**video1011566151**

0:03
OK, everybody, good afternoon. Today's training is training for autism leads, and the focus today is on challenging behaviour strategies for supporting and reasonable adjustments. I'm Alex Cousins, the advisory teacher for autism. Let's get going.

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So in today's session we are going to be considering challenging behaviours and thinking about the adjustments that us as professionals might want to make, as well as really looking at some of those practical strategies that might help us.

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One of the suggestions that was made in feedback was to allow more time for yourselves as attendees to contribute to the session. So like I said earlier, please do and jump in into these discussions as much as you can and feel comfortable with.

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It is so helpful to hear your experiences too and learn how each of your schools supports young people so that everyone can learn from each other. And like I said, we're not gonna name names. But if there is a particular case that you would like to discuss either with myself or with the autism champions at Cognus, please do sign up to one of our professional surgeries and we can do free 30 minute phone calls which are really designed to give more bespoke strategies.

1:15
And once we've covered the challenging behaviour element of today's session, I'm going to ask if you could all give some feedback to me. It's really important that we get feedback from all the sessions that we deliver. I know times really tight in the school day and as much as I can send you evaluations, it would be really, really helpful if we could spend a couple of minutes just in today's session just evaluating the service that you've received as part of being an autism lead in school. And some of the work that we do,

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including this session is commissioned by the London Borough of Sutton. And so if I know how best to support you, the service can be adapted to to meet those needs. So we'll do that in the middle of the session today. And then finally, I'm going to share with you lots of the free events and resources that are available

2:04
and occurring during Autism Acceptance Week. We're going to talk about how you might want to celebrate the week within your schools and we're going to discuss some of the parent workshops, some of the professional workshops and some of the activities available for young people. And finally, in case you haven't had this information already, I have got some information about Child Exploitation Awareness Week, which is coming up next week.

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So in the last session for those of you that joined and we've really talked about sensory diets quite a bit and ensuring that the needs of the young people are met through those sensory meals and snacks.

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And with that in mind, as much as we would like to prepare for every kind of eventuality by providing those sensory experiences, and it's not always possible in the school environment. And there are so many factors that can cause dysregulation. And therefore, we also need to be

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aware of those not only the triggers that that can impact upon a young person's dysregulation, but also thinking about how we can support that young person when they are feeling that dysregulation.

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They do all of this kind of, UM, soothing strategies ourselves in our daily lives and these things can really act as preventative factors to stop dysregulation from happening.

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One way that we can kind of try and address or prevent this regulation from happening is by really supporting young people to understand when they're not feeling calm and when they're not feeling right. And then as that child begins to realise that their their body is changing and they they are body is changing in relation to stimulus around them. At that point it may be that we can start to teach them labelling those different emotions and feelings and understanding that the what the changes in their physiological

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state mean and how that can affect their emotional state. And then we're going to be looking towards those strategies to help regulate to

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now. We're not always going to know how to prevent an incident from happening or a challenging behaviour from happening,

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so one thing we can do is just not be afraid to ask those young people what it is they actually need in the situation. Just being brave and saying, you know, how can I help you? Offering a safe space and an allowing

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that that young person to step out if the setting or the circumstance allows for that.

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Now obviously the session is all about the challenging behaviour. So with that in mind I thought it was quite useful to, you know, have a a kind of a general understanding on what that might mean to us as practitioners. So I've pulled this

4:49
this from Mencap actually and it says changing 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 the 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 stressful and exhausting.

5:15
Everyday activities such as going to school or to the park can become more complicated

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now this that I thought was really, really important. So challenging behaviour is not a learning disability, but people with special educational needs and disabilities are more likely to show challenging behaviour. This is due to people having difficulty communicating and expressing

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frustrations.

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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 someone's mental health.

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So with those uh that information in mind,

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I'd like you all to have a little think about any of the challenging behaviours that

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people's with social communication needs or with autism

6:02
might exhibit and if you could just shout out that would be really helpful. Type into the chat

6:12
any challenging behaviours that pupils

6:15
with autism might exhibit.

6:18
Something that comes up a lot at my school is arguing back with teachers. Thank you, Ellen. Yeah, answering back. That happens. Thank you

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Stephanie and anyone undesirable behaviour or challenging behaviour.

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What happens in your schools? Are they

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running out? Just leaving, fleeing the situation? This can be a common, a common one, absolutely thank you type response which does tend to be

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well, I kind of we got two extremes. I think it's literally the flight or it's the the closed down.

6:57
Brilliant. Thank you for sharing,

6:59
as he's always put arguing with students. Yeah, absolutely. And I'm sure we've all experienced lots of Youngs, young people in our care exhibiting those kind of challenging behaviours. And I've actually made a list myself. Just going to mute everybody for a moment because I can hear some feedback there.

7:25
So thinking about our own settings and thinking about those challenging behaviours that we may well have witnessed ourselves,

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what might the context be that creates A challenging situation or scenario, and how might those challenging behaviours be managed and supported in your current settings?

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If you'd like to unmute yourselves and share with me,

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that would be really helpful.

7:58

7:59
I think sometimes it's a case that something's happened, maybe at home or the day before or early on in the day the student hasn't been able to deal with and it manifests later. And when you eventually dig down they will let you know something else that's underlying a deep level of anxiety that then manifests in certain behaviours.

8:24
I think today we had one sorry when there was a cover teacher.

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So the child had found out there was a cover teacher before she went in, but still she absolutely would not go in

8:39
ninja in the sensory room.

8:42
Sorry to hear that. I mean, changes of routine can be really, really difficult. I completely agree with that. And that young person not feeling prepared or with enough information in the moment and and that resulting in, you know, becoming quite challenging, especially to less familiar staff.

8:59
Yep, Thanks there. Thanks for that Zoe,

9:06
and here's a list of some of the things that I've experienced

9:11
as a teacher, working within primary and secondary educations and in early years as well. You know, there are lots of behaviours and scenarios that may be perceived as challenging, but what these behaviours don't tell us is the reason why. And Ellen, you touched upon it slightly there in that you don't necessarily you see the outburst, but you don't necessarily always know the reasoning behind it or you may not have had all of the information to give you the context of what the problem is.

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So without with those behaviours in mind, how are we supporting those? And do the children know what is appropriate and inappropriate behaviour

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do and how do they know? Are we telling them? Are we? Have we written it down? Are we sharing it frequently?

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How to staff know how to support those young people in those incidents And

10:01
do parents know the school expectations? And if you wouldn't mind, again, I'm muting yourself and just sharing, you know, how is the behaviour managed and how is the information shared with staff and parents and pupils? As to what the expectations are,

10:21
I'll I'll just say give you a little outline of what we do at Cheam. So every child with a diagnosis here has a what's called a pupil passport. I'm sure it's familiar to colleagues here and these are circulated out to all staff and then they're they're, you know, recirculated as well. We also have teacher meetings if we're concerned about a student. And that's where, you know all the teachers gather, we talk through strategies and we

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we we talked through, you know recommendations as well as a kind of needs needs as well you know when, when we need to do that.

11:03
Thanks for that. So staff are fully aware because we're we're circulating the information. What about our young people, do they know what what would, what appropriate and inappropriate behaviour is and how are we delivering that message to them.

11:17
Can I speak please. So with our children are not our most challenging we we will have a a set of rules for them that they know that if they choose the top one, the outcome will be, you know, whatever, if they choose the bottom one, that is going to be a bad outcome. So they are given that opportunity at that point to choose which route they're going there and that is kept with them at all time. And when they're having their their moments, you can refer back to that and say, no, don't

11:47
you get if you go down this route, this is what's gonna happen now. So we try to sort of manage it and give them a bit of control over what's going to happen.

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Brilliant. So explicit expectations, information as to when they make good choices, this is the set of consequences. And if they make less positive choices, then these are the potential sanctions. Yep, we would have spoken to parents and said, are you happy with that too Brilliant. That's really good that you're consulting with the parents as well, because I think that when everyone's on the same page and everybody understands the expectations, things can be managed much more easily.

12:28
Yeah. Right. That's fantastic. Thank you. Thanks for sharing.

12:35
Now I had a little look on some of the Sutton School websites as to some of the some of the ways in which this the behaviour is managed and I found and I just popped a couple of visuals on the on the slide here. But there's loads of ways that that behaviour is managed in the schools and lots of the schools do similar things, but some schools do things slightly differently. So I just wanted to share some of the things that I've noticed from doing my own bit of digging into your, into your schools. And so lots of the schools are sharing

13:04
expectations with staff and with students and with parents and of course the carers as well.

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Often it's through developing a school ethos, often it's through implementing things like zones of regulation and you know, making it explicit how to regulate via interventions or tools such as phones of regulation or something similar. Many of you are very well adversed to understanding the triggers of those young people and managing the environment to to meet their meet their needs. I know many of the schools have got trained elses which also support with those with behaviour and

13:41
changing emotions.

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And I I've witnessed in schools wonderful kind of teacher pupil relationships and teacher and parent relationships and all of those things I think really go towards supporting behaviour within the school and at home as well,

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I've noticed. Um,

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some of the schools use rewards for positive behaviours. Things like dojos or certificates or house points or team points

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and us as teachers, you know, things like following the teacher standards helps us to to know how to support young people following those behaviour policies using codes of conduct, using positive reinforcement. And all of those things help towards managing behaviour before it escalates and also to support it once it has escalated to make sure that all parties know what should or or will be happening.

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But my question really is, are we doing enough to support that young person after the challenging behaviour in those real crisis moments?

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I'm

14:47
I've put a couple of scenarios on here because I really want us to be thinking about the the reasons why we're seeing the the challenging behaviour.

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So I've I've popped four different scenarios on the screen and I just wanted to have a little think about what might be the reasons for those kind of behaviours happening.

15:09
Um, what might have been preventing those young people from receiving success, and what adaptations might need to be put into place in order to help. And again, if you'd like to unmute yourselves and just comment on, you can just pick one or two of those scenarios and just suggest what could have been going on that may not have been obvious at first glance.

15:38
Scenario A may well be that the child can't make that social

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approach to a A peer and needs help doing that.

15:50
Absolutely. Thanks, Alan.

15:52
Yeah, young people, especially autistic young people. There's social communication difficulties and social interaction difficulties could really prevent that young person from being able to invite a partner into their space or or to work with them. Fantastic. Thanks, Ellen. Would anyone like to comment on be you see Sarah on her own in a busy canteen at lunchtime. She hasn't eaten much and is pushing her food around. What could be going on? What do we think?

16:15
I think lunchtimes are particularly difficult, and often they're noisy, crowded environments. There's lots of different sensory things, smells, taste, sound and people. There's a whole range of things that could be going on.

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Brilliant. Yeah, absolutely. That's not liking the food

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around taste, our sensory difficulties and also the occupational therapy element of those things. Have they got the physical skills too? You know, work out how to use their cutlery? You know, there's lots going on there. Thank you, Stephanie. Yeah, Canteen is a big one for our students that, like you say, that's sensory overload. And

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sadly, some of them just don't even go near it and have complete avoidance because it's it's,

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you know, it's just too much for them. Absolutely. And I think for many of our young, young people being observed eating, it can be really complicated. It's one of those things. It just doesn't sit right. And that's not to say that they don't want to eat. It's not to say that they don't need to eat. But that's social situation, especially in a really busy space where there's lots going on, lots of sensory overwhelm, it can be really, really challenging. And for us as teachers, we want the best for those young people

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and and often we're, we're really trying to encourage the eating, but that's not always the most appropriate move in those situations.

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Thank you. Can I say as well sorry for B? Also sometimes being like that at lunch can just be because they also know they've got the next lesson coming up that is one that they're terrified of or it could be P dance they just can't cope with. So it's already having an effect at lunchtime before they even get to that or what's happened in the previous lesson.

18:03
I completely agree. I mean, the anxiety of the afternoon could quite easily be enough to put to put some of our young people off. Thank you. Thank you for sharing. That's great,

18:12
and let's move on to see you see a colleague looking frustrated while talking in the playground to an autistic young person. The young person has their arms folded and is not making eye contact. What do we think is going on, and what might be preventing them from having success in that situation? And what adaptations might help?

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It could be social communication problems, so the young person might not understand what's being communicated. It could be that

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their approach needs to be slightly different, like they need to be talking side by side or using a visual, or breaking things down a bit more so that that communication can happen more effectively. So even the young person isn't really able to understand what's expected of them, always confused or angry because they don't understand what's happening.

19:00
Thanks Tanya, I completely agree. And eye contact can be really tricky for our young people understanding, especially in a busy playground environment. It may just be there's a lot of overwhelm around them as well. And and just because

19:13
our method of communication might be to, you know, face someone head on and make eye contact and to deliver that message, that might not be their favoured method of communication. So just bearing that in mind as well, thanks Tanya. And last one, the bell rings to signal break the class files out to the playground and you notice that Elie's work is incomplete, has been scribbled over making holes in the page. Any suggestions for that one?

19:40
What could be going on?

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Anyone feeling brave? Thank you.

19:49
We just felt completely overwhelmed in the lesson.

19:53
Yeah, absolutely. It could have been that. It could have been. I didn't have enough time to finish my work, and that's frustrating. It could be that I don't my handwriting's not tidy enough. Or, you know, I'm a perfectionist and I'm not impressed with what I've completed and the time has run out and just pure frustration.

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Thanks, Tanya.

20:12
That's great.

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I've added some suggestions of what could have been going on on the screen there and when I forward this these slides to you. You might want to use these scenarios when when sharing ideas with colleagues in your own settings. But so much could be going on, and often as practitioners, we are so busy managing and juggling so many balls that there isn't always the time and space to really consider the bigger picture.

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And as as much as we we do our best

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now

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when thinking about the changes that we um or adaptations that we've put in our plan in place in our schools,

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there are tonnes of things that we do and there's tonnes of things that I've seen across many of these southern schools in order to support young people with special educational needs or disabilities. But what I want to think about is, are we extending those changes

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to behaviour

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and we really should be making reasonable adjustments. And and I wanted to just share a bit of the law with you so that we can just make sure that we are always on the right side of the law when it comes to supporting young people with managing their, their, their behaviour.

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So

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the there's a couple of legislations that we really want to be thinking about and the Equality Act of 2010 describes

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that there are different forms of discrimination that we need to be really aware of. So that's direct discrimination, which is when a school treats a disabled person less favourably

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because of their disability, then it might treat someone who is not disabled. We've got the indirect discrimination or discrimination which can occur when the school applies those kind of blanket behaviour policies to all pupils, which can really disadvantage the disabled group or the the group with additional needs. And then we've got discrimination arising from a disability. This one we need to be really mindful of because this one is really does link to their behaviour. And if we look back at the

22:17
description of what challenging behaviour is from the Mencap suggestions, we know that people with additional needs are going to find, following the rules and managing their own behaviour a lot more difficult than our children without special educational needs and disabilities. And so we really need to be really careful on this one. We need to really make sure that the treatment of that person is proportionate

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and we really need to be aware of this failure to make those reasonable adjustments too.

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This is really key because

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we have a number of young people in Sutton who are autistic who have been excluded

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and we need to be mindful whether this is a direct consequence of

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their condition in that they find

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and managing behaviour really, really difficult. So then to exclude them because of that,

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um, and because that challenging behaviour is linked to autism in many cases. It's a really tricky area that I really want to make sure that we we understand so that we're all supporting in the best way that we can to achieve the best outcomes for those young people.

23:31
So there's some guidance here and it was the Phoenix primary and secondary school that have shared some slides with me and I just thought they were really fantastic and I wanted to share them with you all because they give us some really good examples of what may or may not be lawful and it explains why. Again, if if you'd like to share this with colleagues on your team, please do. I think they're quite useful slides. And so we've got 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.

24:00
This applies this applied to a student with a diagnosis of autism and ADHD. What do we think? Is this unlawful?

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You can show me with thumbs up on the screen if you'd like to or shout out to me. Is it unlawful? That the

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the the pupil breaks the school rules on three occasions and is automatically given a detention.

24:22
Is it unlawful?

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And I was shouting out.

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It's hot, isn't it?

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It depends what the detentions for. I'm not sure. I'm quite sure about the unlawful bit bit, yeah. If if the detention is related to something that comes about because of their special educational needs and then we're punishing them for it, then that in itself is discrimination and it would be unlawful. And it would be unlawful, yes. So I was thinking that through and getting my conclusion at the same time, I think, yeah, great. So yes, it would be unlawful because some disabled pupils,

25:04
such as those with ADHD or autism or other learning difficulties, are much more likely to break those rules. Rigid application of this policy is likely to amount to indirect disability discrimination.

25:16
Well done, Well done for being brave, Tanya.

25:20
Right? Next one are people 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. But is that unlawful?

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What do we think?

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They're getting up? And the school policy says if you repeatedly do this, you get excluded.

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I think this one does seem, you know, particularly unfair if you've got student with, you know, ADHD. And the recommendations from the ADHD report are that you know, the students given movement breaks does seem very unfair to exclude someone when you know they've got they've got that need. So I'd say that this is probably an unlawful, unlawful 1.

26:06
Brilliant. You're absolutely right. It is the duty of the school to make that reasonable adjustment. And that may be that as a teacher, we have to disregard some of that disruptive behaviour and find a way forward to allow them either to remain noisy, as it says on here, or to follow the HTTP, or follow what you know to work for that young person. We cannot just apply these blanket rules. Thank you for sharing. That's great.

26:31
Another one, a people 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.

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A non disabled pupil who is also disruptive in class receives A sanction for his behaviour and I'm sure many of us have been in situations where we are

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treating children within our classrooms in different ways. But is it unlawful?

27:01
No,

27:03
no anyone else.

27:07
I'm probably wrong,

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OK? No. Kathy says. No,

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I would, I would say that a a fair way to do it is if someone is, if the person that's non disabled has been given the chance to change their behaviour and had reminders and then still hasn't followed instructions, then it probably isn't unlawful. Because if they're able to we've guidance to follow the rules and they've broken the rules. That's different to not being able to follow the rules because of your disability. Absolutely, absolutely.

27:44
The difference in treatment would not be direct discrimination against the non disabled people there. We have to have classroom rules, we have to have school rules and many young people can and do follow them. For our children that have difficulties with that, we can put those strategies into place and sometimes that does mean treating young people differently but supportively to meet their needs.

28:08
Thanks everyone. So there is some guidance on making reasonable adjustments. I've added the link in there which is for certain information hub. It outlines on there what can reasonably be expected of a mainstream school and early years setting of colleges and 6th forms to support special educational needs and disabilities. The reason I wanted to go over that the law kind of element of things because is because we all have a duty to be supporting our artistic community and our send community and by managing their behaviour.

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And we also want to be avoiding putting our send pupils at any kind of disadvantage to their peers because their education is absolutely paramount to us.

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However, the challenging behaviour often ends up in the headlines

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and it can be really tough on staff and I really wanted to highlight that. Having taught myself for over 10 years,

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when challenging behaviour comes up it is really tough on us as staff too and we've got to be aware of the school policies and procedures. We've got to be making those reasonable adjustments where behaviour is concerned. If we're ever in doubt, we've got to be making sure we are seeking support from senior leaders so that the way we support our young people is fair and it is lawful. We don't want to be discriminating directly, indirectly or discriminating due to disability and we do not want to be in trouble

29:36
people failing to make those adjustments. But bear in mind it's this kind of challenging behaviour if it's not addressed, can really take its toll on staff and I'm very aware of that. And there's some support that I've put in on this slide show as well for us as practitioners as well, because we can't support others if we can't look after ourselves and take care of ourselves.

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So in terms of current adaptations,

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does your school currently have any that support special needs pupils with regards to behaviour and have any of your schools adapted the behaviour policy at all? And this is not to say that you should or shouldn't or that there's a right or a wrong way. This is really me just doing some information finding as to how have you had these conversations? Is this something that's on your kind of school agendas?

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I think every case gets taken individually like like you say, because it's all very much about context and the nature of the disability and I don't think we have anything implicitly explicitly in our behaviour policy. But I would say

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being in regular contact with the head of behaviour in the school you just liaise

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in on a on a need to basis. So it's quite a bit bespoke at times. But I wouldn't say we have a. We have it written in explicitly at the moment.

31:08
Thank you so much, Kathy.

31:11
Anybody else,

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I'd say we're the same as well. At CHI we we definitely do make behaviour adaptations, but we haven't got anything in writing either. I don't know whether that is a, you know, a discussion that we do need to have.

31:26
I'm in in my in my opinion, it's just having that awareness that adaptations may need to be made for those young people. And as long as everybody is aware that we're not just using this blanket policy for all children, regardless of their needs, it's not that a second part behaviour policy needs to be created. It's just a case of, you know, if you've got children with additional needs, what is the best way to support those young people? A policy could be helpful, but what's really helpful is just to have staff having that awareness that it doesn't have to be black and white. There are ways to to support those young people

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that may not be appropriate for everyone in the school, but a certainly appropriate for children with additional needs.

32:06
Thank you.

32:08
So I've got some suggestions on some of the adaptations that we might make for behaviour, and you can pick and choose which might work for you. So these aren't intended to be applicable for everybody, but they're just some suggestions on you know, little things that we can do as practitioners that

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may support young people to either adapt their behaviour or understand their behaviour or to select a possible sanction which may be more effective for learning.

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And and you know to really give those young people the the best support that we can so that they understand and you know

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the the the rules within the within the setting.

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So we've actually had a couple of instances recently where we have tried to adapt and the students haven't wanted it. They don't want to be treated differently and they feel that they want to serve the,

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you know, the punishment that fit. And so that that's been, that's just recently come up, that's been really interesting. That's a really, really good point, Kathy, because for many of our young people, they don't want to stand out as being different. And especially if some if they're, if their peers have witnessed an incident and and then they are not treated in the same way as their peers. It can also it can often cause disruption within their relationships in their peer group if they aren't abiding to the same rules as everybody else. So I completely get where you're coming from there, Cathy. That's a really, really valid point

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and and like I said pick and choose as to what works for your young people. You absolutely know them so much better than I do and and if following the behaviour policy is supportive for that young person

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and then I would encourage you to do what's best in the best interests of them.

33:54
Thanks for sharing that.

33:57
So here are some of the adaptations that we could be making for behaviour. So in terms of understanding, we've got to remember that some of our students are going to just find it much harder to understand or remember the rules that we're putting in place, and many are going to find it harder to comply with the rules because of their differences. Some are going to need more warnings and some of them may not understand or or have understood the consequences of not following the rules. So just making sure it's explicit that you know these behaviours are are are undesirable. The consequence of

34:26
paving in these ways are XY&Z.

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Use the visuals if that's helpful for those young people as well. Often it is for our autistic community and remind the positives as well,

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and

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often there's not time, but we really need to make sure that we are making time to give those young people a chance to explain what has gone on.

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Um, think about when the best time to address those behaviours might be,

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and so perhaps not in front of peers, perhaps separate from other members of staff as well.

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And acknowledge with other young people in the room that yes, there has been an incident, something has happened, it is going to be dealt with,

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you know, not ignoring it, not pretending it hasn't happened, but perhaps refocusing other other young people when an incident may have happened. That and and, you know, address it again, perhaps at a separate time.

35:22
Think about the language that we're using when we're working with our young people, our tone of voice. We want to be thinking about the detail of any kind of explanation. And it may be that if that young person is still disregulated, A detailed explanation of what you're expecting them to do next, or how their behaviour may have impacted others. It just may not be appropriate in the moment or at the time. We don't want to be blaming the young person, We want to be talking about the behaviours that are undesirable

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and we want to really talk about moving forward. So we don't want to dwell on all the negatives. We really want to be thinking about how can we make positive steps forward

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and in some schools there are sanctions in place and I understand the need for that. What we just want to be making sure is that they are effective

36:09
and if a sanction is put in place, reflect on whether it actually had the desired effect. And I've certainly put in sanctions in the past that have not had the desired effect at all. For some young people, it might be that anxiety heightens when a sanction is put in place. It might be that they can't move on when you're then ready to move on. And so really just reflect on is this appropriate, is it having the desired effect and adapt the approach for individuals. And I know that you already do that, but it is important to

36:40
make sure that it is consistent with that which whatever approach you decide on is consistent with that individual.

36:49
And then again, just think about the duration. So

36:52
it might be a small sanction to sit someone out for part of an activity, but for that young person,

36:59
that small period of time may feel huge,

37:02
and

37:04
it may be that anxiety builds up in that time as well. And again, going back to, is it having the desired effect?

37:10
Um,

37:12
things like phoning home could help the relationship. But bear in mind that even the suggestion to call home could increase anxiety and that could go on all day into the evening, and that can be really worrying for our young people. It could also hinder your relationship. So just bear in mind whether calling home is helpful or to say that you're calling home in the moment, whether that's actually helpful and just being really reflective on that

37:37
and a short conversation after school can be more effective than a longer sanction. And my suggestion would be that once they have served whatever the sanction is, that it's a fresh start and we don't dwell

37:53
now, for some of our young people the behaviour may continue to escalate. It might be that they continue to be dysregulated and things become dangerous, things become tricky.

38:05
And I wanted to kind of tap into how things are within your schools. Do you have a protocol for escalated behaviour

38:13
and what ways are you managing that behaviour? For how long are you expected to work independently with that? Do you have a team that you can call to support you and and most importantly, how does it feel when you're required to manage those situations?

38:30
Anyone feeling brave? Can you share with me

38:33
your experience? We don't really have a protocol at my school. I quite often find I get called in

38:41
and just because of my experience with students with a learning needs. But it's really scary to me in that position sometimes. And I've even had to do it with a a member of staff as well because you're really on the spot there. And I think, I don't know, whenever I've had to deal with situations like that, it's just relied on my instinct really rather than have a particular process to go through.

39:10
Thank you for sharing Ellen. And I think that's really, um, really interesting because for those of us that are very, very good at supporting with those escalated behaviours, often there is more pressure upon yourself to then step in when other behaviours that are beyond your own remit or beyond the your usual parameters. Often you are kind of requested in to de escalate those situations. But, and the reason I asked this question is it's not always in

39:40
now our best interests, or in the moment when we're asked. It may not be the right time for us to step in when we're thinking about our own personal experiences and what's going on in our own situations. Yet we are often

39:55
pressure is put on us to step in and um,

39:59
you support in these in these situations and I just kind of wanted to share with you that it is really normal to feel fear and feel put on the spot. It can be really scary in situations. I've certainly been in situations where I'm fully, I was kept out of the loophole, completely separate from the challenging behaviour and the escalation of it. And then I'm called in to support with the dysregulation with no communication as to what has happened prior to that.

40:29
And and that's that's really tough. And I just, I guess I just wanted to share with you that you know, these moments can be really scary. They can be uncomfortable and it can be really hard. If a child's not following instructions, it's really difficult when they're not being safe,

40:45
and it can be really hard if they're not able to follow instructions. And you don't necessarily have all the information to support with that de escalation.

40:54
And and often we're trying to balance the needs of not only that dysregulated young person, but also all the peers around them.

41:02
Um,

41:04
I would say that

41:05
I've felt that huge adrenaline rush sometimes when I've been called to those situations, and that can be really helpful. But it may be that you end up in that free situation or that you want to flee the situation, and that's completely normal too. It can be scary. And I just, I couldn't do this training without really thinking about how it feels as a teacher when you're put in those positions. Because often there's they spring up on you and it and it can be quite, quite worrying and quite, quite scary.

41:36
Often there's bystanders that are watching. That can be tough as well. It can be your colleagues, it can be your other members of staff and that can be tricky. And what I would say is that we all have that duty of care to keep those young people safe. We are in the role of loco parentis and we have that that duty of care. And

41:56
you know we must do our best to behave in that in a way that you know any kind of reasonable parent would do to to support the the safety and the welfare of that young person. And my suggestions to you all would be really do seek support from senior leaders. But if you're ever in those challenging situations and your well-being is really important, use. And I've just put some ideas of what I've seen in schools onto the screen there. But you know, if you've got Teams and you can message via teams to get support to wherever you're working, use it.

42:27
If you've got any kind of alert system, please use it. You know, send a pupil. If you require that help, use your walkie-talkie, raise the alarm and that can or even suggest that that child goes and does a job for you because even that can really help to diffuse the situation.

42:46
And what also what I would say is, if you're not fully aware of how you are required to support people in those challenging situations, do seek clarification and ask for further training. It's really important that you feel equipped to deal. And finally again on that slide there, I've added a link for support that teachers can use. Again if any of you have any resources or support networks that you found helpful, please do share them and I'll be happy to disseminate

43:18
even amongst the rest of the teachers. But it is really normal when faced in challenging situations to feel fear and and I just wanted to share with you that you're not alone and it it is common and it's not OK. But there is support available and if training is required please do seek out that the training that these are required

43:39
I've just just having a quick look into the meeting chat. I can see James added lots of information in there as well. We'll have a good read of that. Thank you so much James, and no worries about joining late.

43:50
So I wanted to give you some practical strategies to support with

43:55
working with these kind of challenging behaviours or responding to challenging behaviours. Again, this has come from Phoenix Primary and secondary school, and again, I think it's just really, really useful And they use something which is called the Palm strategy for understanding and for responding to behaviour.

44:10
Um, I'll pop some, pop the information on the screen, but

44:14
they use the UM, they use palm. And what they suggest is that in an incident, in a challenge of challenging behaviour, what you want to do is you want to pause and panic quietly. You need to be giving yourself some time to try not to react to behaviours instinctively in a neurotypical way.

44:31
You want to be a tuning and analysing. That's the a thinking about how the student is feeling, perhaps emphasising

44:40
and thinking about why they may have done that.

44:43
Do you wanna be labelling

44:45
those feelings and validating them, for example, saying to that young person, I can see you're frowning. I feel cross too, if that happened to me.

44:55
Oops. And modelling by showing them a more acceptable way of expressing those feelings. This could be through speech, sign action or relevant coping strategies.

45:06
And

45:08
we've got to bear in mind that that as teachers we may not be autistic and therefore we may interpret the world differently from our autistic young people. And we're often going to find the behaviours of our young autistic community confusing to us. It might be threatening to us and we really need to be thinking about suppressing those real natural instincts to react as we would with other students or non neurotypical students.

45:33
Sorry, neurotypical students

45:35
and and just bear that in mind when we're supporting.

45:40
So there's a few examples on here and I'm not going to go through them all, but I am going to send them all through to you so you can just have a think about how that palm strategy may be used in various different scenarios. So for this one example behaviour is a student pushes the chair away from the table, folds their arms and refuses to complete any more work. Now, I'm sure many of you have been in a situation where a young person has done that.

46:03
So the example, sorry the suggestion of how that might be managed, I've put on the screen here. So try to avoid reprimanding or drawing attention to the student right away. That's your pause and panic quietly.

46:17
You're a tune and analyse. You're looking at the students work. You notice that the last word they spelt is wrong and has been crossed out. So really thinking, well, what?

46:27
What is the young person feeling in that moment? Why may they have done that? And then labelling it so it looks like you're feeling frustrated because I can see you've made a mistake. I feel frustrated sometimes when I make mistakes. So, you know, really empathising that that makes sense to me, that you would respond in that way. I'd feel that way too if I'd made a mistake. And for many of our autistic young people, they are real perfectionists as well. So you know, empathising with that, Yeah, it's really, really tough when we make mistakes and then modelling by showing them a more acceptable.

46:58
OK, so 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. Just thought that was quite nice.

47:07
I'm going to pick through some of the other examples, but I'll send them all through to you. So this is an example of making friends

47:15
as an example with anxiety around the fire alarm

47:22
and

47:23
again just a reflection on how we might do

47:27
the palm strategy

47:30
and and some further practical advice really here for you. Um, safety always has to come first. So making that safe space or encouraging that young person to a safe space, think about who's best to support. So if it's you that has been confronted by that young person or if it's you that has confronted any behaviour, you're probably not the best person to support in that moment. As always, we really want to be adapting the environment to meet needs, so reducing that stimuli as much as possible. And that could be that we're not talking because our voice may continue the dysregulation we want to be

48:00
allowing those young people as much dignity as possible. So redirecting people, making sure there's not five members of senior leadership around that person, and really making sure that it's the bare minimum number of people to ensure that child is safe and supported

48:14
using those simple scripts. Again, perhaps using that empathy and relating to palms,

48:19
offering some appropriate strategies, so some alternatives. If the overwhelm of the classroom or the activity is too much, or the overwhelm of being with peers is too much, finding something that is appropriate to do in the moment

48:34
and really listen to that young person and reassure them. It can be really scary for them. They may be feeling shame and upset themselves, so really supporting their and trying to manage the expectation of what's next. That might be that you explained to them the time frame. So now we're going to do this and later on this afternoon the expectation is that this happens

48:55
if behaviour is very physical. My suggestion would be consider whether positive handling course is required for yourself or other people within your setting so that you feel confident in really supporting those young people in those crisis moments.

49:14
And we really need to be reflective in these incidents. We don't want to be just blaming behaviour on those young people. We really need to be stepping back and thinking about that whole young person.

49:26
Um, often in these times of crisis, it's not just about what's just happened. It's not about what happened 5 minutes or 10 minutes or half an hour before. Often it's a combination of so many other things. So the family life of that young person, their whole educational experience, not just, you know, this week we want to be thinking about their level of social understanding and communication. We want to be thinking about the build up to the event. We want to be thinking about the actual event, how that felt for them and we want to be thinking about that aftermath.

49:57
And I encourage reflection on this, and I'd encourage you to, you know, really talk around those kind of incidents with colleagues.

50:03
Does that behaviour linked to their artistic challenges, You know, going back to the law, are they really struggling with this because there is a lack of understanding or they're just not quite there with understanding what the expectation is? Did they have all of the support necessary in place to have succeeded? Did they have their personalised activity? Did they have their stationery? Did they have their visuals? You know, did you give reminders about the change? And have they had their movement breaks? Were they given the opportunity to access the strategies? Did they have a visual success

50:35
material? Have they had their OT or their pencil grip or whatever it is really think what did that child need and did they get it? Did they get it before the dysregulation or have we done that the young person a disservice by being unprepared? Or perhaps a less familiar member of staff stepped in and didn't know the information.

50:52
And could staff have foreseen the problem beforehand? And did other people that knew there was difficulties? Did they communicate that to you?

51:01
And then really thinking about whether that child had reminders for the positive behaviour? Did they get redirected towards something more positive? Were the adjustments put into place?

51:13
Were they effectively supported when they were deregulated? You know, really just thinking about how we stepped in and whether that was helpful in the moment,

51:22
um, and then thinking about if you would have done anything differently or next time, what might the procedure be. And this might be quite useful when thinking about not necessarily writing a policy but having some steps into place as to if there is dysregulation, what is next, what is next in my school? How does that fit with our ethos? Does everybody understand what is expected of them? You know, if you're called to go and help,

51:50
what impact does that have on the young people that you're working with? Will someone come and cover for you? Because often we, we feel that guilt when we're pulled from one scenario and into another that we feel guilt on on others that we're letting down. So you know, really just thinking about the reflective practise there.

52:06
There are some supportive interventions, some are more useful for primary than secondary. But I do have lots of printouts and things that are helpful for really understanding ourselves at secondary school level and I can send some of those through to you as well. And also it can be useful to create a plan alongside colleagues and review it for effectiveness, especially if you're getting repeated real challenging behaviours. And do call up or use our surgeries for those individual cases as well.

52:36
And lastly, really thinking about what is the reason for that behaviour?

52:41
Are they attention needing? Have they lacked the, UM,

52:48
the attention at home? Is that why we're seeing attention needing behaviours?

52:55
Did any of that and those behaviours link to

53:00
other functions? Is it sensory seeking behaviour? Was it because they were hungry? Is it they trying to be funny or build connections with others? Is it because of academic struggle?

53:13
And what I would always say is if you don't know the answers, that's OK we don't know it all, but seek out some help. Ask a colleague to come and observe and see if they can work out what's going on and keep a log of those incidents and analyse it as well.

53:32
And lastly, I really want to be thinking about reconnecting and repairing those relationships. So once all the challenging behaviour is is has finished, once the child has regulated, how much effort and energy are we putting into reconnecting with that young person? Like I said, often these young people feel real sense of shame after exhibiting challenging behaviours. What are we doing to repair those relationships with us as teachers and with peers as well And

54:02
all these visuals that you can see on the screen there? They are trauma and behavioural responses. And I think it's useful to bear in mind trauma as well, because when we're looking at the whole child, it may be that, you know, the behaviour that you're seeing is a result of, you know, prior traumas.

54:20
And I just think that these kind of step by steps are quite useful. Um,

54:26
I won't go over them in too much detail, but I'll send them through to you. But it is so important that we're, you know, listening, reassuring, we're validating those feelings. We're responding and we're repairing those relationships and finding resolutions too

54:45
and this information here has come from Beaconhouse again. It's a therapeutic service and it encourages staff to reframe their own views of pupil behaviour

54:56
and I found this really interesting because the highlighted phrases are things that I've heard probably even said at times when working within a school with young people.

55:10
We really need to be thinking about alternative reasons why a young person might act in a certain way and really bear in mind that it could well be a learnt response when their needs haven't been met previously.

55:24
I'll leave that with you to have a look at, but you know, it really helped me to reflect on actually. Do you know what I thought?

55:31
How I perceived that child acting

55:34
maybe so far from why that child is acting in that way. So just just bearing that in mind,

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and

55:42
as always,

55:43
I've put loads of resources in here so there's some suggestions, suggested ways of reflecting. These examples have come from Brents, they're I I really like these and reflecting on both positive and negative behaviours. Again, I'll send these through to you

55:59
and

56:01
keep using this kind of assess plan, do and review if you haven't used the graduated response and I've linked it on there as well because we want to be thinking about alternatives to exclusions and managing behaviour effectively within schools. So that will come through to you as well.

56:19
And there's loads of further documents and resources there which are linked to useful documents. There's emotional based school avoidance information on there, which I think is quite helpful.

56:30
And I know some people had asked for information on PDA

56:35
and we've got literally a minute left of the session and I wanted to ask if you would be happy to do a scan of that QR code and share with me some how you felt the leads in school sessions have been going for you. The service that I that I work for has to meet your needs and I really, really would value it if you could

57:00
give some feedback on today's session, but also on the other sessions that I've run. We did Autism Girls, we did the environment last time we were looking at

57:10
sensory dysregulation and I'd really appreciate some feedback from you all because it's so vital in terms of making sure that we're giving

57:18
you what you need.

57:20
If you have to leave, please, please do. I understand and if you want to stay on, I have tonnes of information about Autism Acceptance Week and how you might want to celebrate or market within your school. So I'm just going to flick through these last few slides. If you need to leave, please do. If you want to hang on and see the

57:41
all of the wealth of UM activities and information that

57:46
Cognos are sharing during Autism Acceptance Week, please do. But I won't be offended if you have to have to head off.

57:53
And so next week, 18th to the 24th of March, is Neurodiversity Celebration Week.

58:01
This is really nice. There's loads of UM assembly resources and PowerPoints and things that are really helpful as an introduction to neurodiversity. And for many of us, just talking about explicitly, autism doesn't meet as many needs because we've got a neurodiverse population within schools and it's actually quite nice to have that umbrella introduction. There's some really great resources here. You can click on the link. And some of the learning difficulties that are touched upon within these guides include dyslexia, dyspraxia, dyscalculia, autism, and ADHD.

58:33
Um. There's loads of quotes from young people about the how the different conditions impact them

58:39
and it's a great opportunity to use it for CPD as well. So that's a really nice set of resources

58:46
Roll to the acceptance week is it actually falls during the Easter break this year, which is unfortunate. At Cognos, we're doing loads of bits that are

58:56
the week before the Easter break and the week the first week of Easter. The links are all there for you. Here's the kind of outline of some of the things we're doing. I've sent this through to some of you already, but I'll add it into the slide so you can just pick and choose. If there's anything that you think supportive for yourselves or for parents or young people that are connected to your schools or externally, please do share the information. This one's for young people and families. So we've got some really great things going on.

59:27
I've also got

59:29
you can book them all via the link here on Eventbrite. There's a list of some of the workshops that are going on there. So

59:36
supporting parents to help understand the autistic identity of their young person, support for emotional regulation in the home for parents and then a couple of workshops for teachers as well. So challenging behaviour. And then there's some activities for young people too.

59:55
These are two advertisements that have gone out recently. If you've got any really artistic young autistic people, please do share this with them and make time in your timetables. And we really, we've teamed up with something libraries, who have are going to be putting in an installation within the library about all things autism. So they've brought in a load of books and they're going to be setting up a lovely installation with lots of information there, but also anybody that's submits some artwork.

1:00:25
To us, they have allocated some display boards within the library so that we can share all of that lovely artwork too. So

1:00:33
that can be sent in to me at Cognos. Or if you want to take photos of artwork, please do take photos and send it in to me as well and those pieces will be displayed at the library.

1:00:45
Um,

1:00:47
for any of your young people who receive assisted travel, there's a workshop going on for young people. And if you have any, if you have an Asian community, there is some research that they may want to participate in, and anybody that does take part in it, they receive a 15 LB voucher. So it's quite an incentive to participate in that. There

1:01:10
there are three sessions at the Autistic Youth Choir for students, so if anyone that you know might be interested in that, please share that with them.

1:01:20
More information of different ways that you might want to celebrate

1:01:24
about Autism Acceptance Week are there as well. Just click on the link so you can download all the assemblies. It's all about peer awareness this year, which obviously is is absolutely vital to share those in assemblies.

1:01:36
Umm,

1:01:38
there's some resources here that may or may not be, um, useful for you. If you're thinking about adapting inclusive policies, there's some guidance here which is quite good, so feel free to explore that or send to your Senkos.

1:01:51
This is a an intervention which is normally recommended for primary school young people, but in cases where our young people don't have a good understanding of neurodiversity, it might be something that might meet the needs of and some of the learners in lower key stage 3. But it's a it's a whole class kind of intervention and it's there's lots of really good resources in there. It comes from the University of Edinburgh. It's quite nice, nicely laid out, lots of units.

1:02:21
There could be something that may interest interest some of you.

1:02:26
If you do manage to do any celebrating of Autism Acceptance Week, please do share it with me. I'd love to see what you're all up to. I know how much hard work goes into into the session, so you know, please do share it with me and I'd be very happy to promote all of the wonderful things that you do.

1:02:43
And lastly, Child Exploitation Awareness Week is also next week.

1:02:50
There's some information there on what it is, what it means and lots of links on there.

1:02:55
There are loads of events going on across the week, so if you were interested in attending anything on there, I've just added the links

1:03:04
and that is it for me. I'm going to

1:03:08
end the slides and stop the recording and then if anybody would like to stay on to chat at all, then you're very, very welcome to and I can take any questions. If you need to head off, that's absolutely fine. Please

1:03:24
please do try and uh, complete the feedback for me. It is so, so helpful to

1:03:30
and to know what is working, what isn't working, what your preference would be in terms of adapting the format or topics of interest for you.

1:03:43
Right,

1:03:59
right, the slideshow is off.

1:04:02
Recording is stopping now.