**David Jakes – Meadows Park School**

**Managing Challenging Behaviour**

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Specialist inclusive learning centres (SILCs) form partnerships with mainstream schools to give pupils a choice. 200 pupils on 9 sites. Many in care, many ‘damaged’.

Pupils have to have a statement to go into a special school.

Special schools have a y14.

Classes of 7,8 or 9 pupils. 1 teacher, 2 support.

Primary model with class teacher.

Differentiated NC and alternative NC (called Equals).

Some schools in SILC are ‘enhanced schools’ – i.e. faciliites for the deaf or physically disabled.

‘Positive handling’ not restraint! Parents have to sign an agreement that children can be held.

Time-out rooms.

Teachers trained in positive handling.

Recording systems for incidents to give a profile of each pupil.

Managing learning:

e.g. language teaching – break down into bitesize chunks. What you are teaching from one week to the next changes only slightly.

Alan Steer – guru on behaviour.

TeamTeach – risk assessments, positive handling plans.

Remember – keep yourself calm!

Staff behaviours pupils find annoying:

* low expectations.
* Staff favourites
* Inconsistency
* Age inappropriate
* Shouting and finger-wagging
* No sense of humour
* Lack of differentiation
* Not respected
* Not consulted
* Belittled or humiliated
* No effort to make pupils feel special.

De-escalation – make pupils feel welcome.

Have one-to-one with pupil when others are working on a task.

Some pupils will internalise their issues and therefore don’t get the same help and attention.

Beware of ignoring the average kids.

Level of receptive language is often much lower than it would appear.

Take-up time – when I come back, I expect you to be working.

IBP – motivation, correction, organisation.