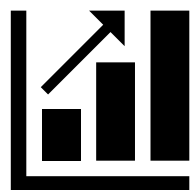


Problem Solving with Persistently Disruptive Children

Cheryl Williams-Corcoran

Persistent Disruption

Suspensions increase by 36%
Exclusions increase by 44%
2022/23



Historical DfE data reveals persistent disruption is the highest statistical reason for permanent exclusion, every year.



Historical DfE data reveals exclusions peak in Year 9, year on year.



Every year, SEND/SEMH children are disproportionately suspended and excluded compared with children without SEND.

	2022/23 Autumn term			
	Total	State-funded primary	State-funded secondary	Special
Permanent - Abuse against sexual orientation and gender identity	2	0	2	0
Permanent - Abuse relating to disability	3	0	2	1
Permanent - Bullying	35	1	34	0
Permanent - Damage	132	47	78	7
Permanent - Drug and alcohol related	203	1	201	1
Permanent - Inappropriate use of social media or online technology	22	3	19	0
Permanent - Persistent disruptive behaviour	1,518	201	1,306	11
Permanent - Physical assault against a pupil	720	96	612	12
Permanent - Physical assault against an adult	532	218	282	32

When problem solving
initially probe the
child's specific
barriers to learning.

Problem solving when a child emerges as persistently disruptive in lessons

1. SEMH/ACEs/Developing EBSA?

If YES

1. Does this child feel psychologically/emotionally safe in every lesson?
2. Have I gathered the child's voice to confirm this?
3. What action did I take when a child voiced anxieties/worries about school?
4. Did actions resolve the issues for the child?

3. A SEND Learner?

If YES

1. Can this child's teachers clarify with evidence this child's specific knowledge strengths/weaknesses and evidence how curriculum planning considers this?
2. Can this child's teachers clarify what specific learning need this child has and what compatible adaptations they make to their pedagogy to meet the child's needs?
3. Can SEND leaders provide evidence this child's specific needs are consistently being met in every lesson?
4. Can this child make valuable contributions in lessons?
5. Do leaders scrutinise this child's learning journey?

4. Cumulative Absence from Normal Lessons?

If SIGNIFICANT through absence, exits from lessons, internal truancy or time spent in isolation units:

1. Do I have evidence of the specific knowledge gaps which have now formed?
2. Have compounded knowledge deficits resulted in this child developing cumulative dysfluency?
3. What plans are in place to address the knowledge deficits?
4. Is this child being returned to normal lessons without gaps being addressed?
5. Has this child developed learned helplessness?

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2. Academic Foundations?

Can this child, at an age appropriate level required to access the current curriculum sequence:

1. Read competently?
2. Write adequately?
3. Legible handwriting?
4. Speak/communicate in English fluently?
5. Have adequate KS1/2 prior knowledge, strong foundations?

5. Behaviour Education?

Has analysis of behaviour incidents revealed patterns with:

1. Relationships with friends?
2. Understanding boundaries?
3. Respecting authority?
4. Speaking and communicating respectfully?
5. Poorly educated in terms of: LGBTQ, equal rights, tolerance etc?
6. Has this child been exposed to a specific behaviour curriculum to address emerging patterns?
7. Am I expecting this child to undergo change their behaviour through s



Problem solving when a child emerges as persistently disruptive

6. Home Circumstances?

1. Does this child endure difficult circumstances outside of school?
2. Have I gathered the child's voice to confirm this?
3. What action did I take when a child voiced anxieties/worries?
4. Does this child have the resources they need?



7. Training and Policies?

Does data analysis/child voice reveal concerns in specific lessons?:

1. Are staff adequately trained to adapt?
2. Are staff adequately supported?
3. Is the BfLP fit for purpose?
4. Is the assessment policy fit for purpose?
5. Have I adequately addressed issues raised or is the same problem reoccurring when the child is returned to normal lessons?

8. Other Circumstances?

1. Is this child being bullied?
2. Have circumstances at home change or become turbulent?
3. Is this child struggling with sexuality/identity?
4. Have this child's friendships/relationships become turbulent?
5. Is this child involved in substance misuse?

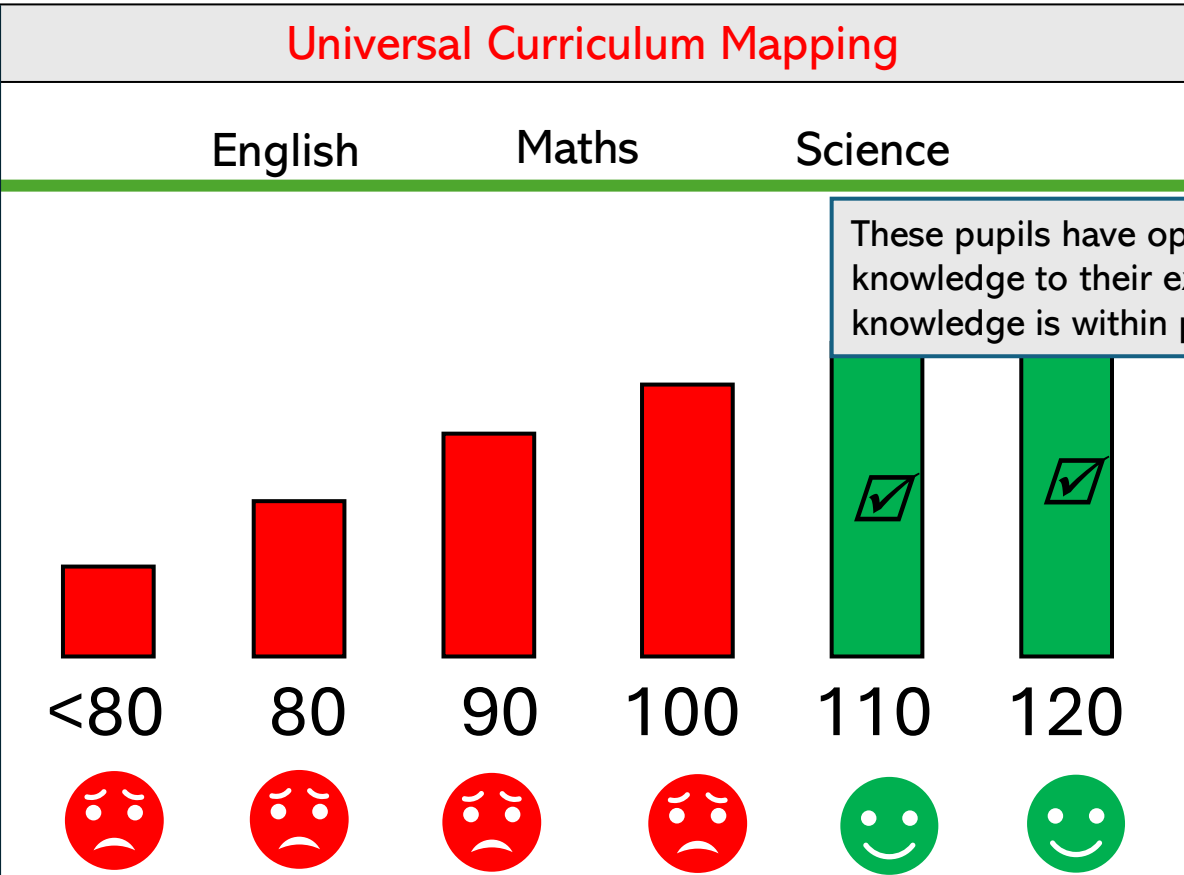
Is this child's *barriers to learning*:

1. Known by staff?
2. Being addressed?
3. What evidence have I gathered?

Is the school implementing universal curriculum & not assessing prior knowledge?

As prior knowledge levels decline, so does the proportion of pupils who can:

- Participate in learning.** This contributes significantly to off task behaviours and forces children who cannot access the learning to employ evading tactics. These children are often punished as directed by the school BfLP.
- Connect new knowledge** to their existing knowledge, as new knowledge is not within proximity of their existing knowledge.
- Build strong knowledge** structures.
- Combined lead to poor outcomes,** the negative ripple effects can have a devastating impact.



“Teach to the top culture is not maximising the proportion of pupils who can participate in learning, nor is it building upon the prior knowledge of all children and a major driving factor for off-task behaviours” CWC

“pupils learn by connecting new knowledge to existing knowledge”

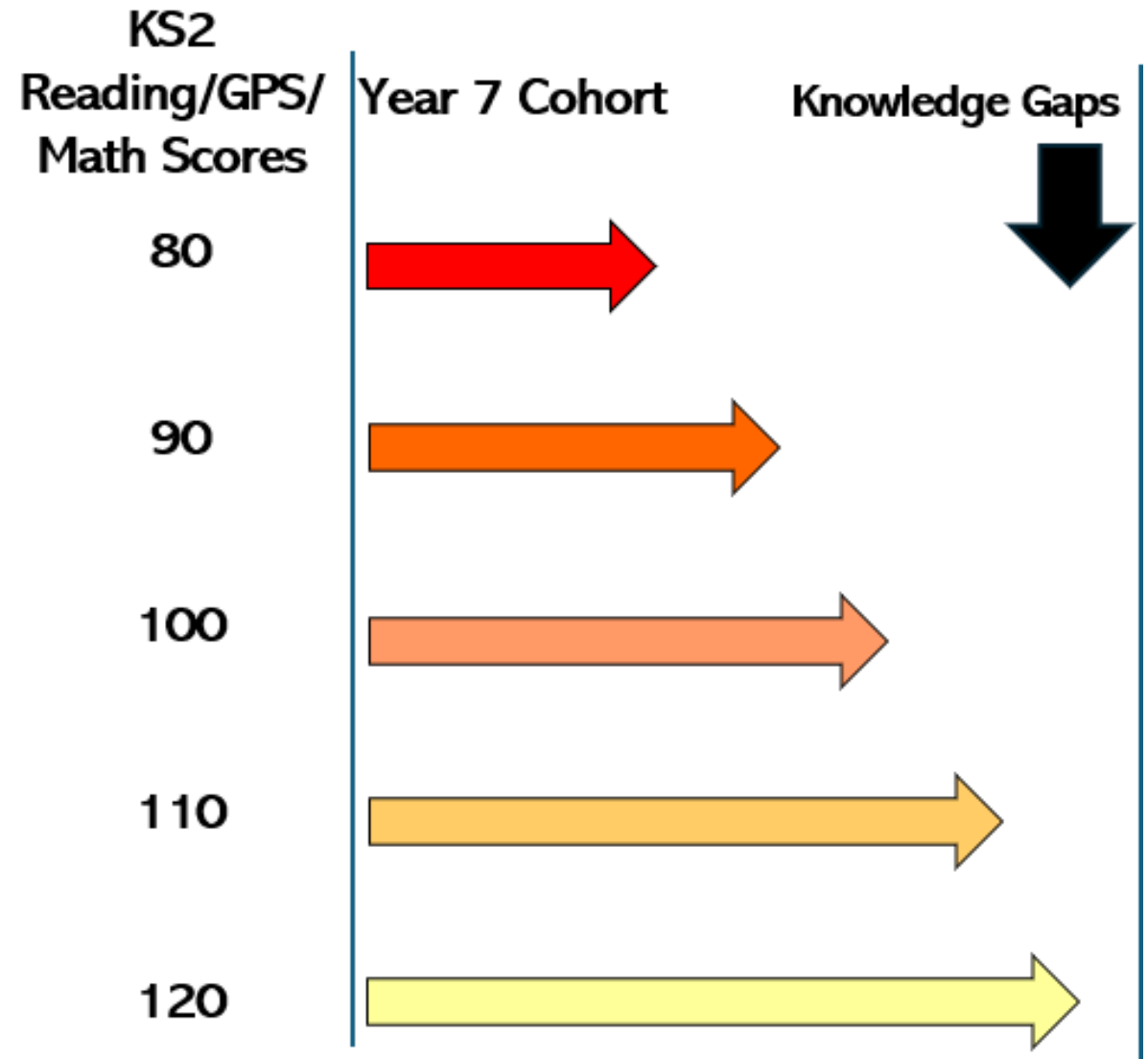
School Inspection Handbook (245)

KS2 scores and CAT4 scores

1. Do not inform teachers of a child's specific PRIOR curriculum knowledge.
2. How can teachers plan lessons to build on PRIOR knowledge (KS1/2) if they have no evidence of specific curriculum knowledge which is/is not secured?
3. If schools do not conduct PRIOR subject knowledge assessments, how can teachers meet standards?
4. If teachers cannot meet teacher standards, how can barriers to learning be adequately addressed?

Scores indicate a level of prior knowledge.

Scores do not specify what knowledge from the KS1/2 curriculum is/is not secured.



2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

The more characteristics, the greater the barriers to learning.

Using data to find the most vulnerable will help leaders to act preventatively

Low Reading Age or Score + Low KS2 scores Furthest away from P8 target + SEND SEMH + Outside Agency Involvement + FSM + EAL + Ethnicity + PP

1. To find the children with the greatest needs, the most barriers to learning use data and combine characteristics. It would be helpful if the DfE devised a system which identified these children on entry to school.
2. Children with the highest combined characteristics (HCC) have the greatest needs, the most barriers to learning in your setting. These children need targeted support with strategic precision.
3. Putting a magnifying glass on the academic progress (not behaviour) of these children by FINDING and CLOSING their SPECIFIC and UNIQUE knowledge gaps (best fit to school) will SIGNIFICANTLY REDUCE and PREVENT poor outcomes.
4. Children with the highest combined characteristics will most likely have a higher need to feel psychologically and emotionally safe. THESE CHILDREN CANNOT LEARN UNTIL THEY FEEL SAFE. Staff who teach these children must be nurturing, trauma informed and *highly intentional* at building relationships.
5. Leaders relentlessly quality assure every strategy implemented until the desired impact is achieved.
6. IF all leaders (who are not already implementing this) do this (consistently), the positive IMPACT we would have on the longstanding poor national statistics is unimaginable.