Ambition Institute

EARLY CAREER FRAMEWORK
SESSION OUTLINE | CLINIC 2

TITLE	TIMING
Responding to challenging behaviour **7.2; 7b; 7g; 7k; 8l; 8n**	1.5 hours (90 minutes)

OUTCOMES
> Learn that challenging behaviour can take many forms and some may be more difficult to identify than others.
> Understand the impact of challenging behaviour on pupils and teachers.
> Identify potential causes of challenging behaviour and understand how proactive strategies could help to prevent such behaviour from occurring.
> Know strategies to address and resolve challenging behaviour including your responsibility in responding to challenging behaviour and knowing when and who to call on for help.
> Know the importance of repairing relationships after incidents and the value of using restorative conversations to resolve incidents (e.g. bullying).

THE BIGGER PICTURE

This is the second clinic. Clinics occur roughly once a half-term. Therefore, it is essential that some of the programmatic knowledge is emphasized in this session including logistics, norms and processes.

Before this session takes places, teachers should have had exposure to key knowledge from ITT Core Content Framework on several sub-standards:
> 7.2. A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.

Develop a positive, predictable and safe environment for pupils, by:
> 7a. Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety.

And – following expert input – by taking opportunities to practise, receive feedback and improve at:
> 7b. Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior leaders.

Build trusting relationships, by:
> 7j. Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.

And – following expert input – by taking opportunities to practise, receive feedback and improve at:
> 7k. Responding consistently to pupil behaviour.
> 7i. Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.

NQTs may also have engaged with some of the key knowledge on the behaviour strand and received school input as needed.

This session reiterates the programme's need to revisit content in numerous instances and numerous contexts. Likewise, it also emphasises the need to contextualise the learning in the teacher's school context and appropriate subject/phase.

The expectation is that, depending on these needs, teachers will be supported to have further conversations with school colleagues to truly ensure that they develop the requisite understanding to meet the needs of all learners in their context.

SUGGESTED THREAD AND ACTIVITIES

1-10 minutes: Welcome and recap

You might use this time to introduce yourself, welcome teachers and set up the norms for the session. This time could also be used to provide a recap and retrieval of previously taught content relevant to the session. For example, B1 on Behaviour Fundamentals which provides an overview for the Behaviour Strand.

Potential further reading from the EEF on Improving Behaviour in School: **here**.

10-30 minutes: Defining challenging behaviour and its impact

Develop a positive, predictable and safe environment for pupils, by:
> 7g. Responding quickly to any behaviour or bullying that threatens emotional safety.

This time can be used to discuss about what we mean by the term challenging behaviours, and identify examples by referencing the school's behaviour policy which may contain examples of challenging behaviours (e.g. bullying, vandalism, consistently disrupting learning in a lesson).

You could also take some time to define bullying and discrimination as specific forms of challenging behaviour.

Ensure, that teachers are aware that challenging behaviours:
> impact on the learning of the perpetrator and/or other students
> can include frequent, deliberate, low level disruption
> can manifest physically or verbally
> can be difficult to identify (e.g. bullying or undermining the teacher)

This would be a good time to discuss the impact of challenging behaviour (e.g. emotional impact on staff and pupils, academic impact on pupils' learning). Potential further reading **here** and **here**.

30-45 minutes: Causes of challenging behaviour

Build trusting relationships, by:
> 7k. Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.

This section is intended to include an opportunity for teachers to discuss the possible causes of challenging behaviour:
> communication difficulties.
> environmental factors.
> attention seeking.
> medical reasons.
> socio-economic disadvantage.

Potential further reading **here**.

This could include a discussion of how teachers could identify causes by liaising with parents, carers and colleagues to better understand pupils' circumstances. This knowledge would be useful to implement proactive strategies and try to prevent challenging behaviour. Potential further reading **here**.

It would be important to ensure that teachers are aware of who to report any safeguarding issues they have relating to pupils exhibiting challenging behaviour. By discussing these causes with examples, teachers may be better prepared to prevent challenging behaviour in the first instance. It would be worth reminding teachers to be cautious about labelling students or groups, which could influence their interactions with them. Potential further reading **here**.

Following this discussion, a look at routines and high expectations of behaviour to pre-empt challenging behaviour would be recommended here. This section could also consider the importance of explicitly teaching routines and practising them regularly with pupils to reduce disruptive behaviour and increase teaching time. Some examples for this can be found in sessions B2 and B3 on the Behaviour Strand.

45-60 minutes: Responding to challenging behaviour

Develop a positive, predictable and safe environment for pupils, by:
> 7b. Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior leaders.
> 7g. Responding quickly to any behaviour or bullying that threatens emotional safety.

Build effective working relationships, by:
> 8l. Knowing who to contact with any safeguarding concerns.

Manage workload and wellbeing, by:
> 8n. Understanding the right to support (e.g. to deal with misbehaviour).

In this section, you could discuss with teachers their responsibility with regard to responding to challenging behaviour in the school. You may wish to use the school behaviour policy to do this, so that teachers are aware that as well as managing behaviour in their own classrooms, they also need to manage behaviour around the school to establish accepted norms. You may wish to remind teachers that they should use least-intrusive interventions as an initial response to low level disruption. Some examples for this can be found in sessions B4 and B5 on the Behaviour Strand.

It would also be useful to remind teachers of any policies within the school regarding reporting and recording challenging behaviour and how incidents are communicated with parents.

Potential further reading **here** and **here**.

60-80 minutes: Repairing relationships and moving on

Build trusting relationships, by:
> 7k. Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.

Manage workload and wellbeing, by:
> 8n. Understanding the right to support (e.g. to deal with misbehaviour).

This section might introduce the importance of repairing relationships between those involved in an incident. One example may be the use of restorative conversations to tackle this type of challenging behaviour. Potential further reading **here**, **here** and **here**. Teachers should be clear on the processes involved within their own context and where they might seek support in dealing with such matters.

Teachers may also be encouraged to consider long-term proactive measures to try and prevent challenging behaviour in the future. Potential further reading **here** and **here**.

70-90 minutes: Action planning and next steps

This section is to provide teachers with time to consolidate and reflect on the learning from the Clinic. Teachers could be encouraged to identify specific steps they will take next to implement their learning.

ECF 'LEARN THAT...' COVERED

> 7.2. A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.

ECF 'LEARN HOW TO...' COVERED

Develop a positive, predictable and safe environment for pupils, by:
> 7b. Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior leaders.
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Build trusting relationships, by:
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Build effective working relationships, by:
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Manage workload and wellbeing, by:
> 8n. Understanding the right to support (e.g. to deal with misbehaviour).

SESSION PREPARATION AND LOGISTICS

AREA	REQUIREMENTS
Session type and length	1.5-hour clinic
Groupings	Suggested 8-15 teachers
Facilitators	One facilitator per session
Room set-up	N/A
Printing Specifications	None
Materials	– PowerPoint/presentation materials. – School Behaviour policy. – Other relevant policies (e.g. Anti-bullying policy, Safeguarding and Child Protection Policy, E-safety Policy, SEN Policy).
Pre-session activities for participants	N/A
Post-session activities for participants	N/A
Facilitator pre-session preparation	– Facilitators should prepare resources, exemplifications and gather materials for the session. – Facilitators should, where possible, take into consideration the context of the teachers in the session and adjust accordingly. – Facilitators should familiarise themselves how the session connects to previously taught/covered content.