Within the complementary frameworks of Curriculum for Excellence and Getting it Right for Every Child, Fife Education Service aims to achieve positive inclusion for all children and young people. This De-escalation Training Pack is part of a suite of training initiatives developed by the Service within its Strategy for Behaviour and Discipline, to equip school staff to meet the varied needs of pupils.

It is recognised that the needs of some pupils are greater than others and that school staff will need particular support and training tailored to meet those needs. This training pack was developed with the particular needs of more challenging pupils in mind. Research and experience shows that much can be done to mediate the extremes of challenging behaviour so that relationships can be developed and meaningful teaching and learning can occur. While de-escalation of conflict and stress is an important everyday element in managing relationships, these training materials provide specific and detailed help in relation to higher levels of challenging behaviour. This pack complements the Policy on Physical Intervention (Standard Circular NYP7) and the preventative aim to minimise the need for physical intervention.

This pack has been created and developed in collaboration between a working group of experienced practitioners with support from trades unions. It was piloted in a range of educational settings and was well received by the staff. The pilot included evaluative feedback which informed the use and content of the pack.

I commend it as a valuable resource in support of staff.

Bryan Kirkaldy
Head of Education (North)
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## APPENDICES

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1. Introduction

1.1 Effective training for school staff in managing challenging behaviour is best understood within an Education Service framework comprising organisational structures, procedures and strategies aimed at addressing challenging behaviour in schools in a planned, safe, and systematic way. This training pack relates directly to the principles of both *Curriculum for Excellence and Getting it Right for Every Child*. This training pack provides materials which are part of Fife Education Service’s overarching framework *Getting it Right in Fife* and Fife’s strategy relating to behaviour management and promoting positive relationships. The materials here have been developed on the premise that addressing very difficult behaviour successfully has everything to do with how establishments are organised, how education staff deploy their skills, and how stakeholders are supported and involved in planning and decision making.

1.2 The De-escalation Training Pack explicitly recognises established practices and procedures which enable schools and educational establishments to make provision for managing pupil behaviour effectively; these include: positive behaviour management approaches, Self-Regulation, Restorative approaches, *Cool in School*, nurturing, and solution-focussed strategies. The training pack offers materials and guidance to complement these effective practices (see Appendix 3 *Curriculum for Excellence Strategy for Inclusion Diagram*).

1.3 Most sections of the De-escalation Training Pack have presentation slides and accompanying explanatory notes covering the themes for each section; some slides are self-explanatory and do not require additional notes. The different sections of the training pack can be ‘mixed and matched’ to suit the training and development needs and issues relevant each particular context. Trainers are advised to have a good working knowledge of the entire training pack prior to planning training sessions.

2. How the De-escalation Training Pack was developed

The De-escalation Training Pack was developed by a Fife based working group of experienced practitioners who work with the full range of pupils who present behavioural challenges. Following this, the training pack was piloted and evaluated by a number of mainstream and specialist educational establishments in Fife in conjunction with Fife Council Psychological Service. Feedback and suggestions received during the pilot and evaluation process have been incorporated into the training pack.

3. Training Pack Rationale

The main premise of the training materials is that where good relationships between staff and between staff and pupils are promoted, along with the effective management of systems and strategies, the majority of challenging behaviours can be mediated and often prevented. Ensuring effective behaviour management systems and positive relationships in schools are the essential building blocks on which to build more specialised approaches to extreme behavioural challenges.

With regard to any form of physical intervention, this training pack explicitly advises against this except where a child is placing himself, herself or others at major risk of harm.

4. Purpose of this training pack

The purpose of the De-escalation Training Pack is to support schools to establish effective practices and approaches in positive behaviour management and to manage extremely challenging behaviour in a practical, effective and safe manner. It is explicitly emphasised that a range of preventive positive behaviour management strategies should be in operation before using this pack.
The De-escalation Training Pack provides CPD opportunities which are embedded in best practice principles which are also of practical significance to all schools. From that perspective, it is anticipated that the De-escalation Training Pack will provide CPD opportunities for a wide range of school staff not only those experiencing very challenging behaviour.

5. Aims of this training pack

The aims of the De-escalation Training Pack are as follows:

- to provide customised training for school staff and school managers which is context specific
- to provide training in keeping with Getting it Right for Every Child and Curriculum for Excellence
- to support schools to develop strategies to defuse very challenging situations at the extreme end of the continuum of behaviours experienced by school staff
- to support schools to avoid very challenging situations in future
- to support school senior management to identify appropriate staff training needs by using the pack’s self-evaluation audit
- to support school senior management to promote positive relationships between staff and between staff and pupils.

6. Setting the context

6.1 Organisational and institutional problems cannot be addressed by using training packs aimed only at the management of pupils’ challenging behaviour. A training focus only on child deficit and individual behaviour difficulties will not by itself achieve effective school behaviour management procedures. Effective organisational systems, procedures, and staff skills and attitudes are critical to the success of staff training in pupil management. Whole school behaviour management procedures and effective staff skills in self-regulation and restorative approaches, are the foundation on which more intensive pupil management procedures must be developed.

6.2 The literature in this area is clear that training programmes which do not acknowledge the elements of organisational effectiveness produce mostly negative outcomes. Typical barriers include:

- inconsistent staff responses to pupil behaviour
- punitive staff attitudes
- staff fear of specific pupils
- low levels of staff interaction with pupils
- poor staff morale
- unclear organisational aims and vision
- inconsistent implementation and/or lack of clear procedures
- inconsistent multi-agency working

Where organisational deficits remain unacknowledged and unaddressed by a training input, the most likely outcomes from training are frustrated and unhappy participants.

6.3 It is important that trainers outline what should already be in place in the school context and provide some detail about what is currently available within the Council Education Service context in terms procedures and developments for example:

- corporate policies and procedures
- specific procedures eg exclusions procedures, risk assessment and risk management procedures
- positive behaviour management initiatives.

7. How to use this training pack

7.1 Prior to training sessions in school, the School Self-Evaluation Audit (Appendix 1) should be used to help school senior management identify the specific training from this pack and/or from current Education Service
initiatives which would be most appropriate to each individual school's context and the type of challenging situation being experienced by staff and pupils.

7.2 The Self-Evaluation Audit may identify tasks, school procedures and staff training which are essential to the school's effective management of school behaviour and discipline which are available through means other than this training pack. For example, the school may have few positive behaviour management procedures in place. If this is the case, the school should, as part of School Improvement Planning, ensure these processes are established first in most instances rather than accessing the De-escalation Training Pack. The school's link educational psychologist should be involved in supporting the school in this process.

7.3 It is anticipated that where the school has experienced situations where there have been unresolved challenging behaviour from pupils, the situation will have been discussed in detail with the link educational psychologist and that the school will already have considered and have in place such ongoing developments as Cool in School and What’s Going On?, Self-Regulation and Restorative approaches. Where a serious and significant issue has arisen in a school which does not have the above developments or equivalent in place, sections of the training pack can still be used to address specific situations as a quick response but school senior management will be strongly advised to implement preventive, positive approaches as part of improvement planning.

8. Using the self-evaluation audit tool

8.1 The Self-Evaluation Audit must be used by school management and other appropriate school staff in consultation with the school’s link educational psychologist. The Self-Evaluation Audit should be used to identify priority tasks for the school and staff training needs. On completion, the Audit should be copied for information to the school’s Education Officer.

8.2 Once it has been agreed to use the De-escalation Training Pack with school staff, the school’s senior management, in conjunction with their link educational psychologist, should identify which sections of the Training Pack will be most suitable to address school staff’s needs. Dates, timescales, and the individuals to be involved in delivering the training, should be agreed at this stage. It is anticipated that an appropriate team to deliver sections or the training pack in its entirety would include: school staff and school management representatives and the link educational psychologist.

9. Teachers’ responsibilities

School staff are bound by their professional duties as outlined in the Code of Professionalism and Conduct (GTC 2008). They should ensure a good knowledge of all the duties described in the Code. This has particular importance with regard to teaching and building relationships with vulnerable pupils who for various reasons can behave in very challenging ways while they are in school.

School senior managers have a particular duty to ensure that they take responsibility for achieving a balance of staff and pupil welfare. School senior managers must ensure the effective implementation of school systems and Council procedures alongside appropriate opportunities for staff development and partnership with pupils and families. The principles and expectations informing the framework of the De-escalation Training Pack link directly with a number of quality indicators as outlined by HMIE self-evaluation framework. Quality indicators of particular relevance include:

5.3: Meeting Learners’ needs
5.8: Care, welfare and development
5.9: Improvement through self-evaluation
9.3: Developing people and partnerships
De-escalation Training Pack

Section 1
Introduction and scene setting

Purpose of this training pack

- To support schools staff to manage very challenging pupil behaviour practically, effectively and safely.

Aims of this training

To:
- Support school senior management to implement effective positive behaviour management and procedures supportive of staff.
- Address pupil behaviour in school which is perceived by staff as extremely challenging.
- Provide customised training for staff in their specific context.
- Provide training in keeping with Fife Education Service inclusion principles.

Aims

- Support schools to define seriously challenging situations so that they can be avoided in the future.
- Provide school staff with a self-evaluation tool to identify appropriate training.
- Support school staff to organise the school environment, staff, and procedures to ensure that any perceived need for physical intervention with pupils is avoided.
What this training is not

- A quick fix
- An easy answer
- Training on extensive physical intervention techniques

What outcomes should we get from this training pack

- Identification of priority tasks for schools to address challenging behaviour
- Identification of staff training needs
- Helpful strategies for school staff, pupils and parents/carers
- Protocols and procedural prerequisites for organisational support
- A reduction of challenging behaviour in school
- Staff skilled, and confident in the management of challenging behaviour

Setting the context: challenging behaviour training programmes

Research conclusions

- Some training programmes are associated with positive outcomes
- Many training programmes are associated with negative outcomes
- Training too often is used instead of addressing organisational culture malfunction

“De-escalation Training Pack”

“A huge world-wide training industry is based on only 11 studies which contain limited evidence of training utility. Staff training may at times increase confidence and in a limited number of cases reduce assault rates, however this review suggests that this may be rarely the case.”

(McDonnell 2005)

"Can often increase participant anxiety and suspicions of the need for training and lead to feelings of insecurity and having to cope alone when it comes to dealing with violence and aggression.”

(OSF 2006)
Responding effectively to challenging behaviour:

**Barriers**
- Inconsistency of staff responses
- Positive staff attitudes
- Fear and avoidance
- Low levels of interaction between staff and pupils
- Low staff morale - focus on control & restrictive response
- Lack of/poor training
- Absence of agency vision/practice model/policies etc
- Lack of/subversion of care plans & risk assessments
- Problems with multi disciplinary working

---

Pre-requisites for effective training

- Corporate policies and procedures
  - Eg Health and Safety, Staff Welfare, Behaviour and Discipline Strategy
- Specific policies and procedures
  - Eg Standard Circulars: Exclusion, Physical Interventions, Risk Assessment and Risk Management
- Specific establishment policies
  - Eg taking account of local needs and necessary procedures for implementation of specific strategies

---

Interventions are more likely to be effective if:

- Effective and positive relationships between pupils & staff, staff & staff, school and parents etc are present.
- They are targeted at the whole class/department/school not just the individual pupil
- They build on existing strengths in school
- They seek to develop staff competencies
- The school environment is well planned and organised
- Activities match the strengths and needs of individual pupils
- Staff are enthusiastic and flexible in their teaching techniques
- Effective school assessment record keeping procedures exist

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Fife context

- Behaviour and relationship frameworks
- Health and Safety procedures
- CPD programmes – online catalogue
- Cool in School developments
- Nurturing approaches
- Self-regulation developments
- Restorative initiatives
- Record keeping / pupil planning
- Assessment is for learning processes
- Physical Intervention in Schools NYP7
- Risk Assessment and Risk Management NYP5
- Other positive management strategies
Communications and Relationships in Schools

1. Introduction

This section focuses on practical advice for the classroom teacher. There is an outline of significant changes in the social context over the last twenty years which have impacted on teaching practice. Slide 13 highlights the impact of increased pupil rights and participation which interface with the complexities of family structures resulting in relationships between home and school which are recognisably different from a previous era. The recognition of the diversity of pupils’ needs alongside competing community pressures aims to create a realistic but nevertheless optimistic dialogue for training participants throughout this section. In a complex context of social changes and competing demands, schools can and do have an impact on the lives of its pupils and, in turn, on whole communities.

2. What makes a well organised, effective school?

Much research evidence indicates that disruptive or challenging behaviour in a classroom setting can be minimised and positively managed. The features detailed in Slide 14 outline a range of Fife initiatives and further details can be obtained by accessing Fife Council’s website. As previously noted, such school initiatives and ongoing developments resulting from them form the foundation of a school which is well run and fosters a positive working ethos.

3. Helpful initiatives to create the right ethos

3.1 The training team using this pack may wish to consider possible examples of non-confrontational practice eg maintaining a positive tone, avoid the use of sarcasm or provocative comments, where you know the pupil will respond well, consideration of the use of humour etc.

Our own beliefs and values should be reflected in our behaviours, attitudes and language. It is worth remembering that children and young people are acutely sensitive to the belief systems we model in our behaviour and are quick to pick up and respond to these.

3.2 Cool in School / What’s Going On?: it is not the De-escalation Training Pack’s intention to provide detail about other initiatives which are already in many schools in Fife; that is the job of each school’s managers as part of School Improvement Planning. For information for those unaware of the Fife context, note that the Cool in School programme is designed to build self-awareness and emotional literacy. What’s Going On is the secondary pack, to be used at S2 stage. Through the use of the activities and role-play, the programme provides pupils with opportunities to learn to develop resilience in order to help them to deal effectively with real-life situations. The programme has had a positive impact on children and their families and has led to an increased confidence and self-esteem in pupils, particularly children who tend to be passive and can be vulnerable to bullying.

3.3 Self-regulation: a way of working with children and young people which gives them and staff a framework to help them to manage their own responses, behaviours and impulses by supporting them to develop over time, new ways of thinking and managing their behaviour. It enables the individuals to make goals/targets and think through the actions required to achieve those goals (Goal, Plan Predict, Do, Review). Routine repetition of agreed scripts is a significant part of the self-regulation development.

3.4 Restorative Approaches: aims to improve behaviour and relationships in schools by moving away from a blame and retribution model of dealing with unacceptable behaviour towards one which is based on social responsibility and self awareness. Based on a non-judgemental approach, key questions are asked to engage the individual who has caused harm in taking responsibility for their actions and repairing the relationship with those who have been affected.
4. **What makes a well organised effective classroom?**

4.1 **Influence v control**

**Task 1**

Discuss with training participants:
- Should we seek total control in the classroom?
- If so, what are the downsides of this?

The point of the discussion should be that the teacher cannot control everything, except at a cost to his/her own sanity. Teachers can however:
- influence relationships in our classrooms
- have high expectations
- keep rules and routines short and simple

**eg**

- “Put your books away before leaving the room”
- “Only talk to people in your group”
- “Wait till it’s your turn to speak”.

4.2 **Teacher response styles**

Staff attitudes and skills and the nature of the interactions teachers have with pupils are essential elements of behaviour management. The assertiveness model offers a simple framework to describe interactive behaviours helpful in promoting positive relationships and a constructive influence over others. It also gives us an opportunity to think about different teaching and learning styles and reflect on our own practice.

**Hostile** response: where individuals demonstrate unfriendly responses and interact with pupils in a very negative manner.

**Non-assertive** response: indecisive, helpless type behaviour and an avoidance of potentially difficult situations. This can result in decreased self confidence and a loss of teacher authority and control.

**Assertive** response: to strike the correct balance we must try to demonstrate a positive, assertive response style to ensure that the confidence of both parties is preserved. This is an interactive style in which the teacher is appropriately directive without being inappropriately demanding. Rules and acceptable boundaries are fair and set in advance without being overbearing or didactic.

4.3 **Teach good behaviour – don’t just expect it**

Children who come from chaotic family backgrounds are unlikely to have learned self-regulation skills. It is unrealistic to have expectations that all children will know how to behave. Some will need to be shown and have opportunities to rehearse:
- school is a different context from home
- rules in school are often different compared with home
- these rules have to be made explicit

**eg**

- “we ask if we need to leave the room”
- “we listen when someone is talking”
- “we don’t swear here – it’s a classroom”.

Model the behaviour you want to see
- Behave as you wish the pupils to behave.

**eg**

- make sure you start classes on time
- Avoid meeting anger and agitation with anger and agitation.
- Avoid taking things personally.
- Acknowledge – don’t react.

**Task 2** For discussion

Acknowledge that sometimes it is difficult to do what is described above. Get participants to reflect on the following:
How do you check your own behaviour?
What safeguards do you have to maintain your resilience?

4.4 Managing emotions

School staff should be aware of their own emotional state and what can upset them. Everyone gets emotional at times! Being aware about what may trigger an emotional response is vital for all professionals who work with a range of children and young people. Awareness of potential triggers means staff are more likely to manage themselves calmly and takes steps to maintain a sense of calmness even when being challenged significantly by a child or young person.

As part of building a positive and non-judgemental school ethos, avoid judgemental labelling. These are often not just about the individual child but can easily be used to describe whole families, schools, streets. A health warning is issued here about staff rooms! It is easy for individuals to end up with a label even before a member of staff has met them.

4.5 Direct towards successful outcomes

“Reducing bad behaviour is a realistic aim. Eliminating it completely is not.” Elton Report (1965)

The literature on classroom and behaviour management identifies a range of useful skills and tactics employed by effective teachers in managing low tariff disruptive and off-task behaviour. Being a good role model, using early intervention, consistently demonstrating respect, having high expectations and making appropriate use of praise all help to minimise the likelihood of unwanted behaviour spreading and escalating.

It is important to communicate what we want the pupils to do instead of what they should not do. We should try to refrain from using the words ‘Do Not’ and couch our language in more positive terms.

Tactical ignoring can be useful, sometimes our attention can reinforce or encourage certain types of unwanted behaviour.

4.6 Catch them being good

The vast majority of school pupils enjoy receiving, and respond appropriately to, genuine praise and recognition of their efforts and endeavour. Make good use of role models. Try to share responsibilities in class. Giving praise to pupils on task, frequently helps to bring others who were off-task back on board. Whenever possible, it is beneficial to give specific praise to the pupil who returns to task.

4.7 Non-verbal communication and body language

Individuals will pick up on non-verbal cues. Emphasise the importance of congruence between the words and non-verbal communication. Give examples from everyday life eg “Nice to see you back,” will only convey the right message if accompanied by welcoming body language.

Standing face to face can be threatening and confrontational, the pupil may feel cornered or a perceived threat.

Note the importance of personal space and how this may differ for different individuals depending on their own experiences and issues. As staff members, it is important to be aware of this and respond sensitively. As a thumb of rule, intimate space is 0-0.5m, personal space 0.5-1m and social distance 1-3m. Stay on the edge of personal space when things get heated but not so far away that your ability to relate and influences diminishes.
4.8 Body language

Task 3
Elicit examples from participants eg eye contact, smiling, nodding, thumbs up, relaxed but assertive stance – shoulders down, arms by side, sitting, non-defensive stance etc.

Task 4
In pairs, ask participants to role play different types of body language (one person to perform the behaviour, the other person to be on the receiving end of the body language behaviour then swop)

Ask participants to report back what impact and feeling resulted from each body language example.

4.9 Refocusing

Bring pupils back on task by questions, quiet praise, privately repeated instructions

eg “Are you finding this bit tricky?”
“That’s looking good so far”.
“Remember to show your working”.

Give pupils time to respond to instructions

eg “Let me know when you have the first 6 done”.
“I’ll mark that once you’ve got a bit more done. Let me know.”

Walk away, give the pupil time to get started without feeling under pressure.
Use of “thank you” – rather than “please” assumes compliance

eg “Work at this table. Thank you”.
“Pass me that over. Thank you”.

4.10 Rule reminders

Children and young people are more likely to adhere to class rules when they have been instrumental in discussing and agreeing them. Effective teachers are viewed by their pupils as being fair and consistent when applying rules in class.

It is also important that the consequences of not working within the ‘rules’ are agreed and understood by all pupils. Apply consequences phrased as a choice rather than a direct instruction or ultimatum. This gives the pupil an opportunity to retain some control, maintain a level of self-confidence and make a positive choice.

4.11 Use of the language of choice

Make the pupil responsible for their behaviour.

eg “If you choose to keep shouting over me, then you are choosing to work next door. It’s up to you”.

then “Well done. You’ve chosen to stay in class by working quietly”.

This way, good choices can be acknowledged and the pupil is encouraged to take responsibility for his/her behaviour.

4.12 Avoiding confrontational practices

It may be possible to ignore confrontational posturing and tones of voice that students may use. It is important to stay focused on the issue which is of concern. If the situation is becoming difficult, try to take ‘time-out’ from the situation for the sake of both yourself and the pupil. Time to review and reflect is crucial.
Avoid What? How? Why? questions as these are likely to cause the individual to respond defensively, especially if he/she perceives that blame is being directed towards him/her.

4.13 Exit strategies

It is imperative that, through collegiate working, all members of staff are fully aware of departmental and school procedures for dealing with challenging and potentially violent incidents. This is particularly important if a pupil threatens to leave or actually leaves a classroom without permission. It is also important to know the procedure for getting assistance when a teacher believes that it is no longer safe or appropriate for a pupil to remain in class. If the pupil is threatening to leave class they should be reminded that this will be a choice that they are making.

*Staff should not try to physically block the exit route of an angry or highly agitated pupil. As soon as the pupil leaves the room agreed school procedures should be put into action.*

5. Further tasks

The following is a list of suggested activities for small groups, from which the presenters can choose, as appropriate. This will depend on relevance to audience, time available, desired learning outcomes, etc.

5.1 (Total time 20mins)

Individually

Think about a situation involving challenging behaviour which had a positive outcome.

- what was your role?
- why was it successful?
- what did you learn?

Discuss in pairs and take feedback from the whole group

What were the key features that contributed to a positive outcome?
Slides for Section 2

1. De-escalation Training Pack
   Section 2
   Communication and relationships in schools

2. Background of social change
   - Changes in the structure of families and communities
   - The effects of social exclusion and disaffection
   - The progressive emancipation of young people
   - Peer group effects
   - The effects of drugs and alcohol abuse on some families and communities
   - The impact of increased identification of dyslexia, ADHD and autistic spectrum disorders etc.

3. What makes a well organised, effective school
   - Effective leadership
   - A collegiate, whole school approach to behaviour management
   - An agreed behaviour management policy and strategic plan
   - Positive and assertive attitudes and skills
   - Curricular flexibility and access including, where appropriate, flexible packages
   - Effective pupil support teams
   - External support services
   - Parental support and involvement
   - Positive pupil attitudes and skills

4. Helpful initiatives and creating the right ethos
   - Effective teaching (awareness of different teaching and learning styles)
   - Model the behaviour and attitude you want to see. Use non-confrontational practices
   - Being Cool in School / What’s Going On
   - Self-regulation principles and approaches
   - Building systems (peer support)
   - Early intervention
   - Restorative approaches
Areas we have influence over – influence rather than control

Classroom organisation
- Building positive relationships
- Setting clear agendas
- Holding high expectations
- Being consistent
- Displays of work
- Seating plans
- Classroom routines
- Keep directions short and simple

Teacher response styles

A non-assertive response style is one in which the teacher is passive and inconsistent in responding to pupil behaviour.

A hostile response style is one in which the teacher frequently responds to pupils in a negative, authoritarian manner often at the expense of a pupil’s feelings and self-confidence.

An asserting response style is one in which the teacher clearly, confidently and consistently states their plans and expectations.

Teach good behaviour – don’t just expect it.

- School rules and routines are different from outside school, so need to be taught
- Say what you want, not what you don’t want
- Have realistic expectations
- Build positive relationships, initiate conversations

Model the behaviour you want to see

- Don’t react to the behaviour you’re getting
- If you want the pupil to be calm/enthusiastic, you must be calm/enthusiastic
- Pay attention to the way you greet pupils on arrival to your class
Managing emotions

- Adopt a calm, rational manner and keep emotions in check
- Be prepared to listen
- Avoid labelling
- Avoid threats

Direct towards successful outcomes

- Show basic courtesy e.g. holding doors
- Make it clear it is the behaviour, not the person, you are critical of
- Use of ‘ignoring’ where appropriate
- Focus on the behaviour you want
- Associate good behaviour with the person

Catch them being good

- Notice, recognise, appreciate
- Use positive cueing
- Focus on those who’re doing well first/use frequent praise

Non-verbal communication

The actual message heard is picked up from:

- Body language 55%
- Words spoken 7%
- Tone of voice 38%
Body language

- Use of gesture, non-verbal messages
- Tone of voice
- Deal with difficult conversations side on
- Be aware of issues of personal space / eye contact / body language

Re-focussing

- Steer pupils back to being successful
- Use of “thank you” rather than “please”
- Private conversations – acknowledge difficulties, feelings
- Questions to re-focus
- Privately, repeated directions
- Allow time to respond

Rule reminders

- Class ownership of rules
- Agreed consequences
- Maintain a consistent approach

Use the language of choice

- Give consequences as a choice – give pupils responsibility for their own behaviour
- Praise good choices
Avoid confrontational practices

- Avoid direct arguments
- Avoid being drawn into secondary arguments
- Ignore secondary behaviours if possible
- Avoid what, how, why questions
- Avoid blocking exits

Exit strategies

- Agreed school and departmental procedures
- Plan for better choices next time

Defusing techniques

- Diverting
- Planned Ignoring
- Proximity
- Humour
- Child-proofing the Environment
- Broken Record Technique
- Remove Audience
- Use of Space
- Use of Silence
- Active Listening
SECTION 3

Addressing Specific Aspects of Challenging Behaviour

1. Risk assessment and risk management of pupil behaviour

1.1 This section is based on the Standard Circular NYP6 but seeks to build on training materials developed as part of training sessions with staff in schools across Fife. The detail about how to use the risk assessment and risk management process is provided in NYP6 and in the slides accompanying this section. Risk assessment and risk management will also be best used when it reflects the principles of Getting it Right for Every Child and Curriculum for Excellence.

1.2 What is risk assessment and management?

What is risk assessment?

A risk assessment is a careful examination of what, in the work situation, could cause harm to staff or pupils so that an assessment can be made about whether all appropriate interventions and precautions have been put in place.

What is risk management?

Risk management refers to the interventions and controls put in place following identification of hazards as a result of the risk assessment conducted.

1.3 The aims of risk assessment and risk management

- aid anticipation and identification of likely triggers of problematic incidents
- prevent or minimise the recurrence of problematic incidents
- identify positive solutions
- plan and intervene in the best interests of pupils and staff
- to use school-based record keeping systems to inform the risk assessment and management process

The impact and outcomes of a risk assessment and risk management process should be to:
- minimise future risks to pupils and staff
- identify a plan of appropriate support for the pupil
- provide a plan of appropriate support to staff
- provide a coordinated, multi-agency response to the needs and risks identified
- consult fully with parents, pupils and relevant professionals
- ensure the best interests of individuals concerned
- set a date for review within a timescale of 4 - 6 weeks

1.4 When should risk assessment and risk management be used?

Risk assessment and risk management should be used sparingly where it is identified that a risk assessment and risk management approach would be helpful to support school staff manage exceptional situations involving pupils presenting challenging behaviour. The process involves assessment, planning and intervention so that the needs of the pupil are carefully identified and understood and school staff, the pupil and parents/carers feel confident and well-informed about has been planned and agreed.

A risk assessment procedure should be initiated when there is evidence of one or more of the following:
- it is likely that a pupil’s future behaviour may endanger his/her or other’s safety (including a pupil due to return from exclusion)
- there is a perceived risk that a pupil may make a future malicious allegation against a member of staff
- there is a risk of staff or pupils being subjected to sexually offensive/offending behaviour
1.5 What are the criteria for initiating a risk assessment?

School senior management should be aware of any situation which may suggest that risk assessment and management will be helpful. In assessing this situation, school management will consult with any staff who have brought a request for risk assessment as well as the parents, educational psychologist and any other relevant advisers. It is not the intention of this document to identify an exhaustive list of examples. Where incidents in school relate to the profile below and in other situations as deemed appropriate, careful consideration should be given to initiating a risk assessment and management procedure.

2. Training scenarios

The scenarios below are based on real situations but have had details changed to maintain confidentiality. A range of scenarios have been provided to reflect a variety of different situations including mainstream schools and specialist education establishments.

In groups nominate a chair and someone to take brief notes. Spend not much more than 5 minutes on each scenario. Imagine you are a member of the school management team. Try to reach a consensus regarding:

1. Is the scenario suitable to carry out a risk assessment and risk management procedure?
2. If yes, who should be involved and what outcomes are you trying to achieve?
3. If no, what other steps should you take?

**SCENARIO 1**

In A Secondary School, a member of staff complains to the school’s union representative about a serious problem with class 3X. There are 4-5 pupils in the class whose main aim in life seems to be to make her life hell. They answer back and challenge almost everything the teacher tries to do. Although school disciplinary procedures have been followed most of the time, the teacher finds it time consuming to keep all the paperwork up to date and incidents often go unrecorded because of this. A number of other members of the class have tended to go along with the disruptive group and add to the general mayhem in the class.

**Additional information**

This teacher is highly stressed and has a history of stress related illness. She is demanding that a risk assessment of the entire class be carried out immediately.

**SCENARIO 2**

B Primary school has an Additional Support for Learning Centre. You are about to have a new P2 pupil attend the school’s centre. The pupil is from another local authority and has moved to live with carers in Fife. There has been no forward planning for this pupil. This has been organised by Social Work Services in the other local authority. You have been given information indicating that the child has major learning difficulties and has a history of very difficult behaviour including nipping and biting staff and other children. You set up a planning meeting to identify the next steps to be taken.

**Additional information**

You have an experienced and very committed Principal Teacher of the centre who wishes to support the pupil in whatever way possible. However, one of her staff is off long term sick and the centre is already busy.
Additional information

The janitor has recently been involved in an incident where Jack was playing with a fire extinguisher and, in trying to take it off him laid himself open to accusations by the parents of assault. The Union representative has proposed that Jack, and possibly his parents should be risk assessed on the basis of making allegations against staff.

Scenario 5

Paul is in S3. He was diagnosed with ASD four years ago and your school has managed him quite successfully during his first two years. However he has shown very worrying behaviours recently. There have been several incidents where he has attacked pupils physically as he says they have bullied him by calling him names and have ‘wound him up’. The most recent incident involved him attempting to hang himself in the boys’ toilets. Fortunately he was discovered and released by another pupil who happened to come in to the toilet.

Additional information

Paul is a reasonably able lad who wants to work in the future as a chef. He is vulnerable and quite socially isolated. At home he doesn’t go out much and spends most of his time on his computer.

Scenario 3

There is a pupil in class 2Y who is very aggressive at times if he does not get his own way. He has already assaulted a member of staff by hitting her when she came close to ask him what was wrong. Two members of staff come to you complaining of a serious incident where the boy has just carried out a sustained attack on one of them, repeatedly punching her. She tried to avoid the attack by retreating and attempting to fend off his blows. They ask that an immediate risk assessment be carried out on this pupil.

Additional information

The parents of the boy are very volatile and often blame the school for anything that goes wrong with their son. The boy’s behaviour is fine for sustained periods of time, especially if he is doing something he likes. The school’s educational psychologist is working with school support staff and the family. There has been police involvement with the family. School staff are getting very angry and see this pupil as posing a major risk to themselves and to other pupils.

Scenario 4

There has been an ongoing problem with the parents of one Jack a P6 pupil at your school. Every time there is an incident the parents contact you, complaining that their child is being victimised. You have reason to suspect that Jack is playing on this, goading his class teacher into reacting then running home to tell embellished tales that he has been treated badly in school. There is a history of mostly low level disruption with Jack being cheeky and defiant in school.
3. Completing a risk assessment & risk management process - further tasks

In the following scenarios, the purpose is to consolidate understanding of effective risk assessment and risk management processes. It is assumed that the decision to carry out risk assessment processes has been made.

In groups, use the following scenarios to carry out a risk assessment and risk management process. OR use a current example of a situation in your school which it would be helpful to discuss.

Get your group to discuss the detail of the assessment and the interventions to be used. Consider the following:

- What are the risks?
- Why are they risks?
- Who is affected?
- What can be done to reduce the risks?

Complete the risk assessment table in detail and provide feedback to the rest of the staff present.

SCENARIO 6

Mike has significant learning and behavioural difficulties. His behaviour also has some autistic features. He attends C______ High School Additional Support Centre. He has recently started to lash out at staff and peers for no reason that has been identified so far. Some of the other pupils in the centre have begun to copy this behaviour. Some of the staff and pupils have become scared to be in close proximity to him. Mike shows remorse for his behaviours but he is unable to explain or give any reasons why he is behaving this way.

SCENARIO 7

Carol is in P7 and attends her local catchment school some of the time but also attends a behaviour support centre for a major part of the week. She had been settled before Christmas but since her return from the holidays, she has begun running out of the Support Centre and sometimes out of the school building. There is a busy road nearby. Carol is even more unsettled in her local catchment school and has refused to go in to class there.

4. Risk assessment and risk management review

Consult the Risk Assessment and Risk Management Review Table (see Appendix 2). From scenarios 1 – 7, identify where it would be likely to be useful to use the Review/Update format.
De-escalation Training Pack
Section 3
Addressing specific aspects of challenging pupil behaviour
Risk Assessment & Risk Management of Pupil Behaviour (NYPG)

Risk assessment and risk management
A key to successful use ... there should be a range of school systems already in place to address issues including:
- behaviour and discipline
- positive behaviour management
- parent and pupil participation
- record keeping
- SEN planning systems

Risk assessment is:
A careful examination of what, in the work situation, could cause harm to staff or pupils so that all appropriate interventions and precautions can be put in place.

Risk management is:
The interventions and controls put in place following a risk assessment
Aims of risk assessment and risk management

To:
- Aid identification of likely triggers of problematic incidents
- Prevent or minimise problematic incidents recurring
- Identify positive solutions
- Plan and intervene in the best interests of pupils and staff
- Use school-based record keeping to inform the process

Exemplar

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Person/s affected</th>
<th>Severity</th>
<th>Risk Rating</th>
<th>Controls/Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam hitting</td>
<td>Pupils sitting</td>
<td>High</td>
<td>High</td>
<td>Classroom assistant moves closest to Sam’s desk</td>
</tr>
<tr>
<td>another pupil</td>
<td>near to Sam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam gets agitated</td>
<td>Pupils near to</td>
<td>High</td>
<td>High</td>
<td>Teacher signals to Sam for timeout</td>
</tr>
<tr>
<td>and refuses to</td>
<td>Sam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When should a risk assessment procedure be carried out?

Rarely...But...

When there is evidence of one or more of the following:
- The pupil’s future behaviour may endanger his/her or others’ safety
- There is a perceived risk that a pupil may make a future malicious allegation
- There is a risk of staff or pupils being subjected to sexually offensive/offending behaviour

Who should be involved?

- School staff who work directly with the pupil
- School/Department management
- Educational psychologist
- Parents/careers
- Pupil – when appropriate
- Other key professionals as appropriate
How can risk assessment/risk management be helpful?

- It provides school staff with a simple tool to analyse challenging behaviour
- Used appropriately it supports a collaborative, solution-focused approach
- It provides a structure to open up a dialogue about a difficult situation
- It provides a formal means of planning & recording interventions
- It can facilitate reviews
- It can inform formal record keeping eg ISPs

Risk assessment is ….

- Not a quick fix
- Unlikely to be useful when used as only a paper exercise
- Likely to be most helpful when it is a collaborative process

Record keeping

- Copies of the risk assessment form should be sent for information to parents/carer, school management, Education Officer
- Risk assessment forms and related documentation to be retained as part of school record keeping systems (ISP, CSF)

Task

On the following slide there are two scenarios

In small teams use the formats to carry out a risk assessment to address the difficulties and issues outlined in your scenario

Part of the task is to complete the form and provide brief feedback to the group on the process and outcome
Scenarios (additional tasks/scenarios in Guidance notes Section 3)

- M has recently started lashing out at staff and peers for no apparent reason.
- Staff and pupils and becoming scared to be in close proximity to him.
- Other pupils have begun copying some of his behaviours.
- M shows remorse for his behaviours but can’t explain what’s causing it.

C usually seems happy and settled in school.

However, she has begun running out of class and sometimes out of the school building.

She recently ran across the road without looking and climbed up on the school roof.

Despite staff trying to explain how risky her behaviour is, C continues to be unpredictable.

Feedback

- What are the risks?
- Why are they risks?
- Who is affected?
- What can we do (controls/interventions) to reduce these risks?
- How regularly should we review our risk assessments, and who should be involved in doing this?
Section 4

What Works? Functional Analysis & Problem Solving

1. Why use this approach?

This particular approach is useful where a pupil presents complex and intractable behavioural challenges. While elements of the principles of this approach may inform whole school approaches, the main focus of this approach is on the individual pupil and the use and development of staff understanding and knowledge about the pupil causing concern. Given the more intensive nature of this approach, it is likely to be best targeted towards one or two pupils at any one time.

2. Definition

Functional analysis aims to make sense of behaviour and what it achieves for the child/young person. It presupposes that it is the individual and the environment which will offer the necessary clues or explanations about why a child or young person is behaving in certain ways.

It may not just be a matter of what causes aggressive behaviour but also what purpose it serves for the child or young person in his/her particular environment.

3. Three main elements in functional analysis:

- Ecological: an account of the context in which the behaviour occurs
- Triggers: what could have set off the behaviour (antecedents and consequences)
- Hypothesis: the development of an understanding of what the child or young person is trying to communicate through the behaviour

4. Expressed needs

eg A child may:

- want to do something
- be bored
- want to stop something being done or demanded of them
- want something from others

5. Options for change

5.1 The goal is not to change a person's wants or to repress their feelings, but to find ways of helping them to achieve their aims without having to fall back on their difficult behaviour.

5.2 There are things which can be changed as a preventative measure. Staff can learn from a pupil's behaviour:

- what factors in the immediate environment are likely to upset them
- how best to approach a pupil when working with them on a task
- when to leave them alone etc

5.3 Since so much difficult behaviour has its roots in isolation, boredom or frustration, agreeing together ways of engaging in interesting/enjoyable activities is paramount. Such contact should NOT be construed as a privilege for good behaviour but as a right.

5.4 When staff are clear about what the pupil is trying to say, they may be able to explore with that pupil a less disruptive and even more effective way of saying it.

5.5 The challenge is not only to introduce alternatives but to respond consistently to them. If we do not respond appropriately to a pupil's
newly emerging and more positive behaviour; the child or young person will fall back on the only ways they have of eliciting a response i.e. problem behaviours.

6. Context & Communication

Task 1

Think of a pupil you are currently working with who presents very challenging behaviour. In pairs/threes, use the form below to discuss aspects about what the pupil is communicating.

What's the Child or Young Person Saying?

How does the pupil let you know when he or she:

| feels bored |  |
| is tired |  |
| is hungry |  |
| is thirsty |  |
| feels sad |  |
| feels angry |  |
| wants to go to the toilet |  |
| want to go out |  |
| feels happy |  |
| is frightened |  |
| likes someone |  |
| doesn’t like someone |  |
| wants to be alone |  |
| needs help |  |
What does the pupil say? What noise do they make or which signs do they use?

What does the pupil do with their hands, feet, facial expression, body language etc?

Ring the items to which you don’t know the answer.

NB An additional task would be to observe the pupil over the next few weeks, gradually filling in the items as you find out.

7. Triggers and antecedents

A trigger is a stimulus in a situation which sets off a particular type of challenging behaviour eg an aggressive outburst. An antecedent is what can be identified as coming before the incident. These may include:

- external factors in the environment which are perceived as posing a threat to the pupil’s safety, possessions, self-confidence etc
- a change in routine that a pupil has not been adequately prepared for
- factors signalling the availability of a reward or other desired outcome
- internal factors eg the pupil’s perception of:
  - events
  - noise levels
  - perception of how a request or instruction is given
  - perception of thwarting of needs or desires

In dealing with aggressive or challenging behaviour it is always useful to analyse the reason for its occurrence in terms of:

- the circumstances/precursors to the behaviour
- the triggers which set off the behaviour
- the outcome of the behaviour

Future intervention can be made more effective if planning is based on the above.

Task 2

Consider a pupil who you are working with who presents very challenging behaviour in school. Use the tables on pages 34-35 to carry out a functional analysis of the challenging aspects of the pupil’s behaviour.
### Table 1

<table>
<thead>
<tr>
<th>Environmental Setting</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td>e.g. Temperature, Lighting, Noise, Smell, Crowding</td>
</tr>
<tr>
<td><strong>School Structures</strong></td>
<td>e.g. Staff absence, Changes</td>
</tr>
<tr>
<td><strong>Care</strong></td>
<td>e.g. Home issues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Setting</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td>e.g. General Health, Current medication, Hormonal influences, Sensory impairments, Motor impairments, Sleep pattern, Others</td>
</tr>
<tr>
<td><strong>Psychological</strong></td>
<td>e.g. Mood swings, Anxiety, Others</td>
</tr>
</tbody>
</table>
Table 2

<table>
<thead>
<tr>
<th>ANALYSIS OF PROBLEMATIC BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Definition of Behaviour:</td>
</tr>
</tbody>
</table>

Appears to achieve the following results:

Appears to be set off by the following triggers:

Seems to occur in the context of the following environmental setting conditions:

Appears to be related to the following personal setting conditions:
8. Strategies to address specific behaviours: developing a behaviour plan

The plan below outlines key elements to consider when planning a comprehensive behaviour plan for a pupil causing major behavioural management concerns. The plan could be drawn up into a specific school document to be used as part of planning and review or it could be incorporated into an ISP or other record keeping as appropriate. Clearly the plan will be most effective when multi-agency contributions are sought including the involvement of parents and carers. This approach will work best when staff supporting the child work together with a clear team emphasis to share information and skills on a consistent basis. Benefits include:

- ensuring consistency of information
- identifying what works, what does not
- avoid unnecessary repetition
- shared ideas/resources
- coordinated responses and planning

8.1 Behaviour Plan: main areas to cover

General principles
- Highlight positive interaction routines
- Focus on how to prevent problem behaviours.
- Emphasize antecedent management

General antecedent management:
- Each day there are opportunities for the pupil to participate in activities that are within his/her abilities

- Difficult activities should follow relatively easy to complete activities (ie behavioural momentum)
- Demands are placed in the context of positive setting events

Increasing positive setting events:
- Establish a meaningful, personal, daily routine for the pupil
- Support interaction patterns that emphasize choice-making and personal control
- Provide personal roles that increase the pupil’s sense of contribution
- Look for success and teach the pupil how to look for success
- Focus on the individual managing his/her own antecedents
- Support the pupil to identify and become aware of his/her own internal state
- Identify what the pupil’s personal stressors are and identify methods of avoiding those stressors
- Create a set of internal scripts to follow in the event that stress/anxiety levels increase (i.e. routines to deal with changes in routines)

Communication components to strategies
- All staff understand the strategies agreed in the pupil’s behaviour plan and are consistent in applying them
- All staff use language that is understandable and respectful
Positive communication alternatives to problem behaviour are developed with the help of the pupil and actively taught when there is no crisis.

**Plans to manage extreme situations**

Use risk assessment and risk management procedures to:

- Clearly define criterion/criteria for manageable and unmanageable risk
- Identify a specific method of managing difficulty that is not an imminent threat to health or safety

**Behaviour plan outline**

**ANALYSIS:** Identify behaviours, their function, likely triggers and setting conditions

**PLANNING:** with the pupil and with staff identify specific behavioural goals/targets

**IDENTIFICATION:** of strategies, motivators, setting conditions most likely to bring about successful goal completion

**SUPPORTS:** identify what supports are required to be put in place and staff/parents/carers to be involved

**TIMESCALE & REVIEW:** set a date and agree who should be involved
De-escalation Training
Section 4
What works? Using functional analysis to problem solve

Purpose of section 4
For use with school staff in situations where:
- The pupil is presenting very challenging behaviours
- Staff need a framework to problem solve challenging behaviours
- Staff need opportunities and time to assess behaviour in detail
- Staff need time/opportunity to plan next steps

Functional analysis
Definition:
- a framework which helps staff make sense of behaviour and what it might be achieving for the pupil ie what purpose is the pupil’s behaviour serving

Three main elements
- Ecological: the context in which the behaviour occurs
- Triggers: what sets off the behaviours
- Hypothesis: understanding what the pupil is trying to communicate
What’s the target?

To find ways of helping the pupil achieve their aims so they do not regress to using their difficult behaviour.

What can be changed as a preventive measure?

- What factors in the environment are likely to cause upset?
- What is the best way to approach a pupil when working with them on a task?
- When are the best times to leave alone?
- When are the best times to involve in interesting/enjoyable activities?
- How can we ensure that we respond appropriately to newly emerging, more positive behaviours?

Tasks (further details in Guidance notes)

In Groups...
- Task 1: What’s the pupil saying?
- Task 2: Triggers & antecedents
- Task 3: Develop a Behaviour Plan based on a pupil currently working with
SECTION 5

A whole school response:
Issues for headteachers’ consideration

1. Introduction

The main purpose of this section is to support senior school management. It is essential that school management ensure that all procedures and initiatives are in place so that the school environment functions to manage pupil behaviour effectively and positively - these are the foundations of appropriate staff support. If a school’s procedures and systems are functioning well, it is much more likely that school staff and pupils will experience a positive school ethos. A positive school culture will in turn facilitate positive staff relationships with pupils.

It is suggested that school managers use the tasks and scenarios in this section as a means of rehearsal to assess if all possible staff support and behaviour management processes are in place and implemented effectively.

2. What should schools do?

The School Self-Evaluation Audit (see Appendix I) provides a framework for identifying the elements which should be in place so that a safe, positive and proactive school environment is established and maintained. The Audit is a tool for school management to use for the purposes of planning and intervention and can be used over a period of time as part of overall school development and improvement planning. The Self-Evaluation Audit should be completed with the support and advice of Fife Council Psychological Service. A copy of a completed self-evaluation audit should be made available to the school’s Education Officer for information.

3. Additional activities for school managers

The activities and questions outlined in this section are designed to support school managers to consider the range of management priorities raised by behaviour and discipline issues, in terms of pupils, parents and staff.

3.1 Questions

1. What do you regard as your main on-going priorities in terms of behaviour and discipline issues in your school?
2. What do you regard as the key events (in terms of behaviour and discipline) which you always try to keep a close eye on?
3. What do you see as important indicators of trouble brewing within the school in terms of behaviour and discipline concerns?
4. What arrangements do you have for debriefing and staff support following an incident where staff have experienced a very challenging event?
5. What opportunities do you have for staff to model appropriate self-regulating behaviour?

3.2 Scenarios

How would you see yourself responding to the following types of scenario in your school?

1. High maintenance pupils who tend to generate a lot of problems for staff and other pupils. They may have special needs and have outside agency involvement. What steps would you take to minimize the impact such pupils can have on the life and work of the school?
2. Groups of pupils who behave inside the school and/or in the playground in a threatening and challenging manner towards staff and pupils. Such groups/gangs can be very intimidating and potentially unbalance a school’s positive ethos. How do you address this difficulty?
3. Working in partnership with outside agencies can bring about additional administrative tasks, how do you organise completion of the necessary paperwork so that you make the best use of the possibilities for support?
4. How do you approach the requirements of collegiality when dealing with behaviour and discipline matters in your school? i.e as a school manager, how do you ensure that all staff understand they can and do have a role to play – not just school managers?

5. A common problem is that teaching staff feel they do not always have time to fill in the paperwork in connection with behaviour and discipline incidents. This can generate problems for the people having to deal directly with parents. How do you approach this issue?

(For schools with a Centre/Department of Additional Support)

6. What is the present composition of your DAS/ASN Centre/Department in terms of staffing? Do you have access to BSS staff and if so, how does the ASN management team liaise with the department? How important is specialist support within a school in the context of dealing with B&D concerns?

7. When you give consideration to self-evaluation processes for this area, how would you demonstrate evidence for HMie indicators particularly:

5.3: Meeting learners’ needs
5.8: Care, welfare and development
5.9: Improvement through self-evaluation
9.3: Developing people and partnerships

8. Other issues for consideration?
SECTION 6
Ensuring a safe environment

1. Introduction

As illustrated throughout the training pack, challenging behaviour can be minimised by using effective de-escalation techniques, by assessing environments in order to identify appropriate interventions and solutions and by developing positive relationships between pupils and staff. Confident, trained staff working within a supportive team will feel they can manage difficult situations effectively.

Occasionally pupils may act violently in extreme distress as well as in anger. In these situations, de-escalation strategies remain the first approach staff should use to manage serious situations. The Scottish Executive document Safe and Well: Good Practice in Schools and Education Authorities for Keeping Children Safe and Well (2005) advises the following:

- take the time to assess the situation
- wherever possible, use de-escalation skills to stop the undesirable behaviour
- focus on protecting yourself, protecting other children, and protecting the child at the centre of the situation
- remove others to safety
- if the child can be allowed to calm down without hurting themselves or others, or causing serious damage, this is preferable
- send for help, but do not leave the child alone. If you do not know the child well, send for a member of staff who does know how the child generally responds

2. Unpredictable situations

It is recognised that in exceptional circumstances, situations can occur where staff may have to intervene physically with a pupil. This should only be where the pupil is at risk of placing himself or others at risk of serious harm.

The use of physical intervention must be avoided wherever possible. Where schools have effective and positive behaviour systems in place the need for physical intervention will be rare. It cannot be stressed enough that physical intervention should only be used as a last resort. Any response must be proportionate and aimed towards ensuring safety. Staff should use the minimum intervention necessary to prevent injury and maintain safety. Physical intervention is very unlikely to be an effective approach in the mainstream school environment.

The three most common scenarios which may require physical intervention are:

- where a pupil is about to place herself/himself in danger or cause herself/himself harm
- where a pupil is causing harm to another pupil
- where a pupil is causing harm to a member of staff

It is essential that schools have established and implemented effective classroom and behaviour management systems and have an ethos of good pupil-staff relationships. Well-managed school environments contribute to calm and productive classrooms which, in turn, help to defuse potentially difficult situations. As part of school development planning and staff review, head teachers are responsible for identifying and supporting professional development needs of staff in this area. Clearly the earlier elements of this training pack are highly relevant to the development of appropriate staff skills. As has been stated previously senior management in schools are responsible for identifying staff training needs and organising training sessions, including those outlined in this training pack.

2.3 Definition of physical intervention

For the purposes of this training pack, physical intervention is defined as:
A method of responding to the challenging behaviour of children and young people which involves measures which limit or restrict the movement or mobility for the person concerned

3. Principles for using physical intervention:

It should be used only when:

- all reasonable preventive and de-escalation steps has been taken ie all the steps already outlined in this training pack
- it is a last resort used to avoid/minimise risk of physical harm to pupils and/or staff
- the minimum necessary degree of intervention is used
- the safety of the young person or others is at risk
- damage being carried out on property could endanger the safety of the child or young person or other persons
- it is in the best interests of the pupil
- it has been discussed with the parents/carer and written permission has been given
- appropriate debriefing procedures for the pupil and staff are in place

Physical intervention should never be used as a punishment, sanction or threat to pupils.

4. Predictable events & planned physical intervention

There are situations where the likelihood of incidents requiring physical intervention is greater than in others. Head teachers should ensure that risk assessments are completed and updated and that policies and procedures that contribute to a safe environment are implemented (see Risk Assessment and Risk Management of Pupil Behaviour).

The need for physical intervention with a very small minority of children and young people with severe and complex needs may be predictable and must involve careful planning with senior staff, parents/carer and where possible the child or young person. Specific needs must be reflected in the child or young person’s personal planning system with which all relevant staff and parents will be familiar. Reference should also be made to BILD’s Code of Practice Principles (see Appendix 7).

Prior to any consideration of the use of planned physical intervention, an evaluation of staff skills and training needs must have been carried out alongside consideration of all of this training pack. The most likely context for planned physical intervention is in a department/centre for additional needs or severe and complex needs.

5. Involving children and young people, parents/carers

Children and young people and parents/carers must be involved in decisions about planning and interventions for their child. This is particularly the case when there is or has been the identified need to use physical intervention. Where a particular child or young person is likely to need support strategies in dealing with challenging behaviour, especially at transition periods, the child or young person and the parents/carers must be actively involved in planning individual risk assessment and management strategies. Such plans must take into account the views of children and young people and parents/carers.

6. Recording and reporting the use of physical intervention

All staff must be made aware of the school’s procedures for recording incidents of challenging behaviour. The member of staff must inform their school management as soon as possible of any incident.
6.1 The aim of recording is to retain enough information to inform best practice, identify future strategies and to ensure a record of events for legal purposes. Record keeping should be kept to a purposeful and manageable level. School senior management are responsible for ensuring that appropriate staff are involved in the process and that recording is maintained at an appropriate level.

6.2 The circumstances and reasons for using physical intervention should be recorded in writing as soon as possible and no later than the next working day. The record should note any physical injury to staff or pupil (Appendix 5).

6.3 Incidents of violence against staff are reported on forms specific to such incidents (see Standard Circular HSW 2). These reports are for statistical monitoring purposes only, to monitor trends within and across schools; they are not intended to identify effective strategies to manage individual situations.

6.4 A risk assessment and risk management plan must be implemented for any child or young person assessed as likely to present physically challenging behaviour.

7. Debriefing and support for staff, pupils and parents

7.1 School senior management should assess the degree of staff support required and discuss the incident with staff concerned, as soon as possible, in a calm and supportive environment (see Appendix 6). Where it is clear that a member of staff needs further support, advice or training, senior school management should take prompt action to see that it is provided. School management should link to their education officer and educational psychologist. Where the child or young person presents ongoing difficulties, it will be important for senior school management to ensure ongoing contact with affected staff. Developments relating to the Staffwise initiative may well be relevant.

7.2 Following any violent or challenging incident, the child or young person (where they are able to express a view) should be given time, opportunity and support to discuss and reflect on the situation in a calm and supportive environment. The child or young person’s views must (where the child or young person can express a view) be recorded at an appropriate time when the child or young person is most likely to provide the best information. Arrangements must be made for pupils to be interviewed about the reasons that led to the incident and the circumstances that followed.

7.3 Parents/carers must be informed of a violent or challenging incident and provided with an opportunity to discuss it. Parents/carers must be invited to participate and contribute to problem-solving and planning future strategies for their child or young person. In the case of a very small number of children/young people with severe and complex needs, incidents can be frequent and predictable. In these cases parents/carers must be kept informed at agreed, regular intervals about incidents where it has been deemed appropriate to use physical intervention. In these circumstances, parents/carers must be involved at regular intervals in planning and risk assessment. School senior management must ensure robust systems are in place to facilitate regular communication with parents/carers.

7.4 Debriefing with staff, pupils and parents should lead to a positive and problem-solving discussion about how the risk of such incidents may be avoided in the future. If appropriate, consideration should be given to exploring how the child/young person and any other individuals involved can work together to ‘make amends’ or repair harm. An approach based on restorative practice may well be effective in a range of circumstances.

8. Legislation

Physical intervention can be covered by several aspects of the Scottish legal system: criminal law; civil law; employment law, and human rights law. Establishing the legality of specific action employed in the management of challenging behaviour will depend
‘on the particular circumstances, including the behaviours giving concerns, and the range of interventions already employed.’
(Physical Interventions, Harris et al, 2008)

What is clear is that in protecting the welfare of employees and service users, it is acknowledged that the Education Service:

- has a duty of care for all staff and pupils
- will provide clear guidance and support to staff
- will provide opportunities for staff development

How these are implemented will be dependent on the characteristics and skills of staff delivering a service, the nature and quality of other local services and the rigour of organisational monitoring and evaluation processes. Effective implementation of interventions and procedures in schools will result in processes which will be in keeping with legislative frameworks.
APPENDICES

Appendix 1  School Self-Evaluation Audit

Appendix 2  Risk Assessment blank table, exemplars & Review Format

Appendix 3  Curriculum for Excellence Strategy for Inclusion diagram

Appendix 4  Record of use of physical intervention

Appendix 5  Debriefing procedure to support pupil(s) and staff

Appendix 6  BILD (British Institute of Learning Difficulties)
             Code of Practice Principles

Appendix 7  References
APPENDIX I

School Evaluation Audit

Dealing with very Challenging Behaviour Situations in Schools

Name of school:

The audit should be used as a summary self-evaluation of the steps taken in school to address exceptional circumstances where sustained or repeated challenging behaviour are being experienced. Senior school management representatives should complete this audit in consultation with their link educational psychologist.

A copy should be sent to school education officer for information. The educational psychologist and education officer may also be involved in supporting the school with its Improvement Plan and other quality improvement processes.

1. Aims and outcomes

The audit tool should be used to:
- identify school initiatives already in place
- assess the effectiveness of current initiatives
- identify any necessary changes
- identify the need to implement specific Education Service initiatives (eg Cool in School, What’s Going On?, Restorative approaches, Self-regulation etc)
- identify links to be made to school improvement planning
- establish if De-escalation Training is likely to be appropriate, if so which elements of the training pack
- identify any other tasks necessary to achieve positive management of pupil behaviour

2. Organisational issues

The impact and effectiveness of training will be lessened if there are unresolved concerns/issues in school. As part of this audit, the following should be discussed, concerns noted, and priority tasks and action identified and recorded in this audit.

<table>
<thead>
<tr>
<th>School Based Issues</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff shortages</strong> - impact on school’s capacity to manage difficult behaviour?</td>
<td></td>
</tr>
<tr>
<td><strong>Staff training</strong> - have staff at all levels received appropriate training in behaviour management? Updated? Refreshed?</td>
<td></td>
</tr>
<tr>
<td><strong>Communication &amp; planning</strong> - good info sharing/planning between staff?</td>
<td></td>
</tr>
<tr>
<td><strong>Staff attitudes</strong> – positive collective ethos?</td>
<td></td>
</tr>
<tr>
<td><strong>Consistency of staff responses</strong> – do staff work as team?</td>
<td></td>
</tr>
<tr>
<td><strong>Individualised planning</strong> – high quality! With all appropriate pupils!</td>
<td></td>
</tr>
<tr>
<td><strong>Multi disciplinary working</strong> – effective coordination by school?</td>
<td></td>
</tr>
<tr>
<td><strong>Management</strong> – what tasks?</td>
<td></td>
</tr>
</tbody>
</table>
3. **Whole schools strategies currently implemented in school:**

<table>
<thead>
<tr>
<th>DETAILS</th>
</tr>
</thead>
</table>

- *Cool in School / What’s Going On?*
- Self-Regulation
- Restorative approaches
- Nurturing Approaches
- Other

4. **Priority tasks identified from 1, 2 and 3 for School Improvement Planning:**

5. **Risk assessment**

*What risk assessments have been carried out?*

- Dates of review meetings planned:

6. **How parents/carers and pupils have been involved in planning interventions?**

7. **Parent/carers’ views of:**

*Interventions tried so far:*

*any other strategies that may help*
8. Pupils' views of:
interventions tried so far:

any other strategies that may help

9. Next steps / tasks

10. Staff training needs identified:

11. Review date for audit:

Signed: 
Designation: 

Date: 

Copy of completed forms to be sent to:
Link Educational Psychologist
Area Education Officer
# APPENDIX 2

## Risk Assessment Exemplar

Name of pupil: **John Smith**

<table>
<thead>
<tr>
<th>HAZARD</th>
<th>PERSON(S) AFFECTED</th>
<th>SEVERITY (low, medium or high)</th>
<th>LIKELIHOOD (low, medium or high)</th>
<th>RISK RATING (low, medium or high)</th>
<th>CONTROLS/INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threatening behaviour when unsupervised</td>
<td>Pupils</td>
<td>High</td>
<td>High</td>
<td>High</td>
<td>Supervised by staff at all times in school - between classes and during breaks</td>
</tr>
<tr>
<td>Threatening behaviour towards staff</td>
<td>Staff</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>Collected by parent at lunchtimes</td>
</tr>
<tr>
<td>Potential confrontation due to comprehension difficulties</td>
<td>Staff/John</td>
<td></td>
<td></td>
<td></td>
<td>Targets rehearsed and signed each day by subject staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Departmental response card</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Avoid confrontation with John. Monitor John’s understanding. Rehearse the tasks he has to do use simple instructions</td>
</tr>
</tbody>
</table>
Risk Assessment & Risk Management Review/Update

<table>
<thead>
<tr>
<th>Hazard Identified</th>
<th>Strategies Used</th>
<th>What Has Worked?</th>
<th>Barriers to Strategies Being Effective</th>
<th>Proposed Refinements Alternative Strategies</th>
</tr>
</thead>
</table>

Date of review:
APPENDIX 3
Curriculum for Excellence Strategy for Inclusion diagram

Recent Initiatives
- Review of Fife Behaviour Support Provision
- Staff Welfare Initiatives

Curricular Developments
- Formative Assessment
- Assessment is for Learning
- Health Promoting Schools
- Getting it Right
- Rights Respecting Schools

Camhs Framework

Cool in School etc.
- Role Play
- Rehearsal
- Reflection

Self Regulation
- Goal, Plan, Do, Review
- Using Scripts
- Routines, Tasks

Restorative etc.
- Managing Difficulties & Disruption
- Restoring Relationships
- Developing Social & Emotional Capacity

Risk Assessment/De-escalation Training etc.

Youth Offending Monitoring
- Children's Hearing System

Promoting
- Relationships
- Resilience
- Responsibilities
- Problem Solving
# APPENDIX 4

## Record of use of physical intervention to address specific incident(s) in school (to be completed by school senior manager)

<table>
<thead>
<tr>
<th>Class:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil:</td>
<td></td>
</tr>
<tr>
<td>Member of staff:</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td>Location:</td>
</tr>
<tr>
<td>Name of any witness:</td>
<td></td>
</tr>
<tr>
<td>What happened:</td>
<td>Details of strategies used:</td>
</tr>
<tr>
<td>Details of any injury:</td>
<td></td>
</tr>
</tbody>
</table>

### Immediate action taken:

- Pupil's view/account of the incident and way forward:
- Parent/carer's view of the incident and way forward:
- External Support Services Involved:
- Supports/plan to be put in place by school:
- Care considerations (where appropriate):
Debriefing procedure to support pupil(s) and staff

Immediately after

- Remove pupil / danger to a calm environment
- Follow strategies laid down - specific to pupil or general principles of school
- Help pupil / individual to calm down
- Investigate Reasoning
  - Stress
  - Anger
  - Misunderstanding
  - Self-defence
  - Next action will be determined by this. (Staff have to aware of others in the room and how they are feeling - they may need explanations and calming too.)
- Monitor pupil

- Pupil may need to stay in time out setting for some time
- Pupil may need medical advice
- Pupil will need support

When appropriate, give an avenue to return to class setting (Only once established appropriate)

Next Steps: Evaluation - with pupil
- Guidance and Staff team
- Identify strategies from this to promote positive behaviour
- Consult with Psychological Service, other services, ESM as appropriate
- Review
Victim / staff / pupil - immediately after

- **Allow staff member / pupil to decide whether to stay in place of incident or withdraw**

- **Consider:** Should member of staff / pupil be removed from scene of incident (can be the decision of others)

- **Allow time to recover**

- **Another adult should be available for support**

- **Options:**
  1. Return to work / class
  2. Go home
  3. Seek medical advice
  4. Seek support within or without place of work e.g. Employee Counselling Service

- **Record keeping:** Short note to include any intervention Violence at Work Form

- **Next Steps: Evaluation - internal**
  - Staff team & School management
  - Identify necessary strategies / risk
  - Assessment resulting from this
  - Add necessary targets / information to I.E.P / record keeping
APPENDIX 6

BILD (British Institute of Learning Difficulties) Code of Practice Principles

The 32 Principles

1. Any physical intervention should be consistent with the legal obligations and responsibilities of care agencies and their staff and the rights and protection afforded to people with learning disabilities under law.

2. Working within the legal framework, services are responsible for the provision of care including physical interventions which are in a person’s best interest.

3. Physical interventions should only be used in the best interests of the service user.

4. Service users should be treated fairly and with courtesy and respect.

5. Service users should be helped to make choices and be involved in making decisions which affect their lives.

6. There should be experiences and opportunities for learning which are appropriate to the person’s interest and abilities.

7. Challenging behaviours can often be prevented by the careful management of the setting conditions.

8. The interaction between environmental setting conditions and personal setting conditions should be explored for each service user who represents a challenge. Setting conditions should be modified to reduce the likelihood of challenging behaviours occurring.

9. Establish secondary prevention procedures to ensure that problematic episodes are properly managed with non-physical interventions before users become users become violent or aggressive.

10. For each service user who presents a challenge there should be individualised strategies for responding to incidents of violence and aggression. Where appropriate, the strategy should include directions for using physical interventions.

11. Individualised procedures should be established for responding to service users who are likely to present violent or reckless behaviour, the procedures should enable care staff to respond effectively to violent or reckless behaviours while ensuring the safety of all concerned.

12. Physical interventions should only be used in conjunction with other strategies designed to help service users learn alternative non-challenging behaviours.

13. Planned physical interventions should be justified in respect of: what is known of the client from a formal multi-disciplinary assessment; alternative approaches which have been tried; an evaluation of the potential risks involved; references to a body of expert knowledge and established good practice.

14. The use of physical interventions should be subject to regular review.

15. The potential hazards associated with physical interventions should be systematically explored using a risk assessment procedure. Physical interventions should not involve unreasonable risk.

16. Physical interventions should be employed using the minimal reasonable force.

17. Any single application of physical intervention should be employed for the minimum period of time consistent with the best interests of the service user.

18. For individual service users, the use of physical interventions should be sanctioned for the shortest period of time consistent with his or her best interests.

19. Physical interventions should not cause pain.
20. Service users should have individual assessments to identify any contraindications to physical interventions before they are approved.

21. Service users who receive a physical intervention should be routinely assessed for signs of injury or psychological distress.

22. Policy implementation: service managers are responsible for developing and implementing polices on the use of physical interventions.

23. The use of any physical intervention should be clearly set out in the form of written guidance for staff.

24. Monitoring and recording: service managers are responsible for ensuring that all incidents which involve the use of physical intervention are clearly, comprehensively and promptly recorded.

25. All service users and their families and representatives should have ready access to an effective complaints system.

26. Careful consideration should be given to the impact of resource management on the use of physical interventions.

27. Employers and managers are responsible for the safety and well-being of staff.

28. Staff should be encouraged to monitor all physical interventions and to report any incidents which give cause for concern.

29. Staff who may be required to use physical interventions should receive regular training on knowledge, skills and values.

30. Training should be provided by an instructor with appropriate experience and qualifications.

31. Staff should only employ physical interventions which they have been trained to use.

32. Staff deployment should be organised to ensure the appropriately trained staff are available to respond to any incident which requires physical intervention.

APPENDIX 7

References

British Institute of Learning Difficulties (2009) BILD Code of Practice for the Use of Pupil Interventions, BILD


Fife Council (2010) Getting it Right in Fife Guidance

Fife Council, APLI Exclusions Policy & Procedures

Fife Council, NSGI, Guidance for Individual Pupil Planning and Record Keeping in Fife Schools


Staffwise.org.uk

Scottish Executive (2000) The Standards in Scotland’s Schools etc Act, Edinburgh


Scottish Executive (2005 e) Getting it Right for Every Child, Edinburgh

Scottish Executive (2006 b) Parents as Parents in their Children’s Learning, Edinburgh

Scottish Executive (2005) Safe & Well: Good Practice in Schools and Education Automatics’ for keeping children safe and well, Edinburgh

Scottish Government (2007 c) UN Convention on The Rights of the Child, Edinburgh
