



Procedures and guidelines for supporting children with challenging behaviour

Please note that these are guidelines only and alter dependent on the personalised needs of the child. Any actions that are taken, should be made whilst also considering the Doncaster Cross Phase Behaviour Thresholds.

Protocol for persistent Behaviours:

Step 1- informal discussion with parents/carers and child (not recorded)

Step 2- Reward chart created and report card with the child, showing clear targets and rewards. (Rewards may be given more frequently, due to the age and needs of the child) and **Parents informed that a report card will be started**. (SLT must be notified before speaking to parents) This will be reviewed fortnightly by the SLT. If behaviour does not improve, step 3 will commence.

Step 3- Strategy meeting. A formal meeting will take place with parents/carers, member of the SLT, class teacher and family support worker. At this stage a programme of support will be developed with clear targets for development. A review meeting will be set.

Step 5- Review meeting. If no progress has been made- sanctions may be put in place. This could include being excluded from residentials, class trips or school dinner times.

Step 6- Referral for outreach support and possibility of fixed term exclusions

Step 7- Referral to inclusion panel and seek alternative educational provision

Strategies of support:

Low level strategies:

- Use of personalised reward charts- designed with the child. These must include specific development targets.
- In class differentiation of the curriculum and supporting materials enabling full access to the curriculum
- Simplify level, pace, amount of teacher talk/ instructions/ independent learning
- Increased emphasis on identifying and teaching to preferred learning style
- Some use of specific group or 1:1 programmes
- Visual timetables and clear routines.
- Regular small group work/resilience, concentration skills/ social skills/listening skills/conflict resolution

Enhanced Strategies:

- Learning style determines teaching methods
- 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations
- Small steps targets within group programmes and/or 1:1 work tasks
- Daily targets are given and rewarded
- Accessing mainstream lessons for most of the time with complimentary access to internal support arrangements and interventions
- Learning mentor support
- All additional resources and exceptional arrangements are referenced in a personalised provision map, necessary evidence for requesting statutory assessment.
- Family support to support behaviours at home.