

Let's get supporting... pupils with social and emotional needs

Specialist Teaching Team (SEMH)



Essex County Council

This is an introductory piece of learning and forms the basis of specialist level learning.

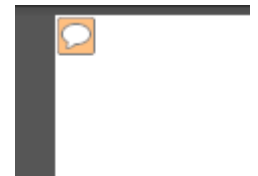
How to use this presentation

This presentation is in three sessions. Each session takes about 20 minutes (not including the video clips).

Have a notepad handy for any notes.

Ensure you have access to the internet for hyperlinks.

Presenters notes in top left corner of the slide.





Learning Outcomes

Session 1: a greater understanding of the barriers and needs associated with social and emotional needs that affect children's learning;

Session 2: a greater understanding of how the supporting adult's thoughts and feelings can affect the child's response;

Session 3: greater confidence in using various techniques that support positive relationships, furthering independence with learning and social interaction.



Session 1

Understanding the barriers and needs associated with social and emotional needs that affect children's learning;

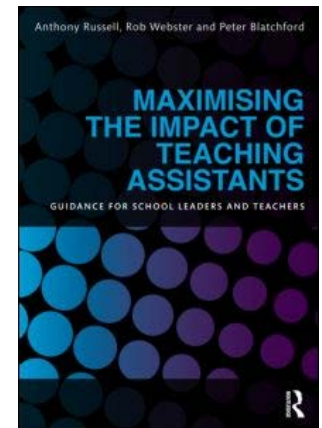




The Role of the Teaching Assistant

- DISS Report (Deployment and Impact of Support Staff)– Peter Blatchford 2009
- The Effective Deployment of Teaching Assistants – EDTA (2012)
- Maximising the Impact of Teaching Assistants Russell, Webster and Blatchford (2013)

Video of a presentation: [Click here](#).



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3 types of non-pedagogical role advised:

- In-class behaviour management (low-level disruption)
- Supporting physical / sensory needs
- Support pupils' emotional needs

'In terms of supporting pupils' emotional needs, we have described how TAs have the sensitivity, instincts and mannerisms well suited to supporting pupils' pastoral needs'

Maximising the Impact of Teaching Assistants p.62





Good Classroom Management

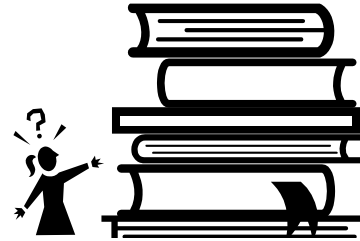
- Establish mutually agreed **RIGHTS, RESPONSIBILITIES** and **RULES**
- Attempt to minimise **HOSTILITY** and **EMBARASSMENT**
- Maximise the possibility of **CHOICE**
- Develop and maintain **RESPECT**
- **FOLLOW UP** and **FOLLOW THROUGH**
- Avoid disappointment, make sure you can **DELIVER PROMISES**
- Maintain a sense of **BALANCE**
- Encourage **SUPPORT** from colleagues
- Seek to **LOWER STRESS** levels (own and others)

[Video: Mrs Price's Little Tigers: how does she do it ?](#)

Behaviour Management: A Whole School Approach – Bill Rogers (1995)



Behaviour and SEND



Special educational
needs and disability
code of practice:
0 to 25 years



Mental health and behaviour in schools

Departmental advice for school staff

Promoting children and young
people's emotional health and
wellbeing



Department
for Education

March 2015

A whole school and college approach

The Duchess of Cambridge
supports Children's Mental
Health Week 2016 -
YouTube



Public Health
England



Children & Young People's
Mental Health Coalition
funded by
Mental Health Foundation

Protecting and improving the nation's health



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What defines SEMH?

- Nature
- Frequency
- Persistence
- Severity
- Cumulative effect on Learning and Development





Individual pupils

- Have clear plans for pupils who present with SEMH needs and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Charlie Taylor: Getting the Simple Things Right 2011

Files: [Charlie Taylor - Getting the Simple Things Right](#)



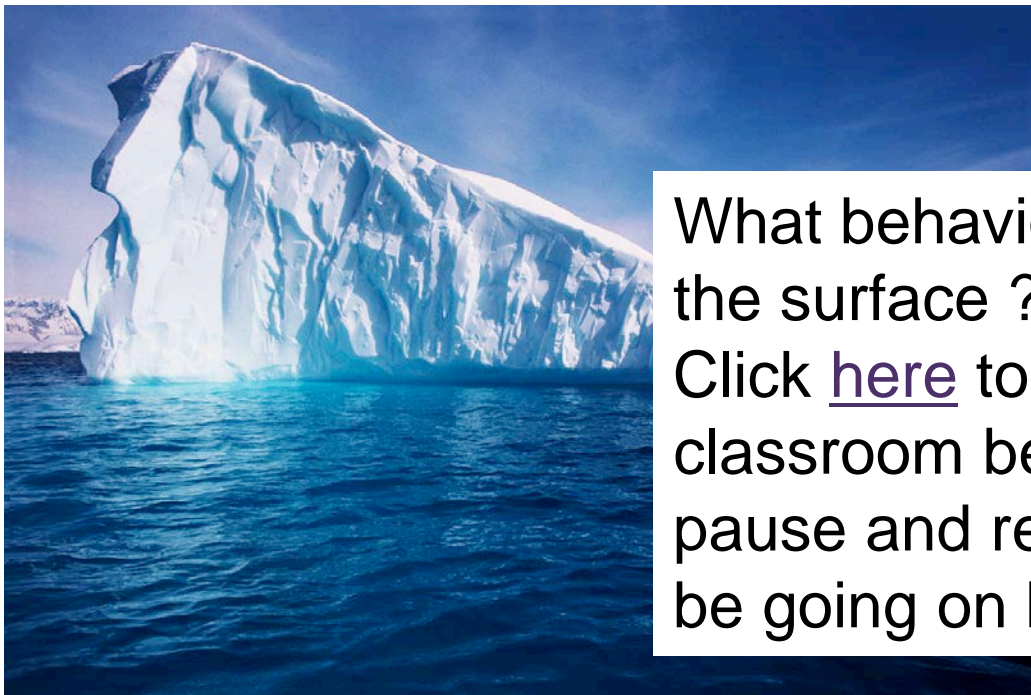
Session 2

Understanding how the supporting adult's thoughts and feelings can affect the child's response.





The tip of the iceberg!



What behaviours do you see on the surface ?
Click [here](#) to watch examples of classroom behaviour...
pause and reflect on what might be going on below the surface...

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STAR Analysis

Day:	Date:	Time:	Location:
Pupil(s) Involved:		Completed By:	

What happened at the time?	What we could do differently to promote positive behaviour in the future?
<u>Setting:</u>	
<u>Trigger:</u>	
<u>Action:</u>	
<u>Result:</u>	

STAR Analysis





Functions or Goals of Behaviour

The behaviour of the child may serve a purpose

- 1. To obtain a preferred item or activity**
- 2. Escape or avoidance**
- 3. To get attention from significant adults or peers**
- 4. To communicate a message or feeling (sensory?)**
- 5. Self stimulation (sensory?)**
- 6. Control or power**

File: [Analysis Framework](#)





Positive Relationships

Mutual Respect

- What does this mean?
- Why does this matter when working with any child and in particular a child with SEMH needs?
- When and ***why*** can this be difficult to maintain?



Session 3

Using various techniques that support positive relationships,
...furthering independence with learning and social interaction.





Refer to Rules



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Do you know the school and classroom rules?

How are these referred to?

How can you support these?

‘What is our rule about moving around the classroom?’





Simple Direction with 'Thanks'

“Listen to the teacher, thanks.”

- This may be referred to as ‘assumed compliance’.
- The use of *thank you* rather than *please* is a subtle way of showing that you expect the child to do as you have asked.





Separate the behaviour from the child

For example:

'I felt really disappointed when I see pushing in the line. When we line up we keep our hands to ourselves, thank you'.

'I...' Statements can also help, though again use with caution, for some children it may make them feel hurt and rejected – a sense of failure and guilt may lead to more problems.

File: [Magic Script](#)





Obvious?



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Your sister never behaved like that when she was in this school.

You always shout out.

You continually spoil it for everyone else.

Everybody will laugh at you if you continue to behave like that.





Catch Them Making Changes

Positive Feedback is a key strategy in promoting positive behaviour. It advertises the behaviour that we want to see more of and positively reinforces the appropriate behaviour exhibited by the majority of children.

*- Praise **effort** and the first step in ‘seeing’ improvements and state why this could be helpful to the child in their learning*





Redirection and Distraction

- These need to be part of an agreed plan if there is a need to distract the pupil onto something else away from what he/she has been asked to do by the teacher.
 - ***Let's see if you can teach me how...***
 - ***I wonder whether you are able to do a job with me...***
 - ***Let's find a book about....***





Giving Choices

- This needs to be a clearly agreed strategy
- Choices give the child some element of control
- Some people have an issue with this as other children may not have or need the same options
- Always use two agreed choices
 - ***‘You can sit here or here’,***
 - ***‘You can do your reading first or your handwriting.’***
 - ***‘Either put it in your tray or give it to me, thank you.’***

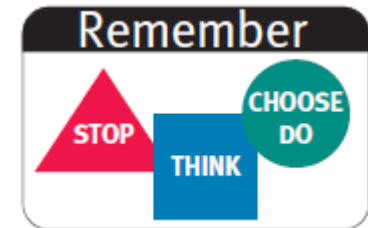




Find out which strategies support Emotional Development within your school

For example;

- Notice how children are feeling
- Relaxation eg. Breathing techniques
- Smart Thinking (stop, think, choose, do)
- Emotional support in school (preferably whole school/class) such as Emotion Coaching
- Specific Interventions (as part of child's provision)
- Reparation (restorative approaches)





When Things Get Tough!



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He never listens! He always shouts out!

Exception finding

- Changing the view of the problem
- Identifying successful moments
- Identifying times when is it less severe, less frequent, less long-lasting

***'If you keep on doing what you're doing...
you'll keep on getting what you're getting'***



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Remember the Positives !

Assessment

- Skills and Strengths of the Pupil
- Learning Log (record of achievements / changes)
- Record ***What is Working*** as well What is Not Working
- With others analyse incidents/ behavioural errors.
- Every day - reflect on a positive interaction before you leave the school site.



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Ongoing Support

- Further reading/ [Pinterest](#) / Essex Local Offer
- Revisit [what is working / what is not working](#)
- Watching others – shadowing / modelling
- Coaching opportunities
- Behaviour Management videos -Bill Rogers, Charlie Taylor, Tom Bennett (You Tube)
- Consultation with Specialist Teaching Team
- Further training





Summary

- **Look after yourself first and foremost**
- Relationships and communication are key
- Consider the use of language and approach to use
- Use purposeful observations and communication
- Plan for what is working and what is not working
- Be aware of your own emotions and responses and those of others around you
- Always work within a team. The child(ren) is / are not your responsibility alone.



Useful resources:

PGT - Social, Emotional and Mental Health needs

These resources relate to interventions recommended in the Provision Guidance Toolkit (PGT) for pupils with **Social, Emotional and Mental Health needs**

Thanks for using this presentation.
We hope that you have found it helpful.

Specialist Teaching Team- SEMH



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