

into



Irish National Teachers' Organisation
Cumann Múinteoirí Éireann



Working Together

DEALING WITH DIFFICULT PUPIL SITUATIONS

BRONAGH WRIGHT INTRODUCTION

- **20 years secondary school teacher**
- **13 years in EOTAS/ETA/Hospital School**
- **12 Years BOG experience**
- **Vice Chair of NEU SEND OF in England**
- **Group member of the SEN Workload Review in NI**
- **Current secretary of NEU NI**
- **Current Job**



SOURCES

- Social behaviour and emotional wellbeing
- EA Positive Behaviour Policy Resources
- EA Positive Behaviour Toolkit Policies
- Safeguarding & Child Protection in Schools JUNE 2022
- DE Good behaviour leaflet
- DE Circular 13 of 2021 - Restraint and Seclusion
- Effective Responses to Bullying Behaviour (January 2022)
- Circular - 2022/02 - Children Who Display Harmful Sexual Behaviour

UTU, INTO & NEU specialists and solicitors.

WHY MIGHT WE HAVE DIFFICULT SITUATIONS TO MANAGE?

- **Large class sizes**
- **Mixed age groups and mixed ability classes**
- **Undiagnosed pupil learning needs**
- **Lack of knowledge and communication**
- **Insufficient funding for classroom supplies and resources**
- **Poor accommodation**
- **Increase in workload**
- **Pressures on school structures and supports due to the above**
- **Post Covid**



CURRENT ISSUES FACING PUPILS

- **2 years of disrupted education**
- **Poverty**
- **Child abuse and neglect**
- **Bullying (including cyber)**
- **Violence**
- **Eating disorders/hunger**
- **Drugs and the Vape trend**
- **Increase in mental health issues and lack of appropriate support**
- **Unstable home settings**
- **School absence and refusal to attend**
- **Expulsions**
- **Self harm and related abuse**
- **Lack of one clear policy/strategic approach to manage behaviour in NI**

REALITY

LOW LEVEL BEHAVIOURS THAT MAY BE CHALLENGING

- Pupils not prepared and lacking homework/unprepared for the school day
- Low level classroom disruption
- Repetitive behaviour that disrupts the class for others
- Repetitive behaviour that is hindering learning and progress- meant to distract or divert
- non attendance
- Non engagement

EXTREME BEHAVIOURS THAT MAY BE CHALLENGING

- Aggressive behaviour /Damage of property
- Persistent Bullying
- Pupils under the influence of suspected drugs /at risk to themselves and others
- Lack of respect for boundaries
- Physical and emotional violence
- Lack of engagement and progression
- Repetitive breach of school rules /policy

Always think behind the behaviour- what is it telling you?

**WHAT WOULD YOU DO IF A COLLEAGUE OR
PARTNER BEHAVED LIKE THAT?**



GOOD PRACTICE

- **Be prepared**
- **Know your pupils – what does this mean- do you research?
Use LSA's appropriately**
- **Understand your audience – reality of that? Class make up /ability
/learning styles**
- **Use the support within the school /know your policies/set up teams if
necessary**
- **Record and communicate**
- **Refer for support services / PBS/PPBS. EWO/SS HUBS SA etc....**
- **Seek advice from Multidisciplinary teams /operation Encompass**

EASY WINS

FIRST CONTACT- SO IMPORTANT

BE PREPARED WITH RESOURCES

DEAL WITH REPETITIVE FIXABLE ISSUES AS A TEAM

UNDERSTAND BEST PRACTISE
COMMUNICATION

COMMUNICATE WITH PARENTS
GUARDIANS/SUPPORTS

USE POSITIVE MODELS TO CHANGE

To Do List

Use Sims for recording ... try not to make it repetitive – no personal opinions- read previous to look for patterns- **visit colleagues who have found best practice in managing pupils needs. Might be you...** offer to help

Note actions and targets –

Record communication with supports

Look at the full picture and discuss

Plan as a Team always with the pupil in mind

ONE TIME IS OK.... THEN

- **You need a plan**
- **You /group /LSA may benefit from extra training to understand and manage pupil needs**
- **Model good positive behaviours, use this to be clear about what you expect.**
- **Restorative practice/resolution meetings -how did that make you feel, what could you have done better , if that happened again what would you do. Be clear about what happens next?**
- **Very good digital tools available**
- **Complete risk assessments/ risk reduction plans /safety plans, as a team**
- **Communicate plan with all involved and review**
- **Reward good practice/ simple and effective**

IN SCHOOL

- **Communicate with your peers**
- **Look for patterns – after lunch / period of the day/ days of the week/subjects etc- what does that tell you?**
- **Use PPA time /time budget effectively**
- **Use peer pressure – pupils want to generally fit in- human instinct**
- **Youtube Clip**
- **Understand that pupils learn differently / deliver to their needs**

NOT SO EASY

- If you are vulnerable- example what to do?
- Very difficult situation-example ?
- Extreme aggressive repetitive behaviour- examples is this ok?
- Never feel you are on your own
- Communicate to colleagues / Management/BOG in line with policy/procedures
- Record and report - back up conversations with emails
- Seek union advice /talk to your Rep - use the excellent PRSD opportunities and resources
- Understand systems for support