TEACHING ASSISTANT

Children and Young individual’s Positive Behaviour
Demonstrate strategies for managing inappropriate behaviour according to the policies and procedures of the setting

When inappropriate behaviour does take place, it may be linked to conflict between children, or it may be behaviour that is triggered by something specific. Most policies are quite detailed, and are likely to list the strategies for managing inappropriate behaviour in the sanctions section.

Types of strategy listed in policies and procedures

You should read the policy, and identify the strategies and measures that are used when inappropriate behaviour takes place, and then think about how you use those in your daily work.

For example, one strategy may simply be to catch the eye of the child who has begun to misbehave. This is a preventative measure, as it may only work while the behaviour is still at a low level.

If that doesn't work, taking the child to one side or outside the classroom very briefly, for a private discussion, may be the next step.

If the behaviour continues, or escalates, it may then be necessary to reprimand the child verbally, to emphasise that the behaviour is unacceptable, and to remind the pupil of what they should be doing at this point. However, remember that we 'love the child, hate the behaviour', so if you want to comment on the situation, make sure that you refer to the behaviour, rather than to the child. For example, 'Snot is disgusting, Charlie, that's why we don't flick snot at other children' instead of 'Charlie you are disgusting. Please don't flick snot at other children.'

The next stage, should there be no let up, might be to remove any privileges that the pupil has, or to remove the child from the situation altogether, such as a 'time out', or to move them to a new seat nearer the teacher.
Managing inappropriate behaviour.

**Teaching moments linked to conflict**

Conflicts between children in schools is fairly common, as there are many personalities with different backgrounds and expectations thrown together into one melting pot. However, by using good active listening skills to get the full story from both sides, and good communication skills to explain to the children why their behaviour is not desirable, there may be an opportunity to demonstrate problem-solving skills to them.

Asking them to help you solve their problem, by listening to your thoughts on the situation, and agreeing to follow your suggestions, can help them see the value in problem solving, and will set them up for learning how to deal with their own problems.

Confrontation is not usually necessary when it comes to intervening in disruptive or negative behaviour. In fact, confrontation is more likely to escalate most situations, so to calm it down it is best to approach with a mindful attitude. One thing that is useful to remember is that the earlier you intervene in the situation, the easier it will probably be to deal with.
Triggered behaviour

Some children display difficult or challenging behaviour in response to specific triggers. For example, an autistic child may be terribly sensitive to the flickers of overhead fluorescent lighting; this may over-stimulate the pupil, and lead to some form of inappropriate behaviour.

Knowing the children well and understanding the triggers mean that you and your colleagues will be better able to plan around the problem - in this case it would be to avoid the fluorescent lighting where possible, and where not possible, to perhaps move the child to a quiet part of the classroom that isn't affected by the lights prior to the lights being switched on, or even to have a different type of lighting scheme fitted.

Ongoing challenging or inappropriate behaviour

Where a child continues to display inappropriate and undesirable behaviour, despite interventions from teachers, support staff, the head teacher, and parents, there may be a need for an individual behaviour support plan. This will need professional observations of the behaviour, behavioural assessments, and careful monitoring, often via the Special Educational Needs Co-ordinator (SENCO). This will also be detailed in the behaviour policy.