE

Vital Relational Functions

**Attune**

Demonstrating an understanding of how they are feeling by matching their emotional state and being alert to it

**Validate**

Demonstrating that their feelings are real and justified, that you can understand their perspective and experience

**Contain**

Offering their feelings back to them, named and in small pieces - their feelings can be "caught"

**Regulate**

Communicating the capacity to regulate emotional states by modelling how to do it in a calm and soothing manner



Serious Behaviour



Adult Intervention

Consequences for serious behaviour will vary depending on a number of factors and may include:

- Direct conversation with an opportunity for restorative action
- Time out (other class or LT offices)
- Internal isolation
- Suspension
- Permanent exclusion

Personal circumstances of the child will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.



# Serious Behaviour

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online”

Anti-Bullying Alliance 2023

**Bullying**

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online”  
Anti-Bullying Alliance 2023

Emotional	Being unfriendly, excluding, tormenting, taking another's belongings
Physical	Hitting, kicking, pushing, any use of violence
Prejudice-based or discriminatory	Taunts, comments, gestures, graffiti or physical abuse focused on a particular protected characteristic (e.g. gender, race, sexuality, religion, disability)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites



# Serious Behaviour

## Safe touch

Safe touch covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of safe touch must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (under Restrictive Physical Intervention on CPOMS) and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Specific staff are trained in Positive Touch, is part of the MAPA programme of skills and is an approved training for Surrey schools in managing risk behaviour.





# Challenging Behaviour

## SUPPORT:

Social communication groups

ELSA

Thrive

Daily Log

Pastoral support

Risk assessment

Smart choices

Timetable variation

Timetable reduction

## CONSEQUENCES:

Time out

Internal isolation

Suspension

Permanent Exclusion



# Recommended Reading

