

1. INTRODUCTION

The Garth School exists to provide an educational environment that meets each pupil's needs. Staff, parents, pupils and Governors have been consulted in drawing up this Policy.

The purpose of this document is to clarify the means by which:

- good order is maintained
- excellent behaviour is modelled and positive behaviours for learning are learned
- the best possible environment for learning is achieved

We are committed to:

- developing every pupil's ability to effectively manage their own behaviour
- ensuring the effective and consistent use of behaviour plans and strategies
- continually improving the learning environment to support engagement and behaviours for learning
- developing staff knowledge and skills in managing a range of additional needs

2. PHILOSOPHY

We believe that children learn and behave best in an environment in which:

- they have their individual needs met
- they are equally valued regardless of their sex, disability, race, background, faith or ability
- they experience excellent models of behaviour from the adults around them
- they are given responsibility for their own behaviour
- they receive consistency of response and reaction to their behaviour
- positive behaviour is noted and celebrated
- negative behaviour is challenged where appropriate, managed consistently and evaluated accordingly
- there are consistently high expectations of good behaviour

3. OUR CULTURE

The Garth School has a particular culture, commented on by many visitors. The culture of an organisation can be fragile and we treasure the fact that staff at the Garth School are relentlessly focussed on doing their very best for the students, listening to students whatever their preferred means of communication, working closely with parents and external professionals, for supporting one another, for making learning fun and constantly striving to learn more themselves and improve their own practice. We believe that this leads to an environment in which good behaviour is the

norm because students are engaged in positive and enriching learning experiences, enjoying rewarding relationships and have their needs met with dignity and respect.

4. OUR SCHOOL RULES

Our school rules are simply framed to be accessible to as many of our students as possible. They are:

- to be kind to each other
- to listen to each other
- to be careful and safe
- to share
- to always try our best

5. SUPPORTING POSITIVE BEHAVIOUR

We support positive behaviour in the following ways.

5.1 Learning Culture

- Teachers are always well prepared for lessons which are planned thoroughly, attractively resourced and pitched at an appropriate level to meet the needs of the students in the class
- Lessons involve an appropriate balance of active learning and child initiated learning to promote engagement with learning activities
- Students receive immediate and specific feedback in relation to effort and achievement
- Students are explicitly taught pro-social skills such as sharing, waiting their turn, respecting the choices of others and requesting politely
- Staff are aware of the sensory needs of individual students and adapt the learning environment to meet these as far as is reasonably possible
- Where necessary students are sensitively supported to tolerate new or challenging sensory experiences through preparation (e.g. social stories) or adaptations (e.g. ear defenders)
- All staff make use of class-specific rewards and the school wide 'cubes' reward system

5.2 Challenging behaviours

- All staff use courteous and respectful language at all times in all dealings with students and colleagues
- Staff adhere to the guiding philosophy of de-escalation, through the Team Teach methodology and maintaining low arousal approaches, including careful consideration of communication methods used
- Staff are familiar with the content of the behaviour plans of those children with whom they have regular contact to ensure negative behaviours are always managed in a consistent and effective way most appropriate to individual student's needs and abilities
- Behaviour Management Plans (BMPs) are maintained for students who have patterns of behaviour which may require physical intervention

- BMPs are reviewed by the class teacher, in liaison with parents and the class team, of each student who requires one at least every six months or more frequently if patterns of behaviour change
- The function of behaviours utilised by children displaying challenge are carefully analysed to inform interventions
- Emphasis is placed on teaching prosocial replacement behaviours
- Environmental adaptations and change (including adult behaviours) is considered
- Behaviour Support Plans (BSPs) are maintained for all students who display inappropriate behaviours but do not display behaviours which require physical intervention
- All significant episodes of challenging behaviour is recorded on Behaviour Watch and parents informed
- Senior staff monitor all Behaviour Watch entries and support classroom staff in developing new approaches if behaviours prove resistant to change
- All occasions of physical intervention to manage behaviour is recorded on Behaviour Watch under the Team Teach tab and parents informed
- All physical interventions must meet the criteria stated within the document: *Use of reasonable force, advice for headteachers, staff and governing bodies (DfE, 2013)* as an absolute minimum:
 - To remove disruptive children from the classroom where they have refused to follow an instruction to do so
 - Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
 - Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
 - Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
 - Restrain a pupil at risk of harming themselves through physical outbursts (DfE, July 2013)
- All staff maintain high levels of self-awareness and hand over leadership of challenging situations to colleagues if they find themselves unable to cope

5.3 The Use of Touch

Touch can be a necessary and powerful tool in supporting the wellbeing and learning of children with disabilities. Touch from an adult should always be delivered in response to a perceived need from a child or young person and never on the whim of an adult. Some circumstances in which touch may be appropriate include:

- Co-active work – to encourage initial experiences of materials
- Support and positioning
- Responding to physical greetings (according to age appropriate norms)
- Supporting feeding and drinking
- Massage and other physical therapies
- Support in the swimming pool
- Using play equipment in the playground
- Holding hands or using wrist straps to maintain safety on outdoor walks

- Assisting with physical positioning in PE
- Games of chase and catch
- Supporting intimate care and personal hygiene tasks
- Comforting pupils or helping them to feel secure
- First aid and administration of medication

6. SUPPORT TO STAFF

Staff can expect support in relation to any examples of pupil behaviour which they may find challenging or stressful to manage. Support may be provided in a number of ways:

- All permanent members of staff will be provided with accredited Team Teach training with regular refreshers
- Debrief meetings led by a member of SLT will be held following all situations where physical handling has been required
- The Head of School will organise an ongoing programme of training for all staff
- At annual performance management meetings all staff will be encouraged to identify areas of personal training need
- All members of SLT maintain an 'open door' approach to encourage staff to speak out about any issues of concern

7. EXCLUSIONS

Fixed term exclusions are not a normal part of the behaviour management process at The Garth School and would only be used in either of the following circumstances:

- Where it is felt that a student would be able to understand the consequence of an exclusion from school and learn from this
- Where it is felt that the school organisation requires time to recover from a serious incident and make internal adjustments to ensure the safety of all members of the community

Exclusions would be considered for extreme examples of the following behaviours:

- Physical assault against a pupil
- Physical assault against adult/staff
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against adult/staff
- Bullying
- Racist Abuse
- Sexual Misconduct
- Severe damage
- Theft
- Persistent disruptive behaviour
- An offensive weapon e.g. knife
- An object used offensively e.g. stabbing with a compass
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Only the Executive Head Teacher or in his absence the Head of School are able to take this decision and in all cases discussions with parents, staff, other agencies will take place and, in the case of a possible permanent exclusion, discussions with Local Governing Body.