Herefordshire Council

An Attachment Aware Approach to Disruptive Classroom Behaviour

- Plan coordinated support and intervention with HOY/ HOD/SENDCo as part of a graduated response.
- Use a restorative enquiry or an individual restorative exploration as appropriate to support understanding and change.
- Establish individualised agreements with the child. Use report cards/coaching/self-monitoring and provide effective feedback to support change.
- Take supportive action such as individualised start to lessons, adaptations to the curriculum, opportunities for breaks within the lesson, an exit card, an arrangement whereby a child can work with another member of staff for a limited period, a trusted adult to be able to be called to class to support the teacher to regulate the child.
- Implement relational support and regulation plans as well as targeted interventions following further assessments to establish additional needs, such as SEN / social inclusion.
- Involve parents/ carers to establish further joined up support.
- Discuss impact of behaviour, refer back to agreements.
 Provide guidance, instruction and teaching.
- Take action consider managing the environment and relationships, supporting learning, providing focused attention, supporting transitions. Consider if targeted interventions are needed?
- Check in and connect regularly, give feedback, encourage reflection and self-monitoring. Consider introducing a report card.
- Take some time out of class to have a longer discussion using restorative approaches.
- Ask for advice and share good practice. Discuss the child and log concerns with tutor, other teachers HOD/ HOY, SENDCo.
- Communicate and discuss concerns with parents.
- SEA Safety, Empathy, Agreements. Be mindful of face, voice and body language.
- Get alongside avoid power battles, ultimatums, give take up time and connect.
- Focus on primary behaviour avoid getting caught up with secondary behaviour

Individual

Persistent incidents of disruption

- Plan coordinated action and support with HOD/HOY/ SENDCo.
- Hold a class meeting to re-view and re-establish agreements. Make agreements as to how all members of the class will behave with specific and clear areas of focus identified.
- Use a restorative framework to enable the sharing of thoughts and feelings and to discuss action needed to support change
- Develop a relational support plan for the class.

- Hold a class meeting and facilitate discussion as to what is going well and what needs to change.
- Re-establish agreements.
- Consider whether there are adaptations to teaching that are needed, for example a change in seating, tasks broken down into small chunks, managed transitions?
- Discuss the class with HOD/HOY to gain advice and support.

Single incidents of low level disruption

- Revisit the class agreements with the whole class briefly discuss the purpose of the agreements and the implications of not sticking to them.
- Provide feedback as to what is going well and remind the class as to what is needed from them.
- Give clear guidance and instruction, teach and model the behaviours you want to see.

Whole Class

Disruptive classroom behaviour: processes and systems

- Systems for a graduated response coordinated by SENDCo, HOY or a member of senior leadership involving parents and partner agencies where appropriate.
- Assessment by SENDCo and/or advisory teachers/ educational psychologists to clarify needs.
- A provision map outlining support and intervention to meet any SEN need and needs relating to relationship, regulation or social inclusion.
- Systems for developing and implementing a relational support plan and regulation plan.
- Systems for facilitating restorative discussions, meetings and/or individual explorations with trained staff.
- Support and supervision for staff regarding individual children.
- Established processes and systems for logging and monitoring concerns with an emphasis on prevention and early intervention.
- Clear systems for initiating a graduated assess, plan, do, and review response for individual children.
- Support for teachers from SENDCo/HOY including; observations, coaching/mentoring and meetings of those who teach the child to offer guidance, share good practice and problem solve.
- Processes for involving and supporting parents/carers.

- Knowledge, beliefs and values embedded within practice evident in school ethos and good quality first teaching.
- Staff training and new staff induction on relational approaches. Ongoing development opportunities including formalised regular discussion, supervision, coaching/mentoring and line management.
- Clear and shared understanding of the skills needed to form relationships, regulate and use restorative approaches.
- Relationships with parents are established.
- Information about the needs of specific children is clearly communicated.

Single incidents of low level disruption

Persistent incidents of disruption