



Cognus

No Limits on Learning

Challenging Behaviour



Training for Autism Leads in Schools

Challenging Behaviour, strategies for Supporting and Reasonable Adjustments

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Today's session

- Challenging behaviour
 - Prevention
 - Reasonable adjustments and adaptations of behaviour policies
 - Strategies for supporting
 - Reflecting after challenging events
 - Rebuilding relationships and trust
 - Resources
- Feedback
- World Autism Acceptance Week
 - Cognus events
 - Ways to celebrate in school
 - Resources and programmes
 - Child Exploitation Awareness Week

Preventative / Soothing Strategies



Chair press ups



Fidget tool



Wall pushes



Hand squeeze



Wobble cushion



Crab walks



Breathing exercises



Weighted lap pad



Jumping jacks



Mantra



Ear defenders



Run round the playground



Supporting Challenging Behaviour

What is challenging behaviour?

Challenging behaviour describes behaviour that is challenging to parents, carers, teachers and other professionals. It can include tantrums, hitting or kicking other people, throwing things or self-harming. Behaviour is challenging if it is harmful to the person and others around them, and if it stops the person from achieving things in their daily life, such as making friends or concentrating at school.

Living with challenging behaviour can be a stressful and exhausting time. Everyday activities, such as going to school or to the park, can become more complicated.

Challenging behaviour is not a learning disability, but **people with a SEND are more likely to show challenging behaviour**. This can be due to people having **difficulty communicating and expressing frustrations**.

Challenging behaviour can also be a sign that something is wrong, like pain or discomfort, that the child cannot express in another way. Challenging behaviour can also be a sign of **wider problems**, including with someone's **mental health**.

-Mencap

[Challenging behaviour - Advice and Support | Mencap](#)

Can you think of any challenging behaviours that pupils with social communication needs or autism exhibit?

Behaviours and scenarios that may be challenging

What behaviours have you witnessed within the school environment that have been challenging?

What was the context?

How was the challenging behaviour managed/ supported?

Behaviours and scenarios that may be challenging

Running away
Pushing to the front of lines
Locking self in
toilet/cupboard
Desire to be first
Door slamming
'Meltdowns'
Swearing
Screaming
Unkind words
Crying
Using unkind hands/feet
Not getting work done
Biting
Producing the minimum
Pinching
Not wearing uniform
Not wearing the uniform
correctly
Self-harm
Not listening
Not joining in with activities
Ripping work

Hiding indoors during playtime
Scribbling in books
Making noises
Cutting things with scissors
Chatting during carpet time
Not following instructions
Running indoors
Active ignoring
Climbing
Throwing things
Growling
Barging into others
Touching others
Avoiding lunch hall
Not eating
Introverted
Tapping
Interrupting
Answering back
Storming off
Copying others

Losing items
Not prepared for lessons
Arguments and fights with peers
Daydreaming
Zoning out
Distracted
Low grades
Lack of effort
Lack of engagement
Not reaching full potential
Not conforming
On own agenda
Poor timekeeping
Arguing with peers
Arguing with staff

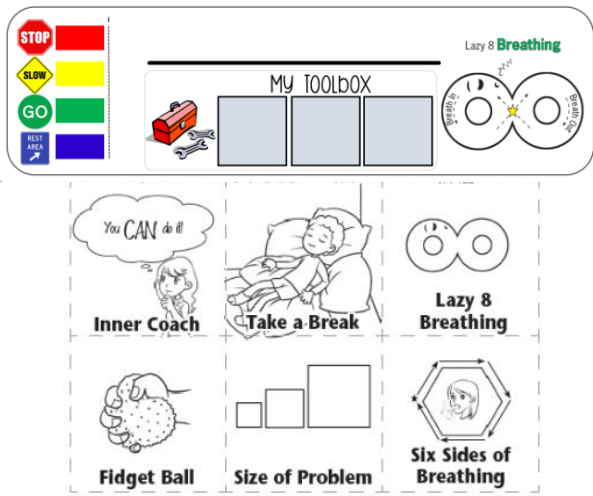
How is behaviour managed?

How do children know what is appropriate or inappropriate behaviour?

How do staff know how to support?

How do parents know the expectations?

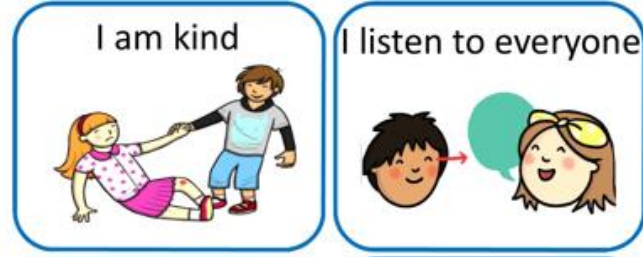
How is behaviour managed?



- removal from social time (breaks/lunchtimes)
- detentions at an appropriate level for the offence
- Internal or Leadership exclusion
- suspension
- restricted access to certain activities
- removal of privileges

Carew Academy, we will:

- Understand that positive behaviour promotes high quality learning experiences.
- Maintain a culture and ethos that has respect for the child or young person at its centre.
- Provide an environment of calm and good order.
- Have positive expectations that pupils/students will behave well, with courtesy and with self-discipline, and that staff uphold strong professional and personal values towards each other.
- Embed effective systems and procedures to encourage and maintain positive behaviour, with a set of strategies to help staff prevent and respond to challenging behaviour.
- Recognise that challenging behaviour is a form of communication and always treat it as such.
- Provide relevant training, structures and support for all, including families.
- Work in close partnership with families and other stakeholders to ensure that pupils/students are well supported.



CODE OF CONDUCT (403)

- We treat others the way we would like to be treated ourselves
 - We treat others the way we would like to be treated ourselves
 - We respect the differences between people
 - We are fair and treat people equally
 - We respect other people's beliefs and opinions
 - We respect other people's property and possessions
 - We respect the environment we work in
 - We are kind, polite, courteous, patient and approachable with all members of the School community, in person and online
 - We are honest and truthful but we take care not to hurt other people's feelings
 - We are positive in our dealings with others
 - We celebrate success and never put other people down
 - We offer support to those who need it
 - We are friendly and take care to include everyone
 - We feel that any form of bullying is unacceptable
 - We cooperate with each other and settle disputes by discussion rather than aggression
 - We are well organised and prepared for lessons
 - We are punctual
 - We complete our work to the best of our ability
 - We create a positive impression of the School when we are in the wider community
 - We take our turn in a queue and do not push in
 - We follow the uniform Code of Conduct
 - We focus in lessons and do not distract others
 - We do not disrupt learning in lessons



7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.



Scenarios and Problem Solving

What else might have been going on?

What may be preventing success?

What adaptations might help?

A

You have completed an input on the carpet and sent children to select a partner and get on with a task at tables. You notice Mo has not found a partner and has not settled down at his desk or made a start.



B

You see Sarah on her own in the busy dining hall at lunchtime. She hasn't eaten much and is pushing her food around her plate.



C

You see a colleague looking frustrated whilst talking in the playground to a child you know to be autistic. The child has their arms folded and is not making eye contact.

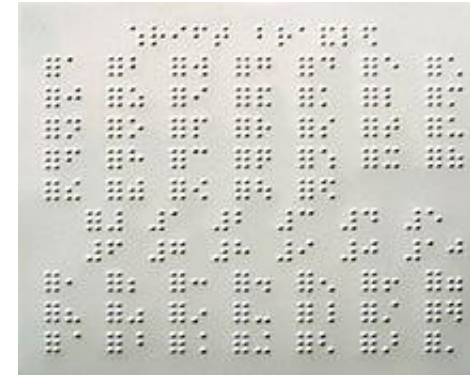


D

The bell rings to signal playtime. The class files out to the playground. You notice Eli's work is incomplete and has been scribbled all over, making holes in the page.



What changes do we make in school to support learners with SEN? Do the changes extend to behaviour?



A B C D E
F G H I J
K L M N O
P Q R S T
U V W X Y
Z &



Should we make reasonable adjustments for behaviour? What does the law say?

The forms of disability discrimination that are unlawful under the school provisions of the Equality Act (2010) are:

- Direct discrimination.
- Indirect discrimination.
- Discrimination arising from disability.
- **Failure to make reasonable adjustments**

The duty to make reasonable adjustments requires a school to take positive steps to enable disabled pupils to fully participate in all aspects of school life – to ensure that they are not placed at a substantial disadvantage compared to non-disabled pupils.

Examples - (created by Phoenix Primary and Secondary School)

Technical Guidance for Schools in England produced by Equality and Human Rights Commission relates to Equality Act 2010

Is it unlawful?

A school has a policy that if a pupil breaks the school rules on three occasions, he or she will automatically be given a detention. This is applied to a student with a diagnosis of autism/ADHD.

Examples

Technical Guidance for Schools in England produced by Equality and Human Rights Commission relates to Equality Act 2010

Is it unlawful?

A pupil with learning difficulties is excluded for repeatedly getting up from his seat during lessons and disrupting other pupils. It is the school's policy that repeated disruptive behaviour is punished by exclusion.

Examples

Technical Guidance for Schools in England produced by Equality and Human Rights Commission relates to Equality Act 2010

Is it unlawful?

A pupil with autism can sometimes act in a disruptive manner in class. The school does not take disciplinary action, but uses agreed strategies to manage his behaviour. A non-disabled pupil who is also disruptive in class receives a sanction for his behaviour.

(sic)

Making Reasonable Adjustments for Behaviour

Schools have a duty to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage to non-disabled peers.

This applies to provisions, criteria and practices e.g. school policies, auxiliary aids and services e.g. supportive equipment or a member of staff.

[Identification and Assessment of Need | Sutton Information Hub](#)



**Sutton
Information
Hub**

Headlines

School exclusion of autistic boy unlawful, judge rules

🕒 14 August 2018

The exclusion of an autistic boy after he hit a teaching assistant with a ruler, punched her and pulled her hair, was unlawful, a court has ruled.

Following the incident in February 2016, the child, known only as "L", was given a one-and-half day exclusion.

But a judge in the Upper Tribunal has ruled that "aggressive behaviour is not a choice for children with autism".

Campaigners say the ruling will have a major impact on future generations of children on the autism spectrum.

The Department for Education says it will consider the implications of the ruling.

<https://www.bbc.co.uk/news/education-45182213>

What does the National Autistic Society say?

Jane Harris from the National Autistic Society, said the verdict could transform the prospects of future generations of children on the autism spectrum.

"The government should recognise this decision and act immediately to make sure that autistic children are no longer unfairly excluded from school.

"We intervened in this case to try to close a legal loophole, which saw far too many children excluded from school. Before this judgment, schools were able to exclude pupils who have a 'tendency to physical abuse', even if the school had made no adjustments to meet their needs" she added.

"Exclusions should only happen as a last resort, when schools have tried every other practical solution. But the loophole meant that there was not enough incentive for schools to make necessary reasonable adjustments. And some schools resort far too quickly to exclusions.

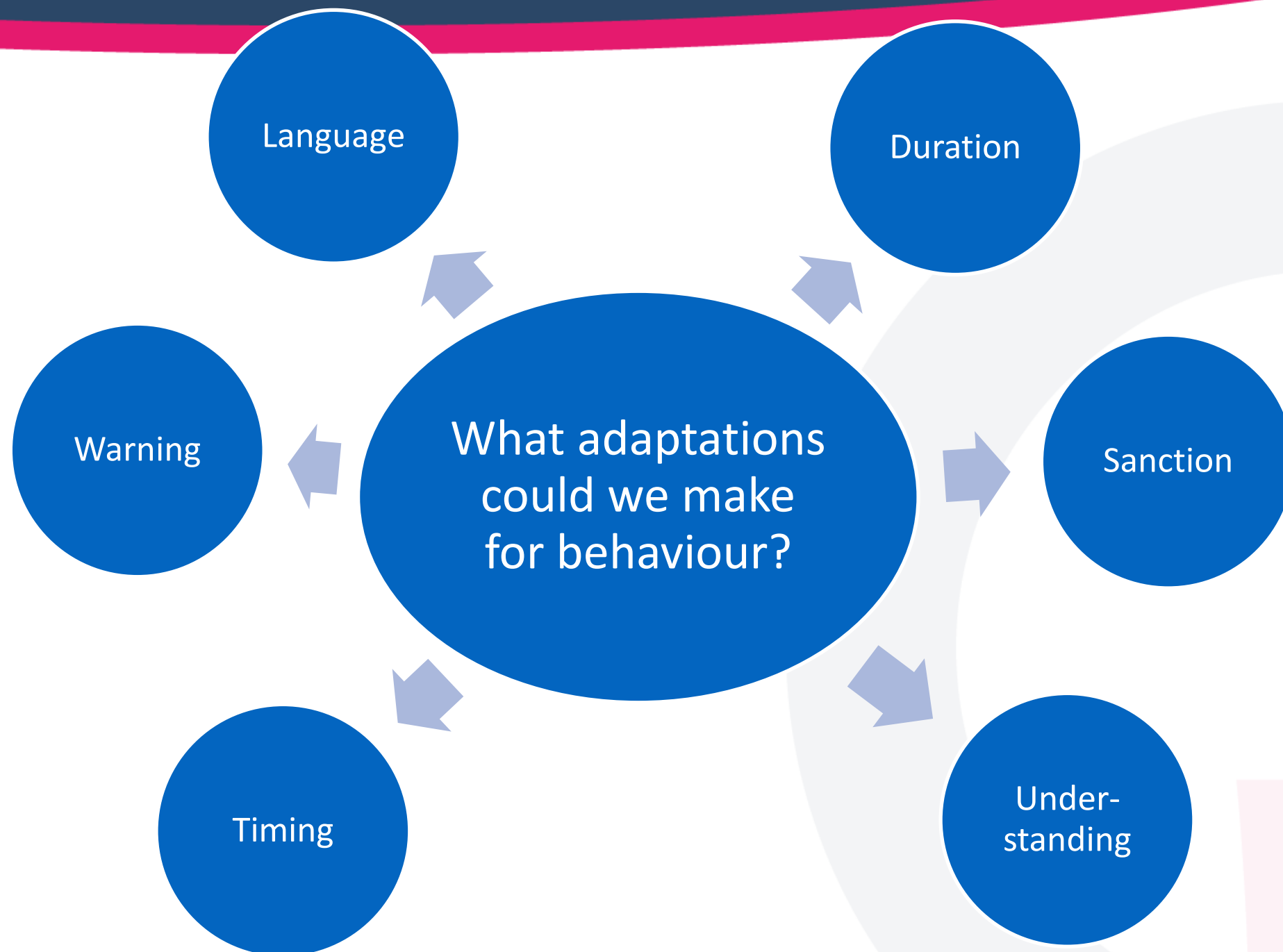
"This contributes to children on the autism spectrum being three times more likely to be excluded than children without special educational needs."

Current Adaptations

What behaviour adaptations do you currently make in your settings to support SEN(D) students?

Has your school's behaviour policy been reviewed and has consideration been given to supporting SEN(D) students?

Further Adaptations



What adaptations could we make for behaviour?

Understanding

Some students find it harder to understand or remember rules

Some students find it harder to comply with the rules because of their differences

Warnings

May need more warnings

Check that they have understood the warning and the consequences of not following rules

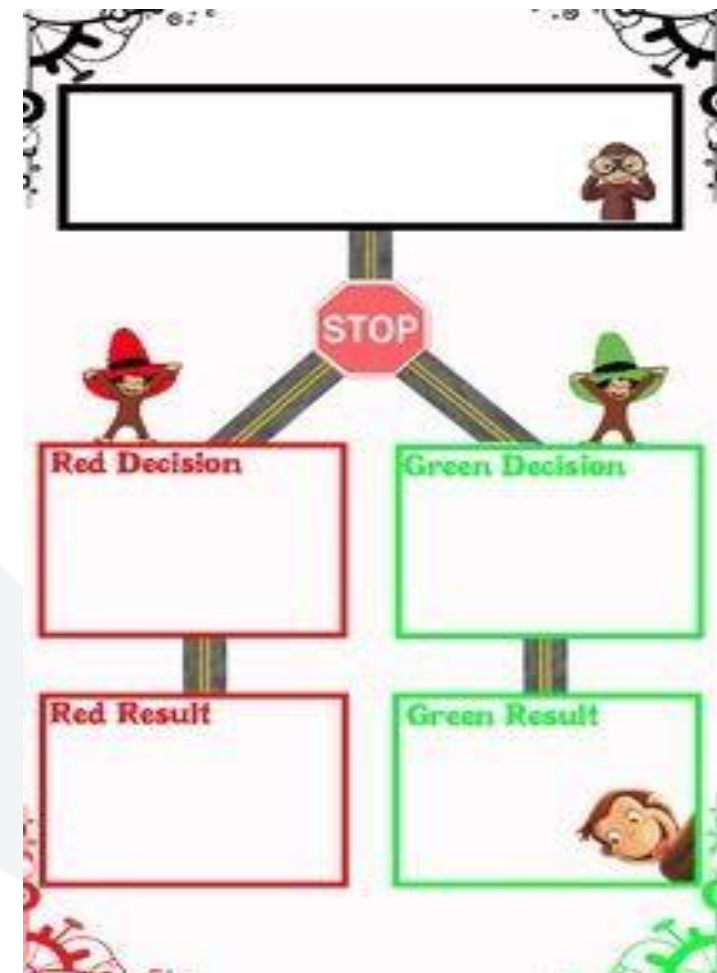
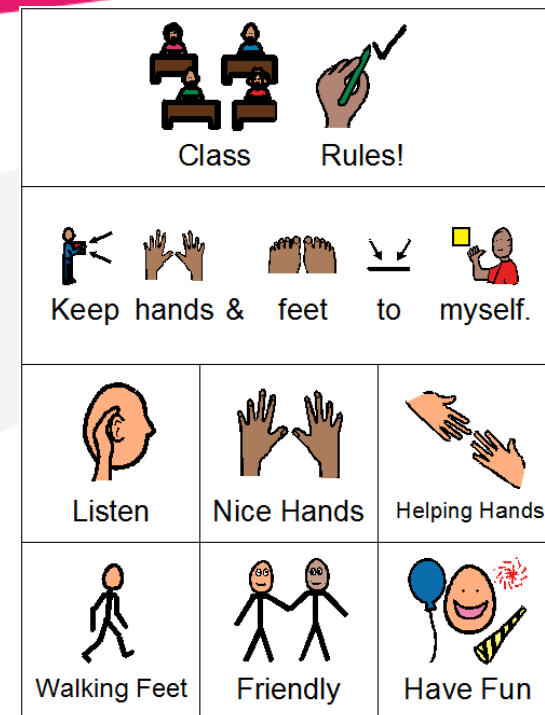
Remind of the positives of following rules too!

Timing

Give the student a chance to explain

Consider the best time and forum to address behaviour (perhaps without audience)

Acknowledge with rest of class that something has happened and it will be dealt with, BUT re-focus the learning in the meantime



What adaptations could we make for behaviour

Language

Tone of voice

Explanation

Blame the behaviour, not the student

Talk about moving forward

Sanction

Consider the effectiveness of any sanction you give

Reflect on whether it had the desired effect

Adapt approach for individual learners, as necessary

Whatever you decide – Be consistent with the individual

Duration

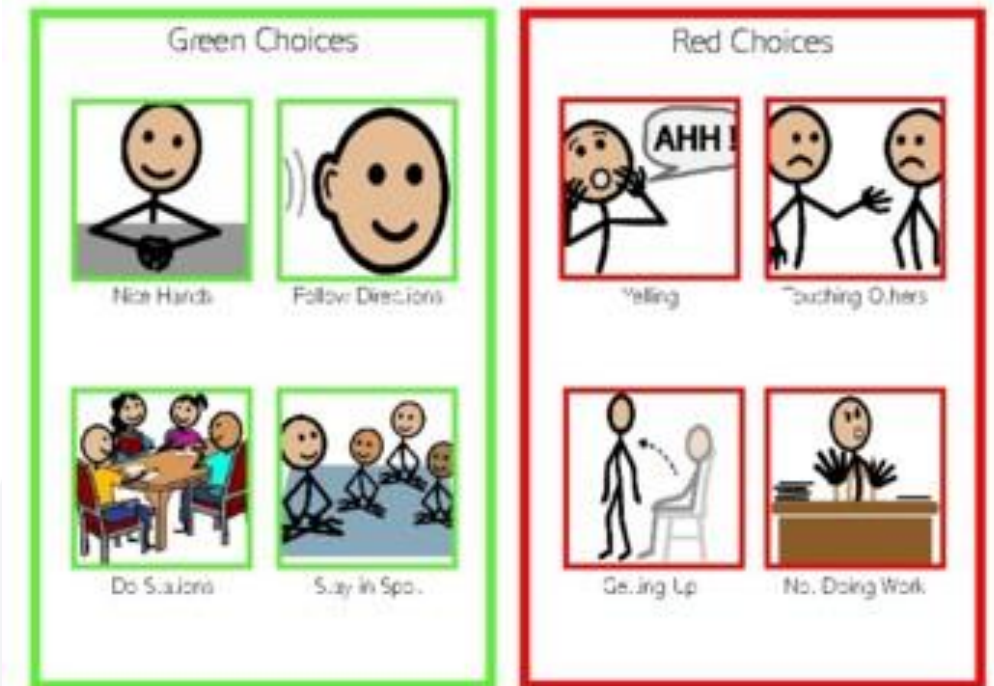
Some students will find it harder to sit out of an activity for large periods of time

Anxiety may build

Phoning home may help/ hinder relationship

For most students a short conversation after school is MORE effective than a longer sanction

Once it is finished, fresh start!



"You can't change what has already happened so don't waste your time thinking about it. Move on, let go and get over it, it's done."

WWW.FESLIFE101.NET

Behaviour has escalated, now what?

What is the protocol?

What ways do you manage independently or with team support?

How do you feel when you are required to manage escalated and challenging behaviour?

Fear

EXCLUSIVE: Brit teachers 'fear going to work' as abuse on rise with pupils as young as seven turning violent

Behaviour in schools is becoming a major issue for teachers across the UK with suspensions rising to 247,366 in the 2023 autumn term from 129,151 in the autumn term of 2016

[Brit teachers 'fear going to work' as abuse on rise with pupils as young as seven turning violent - Mirror Online](#)

Teachers reveal horror stories of being attacked by pupils leaving them scared to go to school - after Ofsted chief said corridors have become 'no go zones' and staff locked themselves in classrooms at lunchtime

[Teachers reveal horror stories of being attacked by pupils leaving them scared to go to school - after Ofsted chief said corridors have become 'no go zones' and staff locked themselves in classrooms at lunchtime | Daily Mail Online](#)

Teachers speak out over rising pupil violence

20 February

[Teachers speak out over rising pupil violence - BBC News](#)

and Support



[Support for Teachers – Now and Beyond](#)



Helpline:
08000 562 561

PALM strategy for understanding and responding to behaviour

(created by Phoenix Primary and Secondary School)

- **Pause (& panic quietly!)**

Give yourself time to think, try not react to behaviours instinctively in a 'neurotypical' way

- **Attune and analyse**

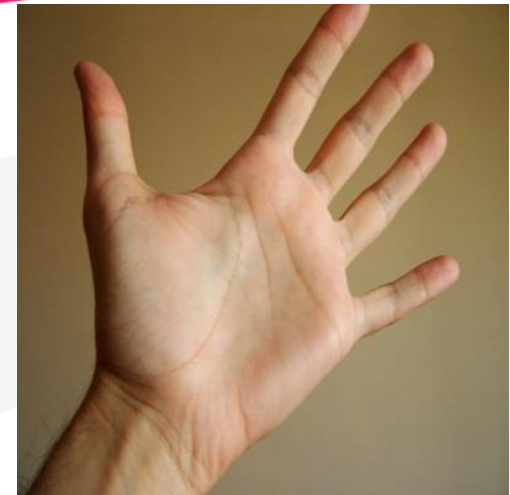
How is the student feeling? Empathise and join in a little bit if appropriate. Why might he/she have done that?

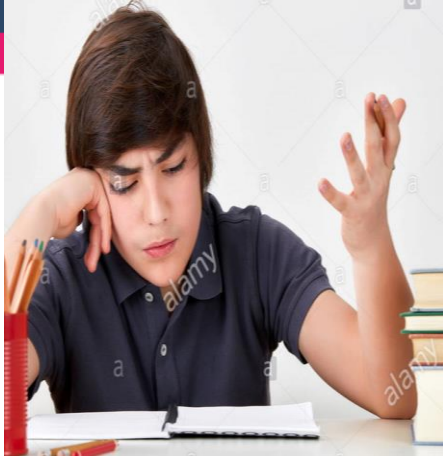
- **Label**

Suggest how they may be feeling and validate their feelings: "I can see you're frowning; I'd feel cross if too if that has happened to me"

- **Model**

Show them a more acceptable way of expressing that feeling: this may be speech, sign, action and relevant coping strategy





Behaviour: student pushes chair away from table and folds arms, refusing to complete any more work

P: Try to avoid reprimanding or drawing attention to the student straight away.

A: Look at student's work (you notice the last word they spelt is wrong and has been crossed out).

L: "It looks like you're feeling frustrated because you've made a mistake. I feel frustrated sometimes when I make mistakes."

M: "Let's cross it out and write the right spelling above. It's OK to make mistakes, we all do it, it's how we learn."

Example: Making Friends

Behaviour: deliberately passes wind then laughs

P: Take a moment to assess the situation.

A: Notice that other students are laughing and that the student is enjoying the reaction.

L: “I can see you enjoy making the people on your table laugh.”

M: “How about at break time, you can tell a joke or make a silly face.”

Perhaps the individual and class be supported using a social story about laughing at vs laughing with.



Example: Anxiety



Behaviour: refusing to come outside during a fire alarm

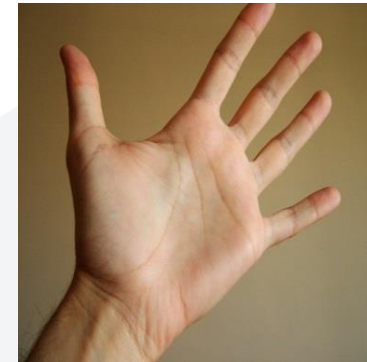
P: Try not to shout over the fire alarm

A: Notice the body language of the student and mimic this if appropriate— are they holding their hands over their ears or flinching when people walk close?

L: “I can see you don’t like the sound of the fire alarm”
“You don’t like big crowds of people”

M: “We’re going outside where it will be quieter”
“We can go at the front/back of the crowd and stand in our own spot on the playground”

Reflect



- Pause (& panic quietly!)

Give yourself time to think, try not react to behaviours instinctively in a 'neurotypical' way

- Attune and analyse

How is the student feeling? Empathise and join in a little bit if appropriate. Why is he/she doing that?

- Label

Tell them how they are feeling, validate their feelings: 'You are feeling angry'

- Model

Show them a more acceptable way of expressing that feeling: this may be speech, sign, action and relevant coping strategy

Further practical advice

Safety comes first - make the space safe / encourage the child to a safe space

Consider who is best to support (probably not the last person to confront behaviours)

Reduce environmental stimulation – sound, people, objects, speaking

Ensure dignity – redirect bystanders elsewhere

Open body language – side on rather than facing them – not blocking exit

Simple scripts e.g. I can see that you are crying, I think you may be upset/in the blue zone. Let's get you some water.

Offer appropriate strategies – We can read a book or listen to calm music/ Let's take some deep breaths together.

Listen and reassure – e.g. You are safe. I am here for you if you need me.

Now/Next/Then – Manage expectations e.g. time frames, communication with peers, possible sanctions

Consider if positive handling is required and follow the direction of your provider

Reflective practice – after dysregulation has occurred

Step back and consider the whole child and the context – (the child's family life, their educational experience, the year/term/week/day, the child's level of social understanding and communication, the build-up, the event and after)

Ask yourself:

Does the behaviour link to their autistic challenges?

Did the child have all of the necessary supports in place to succeed in the activity (personalised activity, stationery, visual timetable, now/next, timer, zones check-in, reminders around change, learning/ movement breaks, options, visual success criteria for the lesson, OT supports e.g. fidget/ pencil grip/wobble cushion, word mat/number square etc.)

Could staff have foreseen a problem beforehand? Did staff communicate?

Was the child reminded of positive behaviours with limited words and visuals prior to unexpected behaviour?

Was the child redirected or supported towards expected behaviours?

Were reasonable adjustments made – behaviour expectations, negotiating, offering strategies/ motivators?

Was the child supported effectively when dysregulated?

Does the child understand that their words/actions were unexpected? Do they understand the impact of their words/actions?

What would be done differently next time?

Does the child require a supportive intervention e.g. Dinosaur School, tamping of the Tempersaurus, Zones of Regulation, Friendship Terrace, Social Detectives - size of the problem, social skills group to secure greater understanding?

Create a plan alongside colleagues and review regularly for effectiveness – use our surgeries to discuss individual cases.



Repeat behaviour – What might the reason be?

- Lack of understanding
- Attention-needing behaviour
- Consider what is the function of the behaviour? Soothing/Regulatory, builds a connection with peers? Hunger?
- Academic struggles or difficulty focusing – need modelling, smaller steps, less challenging work, less repetition, less talk, calmer environment...
- Seek help if you cannot work it out! Fresh eyes can make a huge difference!
- Keep a log and analyse with colleagues.
- Contact The Autism Service for a 30 minute chat about specific pupil and behaviours by emailing theautismservice@cognus.org.uk



STAR Approach – behaviour analysis chart

Sheet no _____ Child's name/initials _____

Date & time	Setting	Trigger	Action	Result	Initials of staff
	Where did incident occur?	What happened just before the incident?	What behaviour did the child display?	What was the result for the child? How did the adult/s respond? How did other children respond?	

Reconnecting and Repairing Relationships

1. Listen - use verbal and non verbal cues to help hear what is being communicated. Listen with your head for understanding and your heart for caring.

2. Reassure - Let the speaker know that you recognise the importance of their feelings and thoughts. "I can see how you feel this way..."

3. Validate - Accept the person's experiences without judgement

4. Respond - Offer insight into the situation or an alternative view point

5. Repair - Heal the broken relationship; acknowledge and take responsibility for our contribution to the stressful situation. Model how to give a proper 'sorry'.

6. Resolve - Help the young person to find better ways of handling the similar situations in the future. Use words like 'let's' and 'we' so that it is clear you are working together and no one is alone in their time of distress.

REGULATE –

Stay grounded, in the present moment. Breathe and give yourself a moment before responding. A dysregulated adult cannot help a dysregulated child. Make the child feel safe, calm and loved.

RELATE –

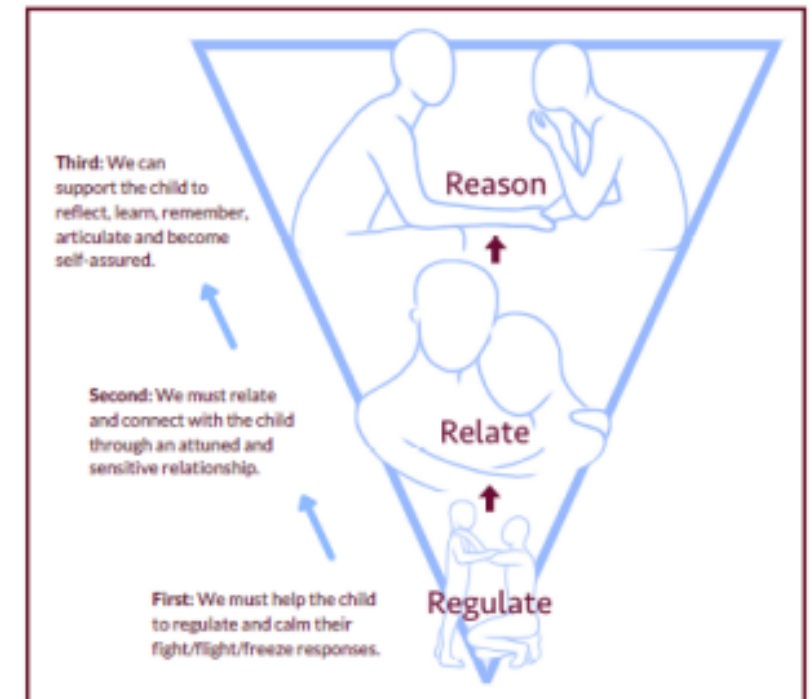
Use short sentences and a calm tone to validate their feelings. Acknowledge the situation is hard to manage.

REASON –

It may take some time to get to this stage however only now can we talk about alternative behaviours and strategies, and explain that inappropriate responses that may have been seen are not ok.

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

Trauma

It is useful to remind ourselves that the behaviours we may see do not define the person, they are an expression of pain, turmoil and trauma. Keeping this in mind can help us support other people with kindness and with the aim of helping them heal. Today we share three models which show how this repair and reconnection can be managed

Reconnecting and Repairing Relationships

Educational Psychologist Dr Chris Moore suggests ways to reframe our view of pupils' behaviours.

"Praise and rewards never seem to work"

What if praise is too abstract for a child with a younger developmental age?

What if the child feels shame about failing to earn a reward?

Try: non-verbal methods of showing warmth and approval; giving indirect feedback to a group of peers; scheduling time for play and relaxation as part of a preventative approach to emotional regulation.

"They want everything done for them"

What if the child has missed out on the period of healthy dependency on a caregiving adult? What if the bonds of attachment were disrupted by neglect, abuse and separation?

Try: getting alongside to convey safety and give encouragement; breaking down tasks into smaller steps; modelling and visualising organisational skills.

"They have no respect for authority"

What if the child has experienced a lack of respect and dignity in past relationships?

What if they need to learn to trust you?

Try: making time to talk about their interests; finding moments for shared humour; communicating acceptance and empathy for their feelings.

"Every day is constant disruption"

What if the child can't regulate their emotions as well as other children their age? What if they have lacked the sensitive, responsive and attuned interactions needed for taming the amygdala?

Try: a settling morning routine; visual communication about changes and transitions; a daily sensory diet; reducing demands when their stress is elevated.

"It's just attention-seeking"

What if the child has been starved of attention in the past? What if the child wants to be remembered?

Try: regular check-ins; explicit communication about separations; transitional objects as a concrete representation of your connection with the child.

"This is just manipulation"

What if the child is using behaviours which helped them stay noticed or survive in another environment?

What if they learnt to prioritise their own needs?

Try: giving them opportunities to exert control; providing responsibilities which help them feel valued; using reassuring commentaries or visual schedules to make daily routines structured and predictable.

What if...



...we are curious about behaviour?

Reflections – example from Brent

Page One: How our behaviour impacts other people

Name of student:

Date:

Behaviours that have my teachers and peers feel happy, safe and proud of me	Behaviours that have my teachers and peers feel worried / unsafe	Behaviours that have my teachers and peers feel sad, scared or hurt
These behaviours mean that I will be praised and may be given rewards / points in line with the schools behaviour policy.	These behaviours mean that I may be given a detention / sometime on my own or may miss breaktime	These behaviours mean that I will have a suspension from school / need to go home
Behaviours that have teachers and peers feel happy, safe and proud	Behaviours that have.....teachers and peers feel worried / safe	Behaviours that haveteachers and peers feel sad, scared, hurt or not acceptable

I talked about this with and it has helped me to understand my behaviour _____ (student)

I talked about this withand it has helped me understand their behaviour _____ (adult)

The suspension / exclusion / spending time out of class has made me feel:

What could I have done instead?

What can I ask school to support me with?

My behaviour/s that the staff at school are concerned about are:
Staff members I feel most comfortable talking with are:

Date strategies discussed / agreed /reviewed	Strategies that I can try to use	Strategies the adults working with me can use

Assess, Plan, Do, Review

Assess, Plan, Do, Review (APDR) Cycle | Sutton Information Hub

ASSESS: What are the specific barriers to learning identified and agreed by the Academy / Family / External Agencies

Students are assessed on entry to Academy through CAT assessments and NGRT Reading Age assessments
Transition interviews and previous SEN need are communicated through meetings with previous providers
Student data is monitored to identify any cause for concerns
HASU systems allow for teachers to refer to SEN for initial screening if concerns are raised
Parents can raise concerns to SEN team directly

PLAN: This outlines the support and intervention that will be put into place by the Academy to reduce and remove the barriers identified by ASSESS phase

Where a need is identified the student is added to the SEN register
An SEN profile is created the identifies:

- What the specific need is
- What strategies will be put in place to address the need

The plan should identify the what, who, and how often

DO: This identifies the desired outcomes for the student if the PLAN is working well

What a successfully identified outcome will look like for each individual in terms of output, behaviour, actions
These need to be small, measurable, achievable, realistic and time driven

REVIEW: How well is the plan being implemented?

What is the impact in the students' learning?
This will take place termly for each student
The SEN team will discuss the PLAN and the DO with the student, their family and Academy staff
The review will either:

- Clearly identify that the student has completed specific targets meaning a change in the plan or a removal from the SEN register
- Suggest that more time may be required to meet the targets that have been set
- Inform that the PLAN may need to be adjusted to ensure targets are realistic and achievable within the timeframe

HOW TO USE THIS DOCUMENT

- Each child's circumstance is different, and progress is not linear. A situation may escalate or de-escalate quickly, resulting in movement across stages.
- Interventions should not only be used at a specific level, for example a child may be at stage 3, but the expectation is that staff would continue using strategies from stage 1 or 2.
- Intervention used should be approached using the Assess, Plan, Do, Review model, ensuring that clear outcomes are identified, are monitored, and tracked for impact.
- This is a model that is underpinned by the recommendations made in the Timpson Review and the 2019 Ofsted framework. As these recommendations become practice, this framework and model will continue to develop. This model will also be aligned to the outcomes of the High Needs Block review.
- Where learning needs are identified, schools should continue to follow the guidance of the SEND Code of Practice to ensure that appropriate steps are taken to support the child's access to education.
- This is a positive model that aims to keep children and young people accessing a mainstream education.
- The Graduated Response is intended to support schools to work with children and young people who have ongoing concerns. One off, serious incidents in schools would continue to be dealt with as deemed appropriate by the Headteacher on an individualized basis.
- Whilst there is reference to the Children's First Contact Service (CFCS) in this document, usual LA guidelines for use of CFCS for immediate safeguarding concerns should continue to be followed.

A GRADUATED RESPONSE FOR SUTTON



**SUTTON LOCAL AREA WORKING
TOGETHER TO MEET SOCIAL,
EMOTIONAL AND MENTAL HEALTH
NEEDS TO PREVENT EXCLUSIONS**

[Microsoft Word - Sutton Schools Graduated Response - Alternatives to Exclusions July 2022 WITH EVIDENCE COLUMN.docx \(cognus.org.uk\)](#)

Further Documents and Resources

- Behaviour

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Behaviour and discipline in schools guidance for governing bodies.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Teachers' standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- Suspensions and Exclusions

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- EBSA

[Guidance – Cognus](#)

- Safeguarding

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Bitesize Safeguarding Training Videos and Accompanying Slides – Cognus](#)

[Useful Links – Cognus](#)

- Respectful School and Hate

[Respectful School Communities: Self Review and Signposting Tool - Educate Against Hate](#)

[Classroom resources Archives - Educate Against Hate](#)

- Ofsted

[School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- SEND

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- PDA

[PDA Society – Pathological Demand Avoidance](#)

[Adapt to Learn – small change, big difference](#) – they offer training

Feedback



<https://forms.office.com/e/wvWVa4VUne>

The Autism Service is commissioned by the London Borough of Sutton. How the support is provided must reflect the support that is needed.

Please scan the QR code now and share your feedback.

Or email your thoughts to theautismservice@cognus.org.uk

18th – 24th March is Neurodiversity Celebration Week

[Teaching for neurodiversity: guide for educators : Mentally Healthy Schools](#)

There are ready-made PPTs, resources, and helpful information to celebrate and educate in Neurodiversity Celebration Week at school. Separate resources for primary and secondary.



The poster for Neurodiversity Celebration Week features a young girl with braids, wearing a yellow shirt and blue overalls, smiling. The text on the poster includes the Neurodiversity Celebration Week logo, the Lexxic logo (Empowering Neurodiversity), the title 'Celebrating our unique strengths and differences', the dates 'March 18 - 24, 2024', and the website 'www.neurodiversityweek.com'. A small number '1' is visible in the bottom right corner of the image area.

Neurodiversity Celebration Week

In partnership with **Lexxic**
Empowering Neurodiversity

Celebrating our unique strengths and differences

March 18 - 24, 2024

www.neurodiversityweek.com

1

World Autism Acceptance Week

Pioneered by the National Autistic Society (NAS), World Autism Acceptance Week aims to raise awareness and acceptance of individuals living with autism by educating people to understand the condition and by helping make the world friendlier to those who are affected by it.

At Cognus, we will be running a variety of workshops and activities for autistic young people, parents, and carers of autistic children and professionals from the 25th of March to the 5th of April 2024. Please have a look at our schedule of events that are available to book now, and share with colleagues, families, and young people who may also benefit. More activities and events will be added over the coming weeks as they are confirmed.

All events, including ones not yet confirmed, will be advertised on the following pages:

[Events – Cognus](#)

[Autism Acceptance Week – Cognus](#)

[Autism and Social Communication – Cognus](#)

[Cognus Autism Support \(@cognus_autism\) / X \(twitter.com\)](#)

[Facebook](#)

Join us and fundraise this World Autism Acceptance Week!

We will be kicking things off on Tuesday 2 April 2024 (World Autism Awareness Day) right through to Monday 8 April. Our colour theme is back for 2024 and there are lots of different and creative ways to get involved.

Why get involved?

Autistic people face discrimination and barriers across all sectors of society - in the health and social care systems, in education, in employment, and everywhere in between. It is crucial that autistic people, and their families and carers, can access tailored information, guidance and support to overcome those barriers, along with opportunities to explore their interests, develop skills and build friendships for fulfilled lives.

Only **26%**
of autistic pupils
feel happy at
school. 

Only **29%**
of autistic people
are in any form of
employment. 

70%
of autistic people
experience mental
health problems. 

There are over **150,000**
the waiting list
for an autism assessment
in the UK. 



Join a Spectrum Colour Walk

Back for 2024! Join us in London or our brand new cities Leeds and Birmingham.

[Find out more](#)



Do your own Spectrum Colour Walk

At home, at school or on holiday...walk your 5km your own way!

[Find out more](#)



Fundraise in your own way

Let us know what your fundraising plans are, order your T-shirts and more!

[Find out more](#)

Autism Acceptance Events

Cognus Autism Acceptance Events

Monday 25th

Time: 9.30-11am
What: Supporting my child to understand their autistic identity
Who for: Parents
Where: Cantium House, Wallington
Book: Eventbrite

Time: 12-1.30pm
What: Autism and Early Years
Who for: Parents and carers
Where: Cantium House, Wallington
Book: Eventbrite

Tuesday 26th

Time: 2-5pm
What: Telephone surgery
Who for: Parents
Where: Online
Book: theautismservice@cognus.org.uk

Time: 6-7.15pm
What: Supporting Regulation in the Home
Who for: Parents and carers
Where: Online
Book: theautismservice@cognus.org.uk

Wednesday 27th

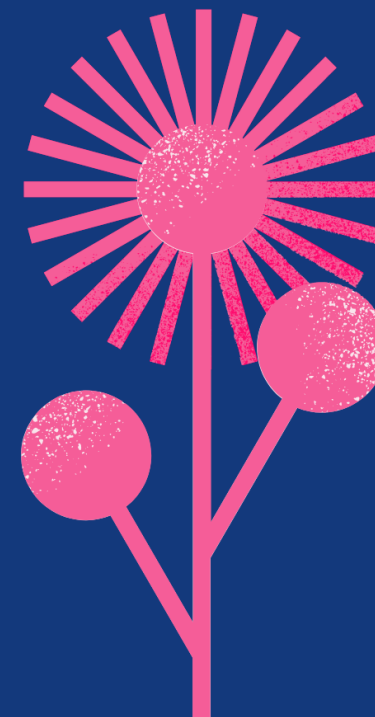
Time: 9-10.30am
What: Encouraging School Attendance
Who for: Professionals
Where: Cantium House, Wallington
Book: theautismservice@cognus.org.uk

Time: 4-5pm
What: Autism and Drama Therapy
Who for: Parents and professionals
Where: Cantium House Wallington
Book: EventBrite

Thursday 28th

Time: 12-1.30pm
What: Supporting Challenging Behaviour
Who for: Parents
Where: Cantium House Wallington
Book: Eventbrite

Time: 2-3.30pm
What: Supporting Challenging Behaviour
Who for: Professionals
Where: Cantium House, Wallington
Book: theautismservice@cognus.org.uk



Parents and Professionals

Eventbrite ticket information is available on: <https://www.eventbrite.co.uk/o/cognus-limited-61747627793>

Cognus: <https://cognus.org.uk/>

Sutton's Local Offer: <https://www.sutton.gov.uk/localoffer>

X: @cognus_autism

Facebook: @theautismservice

March 2024

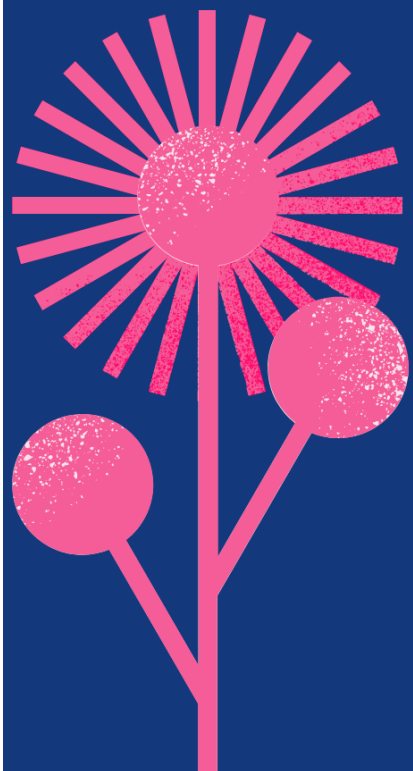


For professional workshops and events email theautismservice@cognus.org.uk from school email address requesting the workshop by title and include: your name, job title, school.

Autism Acceptance Events

Cognus Autism Acceptance Events

April
2024



Tuesday
2nd

Time: 1.30-3.30pm
What: Young person drop in session
Who for: Young people and families
Where: Cantium House, Wallington
Book: Eventbrite

Wednesday
3rd

Time: 1-2pm
What: Sensory story time
Who for: Early years and primary aged children and families
Where: Cantium House, Wallington
Book: Eventbrite

Time: 1-2pm
What: Early Years parent drop in session
Who for: Parents and carers
Where: Cantium House Wallington
Book: EventBrite

Time: 3-4pm
What: Sensory fun for Secondary aged children and families
Where: Cantium House Wallington
Book: EventBrite

Thursday
4th

Time: 2.30-4pm
What: Crafts for girls
Who for: Girls aged 7-16
Where: Cantium House Wallington
Book: Eventbrite

Time: 2.30-4pm
What: Coffee and chat drop in session
Who for: Parents
Where: Cantium House, Wallington
Book: Eventbrite

Friday
5th

Time: 2.30-4pm
What: Crafts for boys
Who for: Boys aged 7-16
Where: Cantium House Wallington
Book: Eventbrite

Time: 2.30-4pm
What: Coffee and chat drop in session
Who for: Parents
Where: Cantium House, Wallington
Book: Eventbrite

Eventbrite ticket information is available on:
<https://www.eventbrite.co.uk/o/cognus-limited-61747627793>

Cognus: <https://cognus.org.uk/>
Sutton's Local Offer: <https://www.sutton.gov.uk/localoffer>
X: @cognus_autism
Facebook: @theautismservice

Sutton Music Trust is also offering a free taster session for those who would like to attend the Autistic Youth Choir. More details can be found here: [Autistic Youth Choir Launches in Sutton - Sutton Music Trust](#) or here: [Autistic Youth Choir – Cognus](#)

Young People and Families



Autism Acceptance Events

MAR 25  Supporting my Child to Understand their Autistic Identity
Cognus Limited, Cantium House, Railway Approach, Wallington, UK
Monday, 25 March 2024 at 09:30 GMT

MAR 25  Autism and the Early Years
Cognus Limited, Railway Approach, Wallington, UK
Monday, 25 March 2024 at 12:00 GMT

MAR 26  Supporting Emotional Regulation in the Home
Online event
Tuesday, 26 March 2024 at 18:00 GMT

MAR 27  Autism and Dramatherapy: Delivered by Roundabout
Cognus Limited, Railway Approach, Wallington, UK
Wednesday, 27 March 2024 at 16:00 GMT

MAR 28  Supporting Challenging Behaviour at Home
Cognus Limited, Railway Approach, Wallington, UK
Thursday, 28 March 2024 at 12:00 GMT

APR 3  Sensory Story Time (Primary)
Cognus Limited, Railway Approach, Wallington, UK
Wednesday, 3 April 2024 at 13:00 BST

APR 3  Sensory Fun (Secondary)
Cognus Limited, Railway Approach, Wallington, UK
Wednesday, 3 April 2024 at 15:00 BST

APR 4  Craft Event for Autistic Girls (7-16s)
Cognus Limited, Railway Approach, Wallington, UK
Thursday, 4 April 2024 at 14:30 BST

APR 5  Craft Event for Autistic Boys (7-16)
Cognus Limited, Railway Approach, Wallington, UK
Friday, 5 April 2024 at 14:30 BST

Parent, carer, and child workshops can
be booked via Eventbrite

[Cognus Limited Events |
Eventbrite](#)

For professional workshops
please email

theautismservice@cognus.org.uk

Celebrate in a way that supports your autistic community

As a SENCO or Autism Lead in school, advocating for autistic young people is important. One way of doing this is by celebrating Autism Acceptance Week and raising knowledge about autism. There are many ways this can be done to suit your young people and your school. Examples include:

- Taking part in fundraising activities to promote awareness – details of promotional materials and ready-to-go events can be found here: [World Autism Acceptance Week 2024](#).
- Delivering assemblies to help raise the profile of autism and ensure all school pupils and staff understand the challenges and simple adjustments that can be made to support autistic peers. This year, the NAS are collaborating with the AET. You'll need to sign up for the resources ahead of time and they normally are available in early March. Here is the link: [Raise Peer Awareness in 2024 - WAAW | Autism Education Trust](#).
- You could also ask those in your school community about their own autistic experience, ask them to speak in an assembly or create a display. If they are happy for you to share, I can spread their voice using the Cognus website and social media pages (photo consent form is attached). Experiences could be in any format – voice notes, videos, photos, posters, scribed quotes, as a poem, or a piece of art. It would be lovely to have representation from all Sutton schools and include as many people as possible. After all, who better to share their experiences than Sutton pupils, parents, and teachers? Please forward experiences and completed consents to: theautismservice@cognus.org.uk.
- Talking positively about autism and making positive changes within the school setting. There are also helpful tips, some lovely one-page profiles that could be edited, and a helpful glossary at the end for introducing terminology [include-autism-toolkit-autistic-young-people.pdf \(autismeducationtrust.org.uk\)](#).
- Reading or sharing books by autistic authors – if you have enough this could form an area within a school library
- Having a display relating to autistic people and autistic ambassadors in the public eye - [20 Famous People With Autism Spectrum Disorder \(ASD\) \(behavioral-innovations.com\)](#) / [Celebrity ambassadors \(autism.org.uk\)](#) [More celebrity ambassadors \(autism.org.uk\)](#).
- Starting an autism Interest Group or Council within the school and encouraging conversations about neurodiversity and lived experience.

Belonging in Schools – Planning for Inclusive Policies and Practice

Belonging in School resource [Download \(cam.ac.uk\)](https://www.cam.ac.uk)

This resource has three documents, each with a complementary role and different level of detail. The documents are:

- [1.Executive Summary:](#)** A short overview of the Belonging in School resource and its main ideas.
- [2.Guidance Part 1: An Introduction to School-level Approaches for Developing Inclusive Policy.](#)** Gives brief background on inclusion issues in the UK, and proposes characteristics of inclusive school policies. Introduces the Action Cycle and Four Planning Approaches, to help you decide if they may be right for your school. Shares 12 Suggested Changes schools could make for more inclusive practice.
- [3.Guidance Part 2: A Practical Guide to Inclusive Policy Planning.](#)** This is the most detailed document in the resource, meant to help schools understand and engage in inclusive policy planning using the action cycle and Four Planning Approaches. It also includes options and tips about how you can collect information and measuring the impact of your policy changes. While these planning tools could be applied across any level of education, they will be most relevant to **mainstream primary schools** in the UK's education systems.

LEANS – Whole class Neurodiversity Sessions by University of Edinburgh

What is LEANS?	This resource introduces the concept of neurodiversity to children, and how it is relevant to their own schools and lives. It is a multi-session curriculum, with a mix of hands-on activities, storytelling, and factual resource items. LEANS was developed by a neurodiverse team of researchers and educators.
Why should a class deliver LEANS?	Better-informed, more accepting school communities can help make school experiences more positive—for everyone. LEANS' goals are to change pupils' knowledge about neurodiversity, their beliefs about neurodivergence, and the actions they take at school.
Where should I deliver LEANS?	LEANS is for whole-class delivery in mainstream primary schools ³ , to children ages 8-11.

[Download LEANS now | Salvesen Mindroom Research Centre \(ed.ac.uk\)](#)

Unit	Main topics
1. Introduction to neurodiversity	<ul style="list-style-type: none"> • Neurodiversity concepts and terminology
2. Learning and thinking differently	<ul style="list-style-type: none"> • Variability of experiences with lessons and the physical school environment
3. Communication and understanding	<ul style="list-style-type: none"> • Communication modalities and situations; miscommunication
4. Getting along together at school	<ul style="list-style-type: none"> • Understanding differences between needs and wants; conflicting needs • Offering and accepting help
5. Is that fair?	<ul style="list-style-type: none"> • Equality and equity-based concepts of fairness • Applying fairness concepts to classroom supports, treatment at school
6. Different ways to make a friendship	<ul style="list-style-type: none"> • Friendship, relationships with classmates
7. Neurodiversity in our classroom	<ul style="list-style-type: none"> • This unit is about review, reflection, and planning toward the future.

Share your success!

If you would like to share your stories or celebrations, please do reply to this email or tag us in your socials. These may well feature on our news page on the Cognus website: [Headlines – Cognus](#) or on our social media pages: [\(1\) Facebook / Cognus Autism Support \(@cognus_autism\) / X \(twitter.com\)](#).

Child Exploitation Awareness Week – 18th -22nd March 2024

Child Exploitation comes in many forms. It involves any act where someone uses a child for work, sexual gratification or some other personal or financial gain. Any child, regardless of age, socio-economic background or location is potentially at risk of child exploitation. Exploiters use coercion, manipulation and/or grooming tactics to target children and force them to engage in exploitative activities.

A number of the signs/indicators for child exploitation are the same, regardless of what type of exploitation is involved, i.e. withdrawal/isolation, going missing, secretive or defensive behaviour. This is because exploiters will often make threats against the child or the child's family to coerce them to cooperate with the exploitative behaviour.

The CE awareness microsite resource page has been updated, so please do have a look at these materials and share with everyone you can: <https://sites.google.com/sutton.gov.uk/ceawareness>

There are QR codes for our surveys. For your ease, these are all collected below.

- Young people survey : [online survey](#), and [print-off version](#), and [QR CODE](#)
- Professionals survey: [online survey](#), and [print-off version](#), and [QR CODE](#)

Please share these with as many young people as you can.

CHILD EXPLOITATION AWARENESS WEEK EVENTS TIMETABLE - 18-22 MARCH 2024

Below are the activities and events taking place across child exploitation awareness week in Sutton. Where there is still availability to book on, links have been included. If you would like any further information on any of the events, including if you are aware of a young person or their family that would benefit from attending one of the sessions, please contact Sutton LSCP at suttonlscb@sutton.gov.uk.

MONDAY 18 MARCH	TUESDAY 19 MARCH	WEDNESDAY 20 MARCH	THURSDAY 21 MARCH	FRIDAY 22 MARCH
Boxing sessions - Met Police	Whole Day: Online Safety talk to all year 9 Oaks Park.	Met Police facebook live session 9:30am until 11am - Jace Training Centre, Wallington - Talks with over 16 to 25	Contextual Safeguarding training	St Philomena's High School - Year 9 online safety Assembly
St Philomena's High School Year 8 online safety Assembly	St Dunstan's Primary School - Parents online safety workshop	Intro to Contextual Safeguarding training	Online safety talk to 90 students at St Elpheges	Online safety talk to 120 students at Abbey Primary
CE Awareness short clip on Sutton Intranet and Insight. Resources to be sent to all frontline teams	Awareness raising across 1st floor civic - floorwalking, meeting with front-line practitioners.	Online Safety talk to 90 students at Holy Trinity Primary School	Abbey Primary School - Year 5 and Year 6 online safety lesson	Awareness raising to frontline staff at Sutton Civic offices and library table
Secondary School Nurse Drop In	New to DSL Training at Cantium House	Library table for public awareness and engagement	Young Commissioners will share useful information and resources on their Instagram page	Resource table at Sutton Library - Resources and Rucksacks 12-5
Jigsaw4u social media platforms will be promoting CE Awareness Week, with voice clips from children and young people	Sutton Library booked 12:00 to 17:00 - CE Awareness Stand will be on Sutton college walkway	Staff at McDonalds in Sutton to raise awareness of CE with young people and completing questionnaires - 3pm to 5pm	Secondary School Nurse Drop In CE awareness workshop for School Nursing Team	CE Awareness Stand will be on Sutton College walkway
School Nurse Instagram Page & Parent Facebook Page updated with CE Awareness Week Resource Pack	Young Commissioners will share useful information and resources on their Instagram page	Resource table at Sutton Library - Resources and Rucksacks 12-5	School Nurse health Assessments and appointments at Pupil Referral Units - students completing CE Survey	Jigsaw4u joining library resource event from 2pm
	Secondary School Nurse Drop In	Staff at McDonalds in Sutton - raising awareness of CE with young people and completing questionnaires.	School Nursing team sharing digital resources with parents through CE Awareness Week	School Nursing team leaders/ High Impact Lead lead CE refresher sessions with SN team for next 3 weeks in team meetings
		Riverside attending library CE awareness drop-in		
		In-house training day for new & old staff, delivering training on CE, CSE, and County Lines at Jigsaw4u		



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No Limits on Learning

