Exeter Royal Academy for Deaf Education
Identifying and tackling the causes of difficult behaviour

Exeter Royal Academy for Deaf Education College

The specialist college at Exeter Royal Academy for Deaf Education takes pride in their work in identifying and tackling the causes of difficult behaviour. The College currently has a cohort of learners with a wide range of needs in addition to their deafness and, in the 2011-2012 cohort, 36% of learners are identified with specific behavioural/emotional/social difficulties.
Exeter Royal Academy for Deaf Education works with learners to identify and tackle the causes of difficult behaviour in a number of ways:

- Recognising that positive relationships and positive self identify are crucial to developing good and appropriate behaviours.
- Establishing tracking systems to identify issues in learner behaviour and supporting these with swift and appropriate interventions.
- A wide range of specialist staff trained to support students with their behaviour management.
- Ensuring that our learners are supported to take responsibility for their own behaviours

At Exeter Royal Academy for Deaf Education we recognise that good behaviour is vital for engagement in learning. Therefore we have developed a system to track each student's behaviour development. This not only allows us to identify any behavioural issues and input strategies for improvement, but also to celebrate progress with the learner.
To achieve this, we track student progress against the 3 key indicators of behaviour: QCA (2001) Supporting School Improvement: Emotional and Behavioural Development.

- Learning behaviour
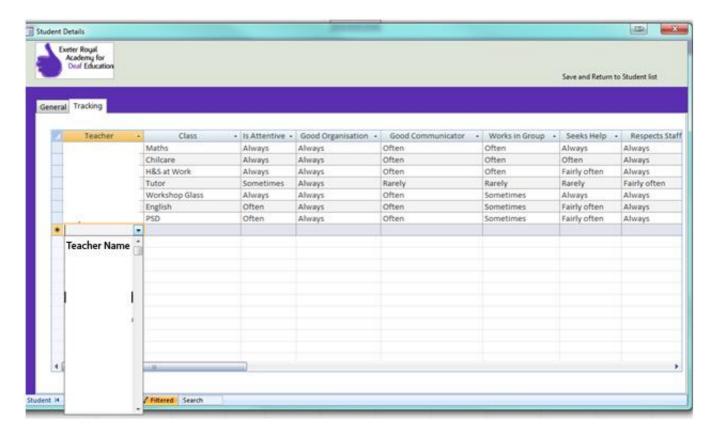- Conduct behaviour
- Emotional behaviour

We have developed a database to provide all teachers (and, if appropriate, Teaching Assistants/Intervenors/Communication Support Workers) with the tools to track these behaviours annually. All staff track each student using a scale of 1-6.
1. Not at all
2. Rarely
3. Sometimes
4. Fairly Often
5. Often
6. Always

The 3 key indicators of behaviour are each broken into 5 domains. The staff assess each learner in relation to the criteria descriptor for each domain using the 1-6 scale identified above.

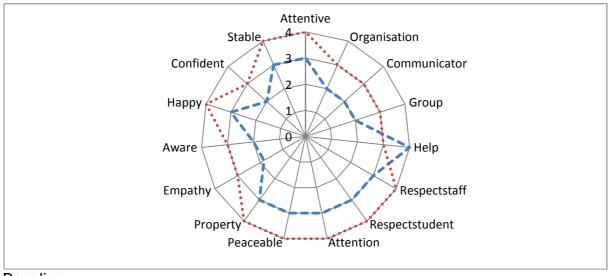| Learning behaviour	Conduct behaviour	Emotional behaviour
1 Is attentive and has an interest in work e.g. not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys school work.	**6 Behaves respectfully towards staff** e.g. respects staff and answers them politely, does not interrupt or deliberately annoy, does not show verbal aggression.	**11 Has empathy** e.g. is tolerant of others, shows understanding and sympathy, is considerate.
2 Has good learning organisation e.g. works systematically at a reasonable pace knows when to move onto the next activity or stage, can make choices and is organised	**7 Shows respect to other students** e.g. interacts with other pupils politely and thoughtfully, does not tease, call names, swear or use psychological intimidation.	**12 Is socially aware** e.g. interacts appropriately with others, is not a loner or isolated, reads social situations well.
3 Is an effective communicator e.g. speech is coherent, thinks before answering.	**8 Only interrupts and seeks attention appropriately** e.g. behaves in ways warranted by classroom activity, does not disrupt unnecessarily, or distract or interfere with others, does not pass notes, talk when others are talking, does not seek unwarranted attention.	**13 Is happy** e.g. has fun when appropriate smiles, laughs, is cheerful, is not tearful or depressed.
4 Works efficiently in a group e.g. takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.	**9 Is physically peaceable** e.g. is not physically aggressive, avoids fights, is pleasant to other students, is not cruel or spiteful, does not strike out in temper.	**14 Is confident** e.g. is not anxious, has high self esteem, is relaxed, does not fear failure, is not shy, is not afraid of new things, is robust.
5 Seeks help where necessary e.g. can work independently until there is a problem which cannot be solved without the teachers intervention.	**10 Respects propert**y e.g. values and looks after property, does not damage or destroy property, does not steal.	15 **Is emotionally stable and shows good self control** e.g. moods remain relatively stable, does not have frequent mood swings, is patient, is not easily flustered, is not touchy.

The above criteria are tracked by each member of staff within the first half term of student entry to provide a baseline assessment (see exemplar template below).

Once all staff have completed their baseline assessments of the student, the database can covert their results into a spidergram.

We have found that spidergrams are a particularly useful way of displaying information for deaf learners to access with clarity. It also clearly identifies the "spiky profiles" of learners with complex learning needs.

The staff are then requested to repeat the tracking process to set targets for students on leaving the Academy. From these results we can establish strategies with the learner to ensure "value added" through their time with us (see example below)

Baseline— — — —
Leaving target ···········

This tracking system is repeated annually so we are able to identify student progress in all three areas of behaviour management and update leaving targets as appropriate.

The spidergrams are shared with each learner during half-termly progress review meetings between the tutor and the student.

The graphs enable the tutor and student to identify targets to improve and strategies to support this improvement. Behavioural progress is tracked using a traffic light system with the learner in the half-termly tutorial record and action plan (see below) and SMART targets are set and agreed to achieve progress in each area. In this way, students have a clear understanding of areas they need to address in terms of their behaviour management and are supported in establishing clear strategies to achieve their targets for improvement.