

Tuke School

Behaviour Management Policy

1. Philosophy

Every student is entitled to develop in an environment which is conducive to learning. The environment should be one that is safe, caring and enjoyable, and where students can gain maximum confidence and independence.

The School environment should be one in which every student feels secure, enjoys learning, and is always rewarded for effort. This is best achieved when all staff relate to students in a positive way, and all aspects of the student's learning are being met through the integration of School, home and community experiences.

We, the staff seek to understand and explain to students, the consequences of their behaviour. We believe that behaviours have meaning, and may be the product of complex interactive causes, for example the individual's own personality, peer group, family and home factors, and the curriculum. We recognise the importance of addressing difficulties in behaviour as fundamental to learning.

All students are varied and complex, our response will therefore draw from a range or a combination of approaches and strategies that suit the student, staff and general situation, whilst acknowledging the need for consistency and continuity of approach.

2. Aims of the Behaviour Management Policy

School staff will:

- provide consistent and structured access to the school curriculum
- provide an individual education plan, and where appropriate a consistent handling plan, which aims to reduce behaviour that challenge which may limit the student's access to learning and socialisation
- encourage students to learn ways and strategies for managing his or her own behaviour by providing communication systems suitable for the student
- develop the student's awareness of his or her surroundings
 - increasing the functional use of every day objects
 - enhancing socialisation skills
- provide forums to ensure that all staff are fully conversant with individual student's consistent handling plans

- use the most appropriate method of positive teaching suited to each student's special educational needs.
 - range of behavioural approaches
 - relaxation
 - communication skills training
 - positive re-enforcement

- Consider the SPELL framework to provide:
 - Structure to predict events
 - Positive approaches
 - Empathy to the challenges
 - Low arousal
 - And links to ensure a consistent response.

- provide support to the student following a challenging situation through a range of techniques
 - by not creating a power struggle
 - calming the student,
 - giving the students space and time
 - positively redirect
 - provide a forum for the students to talk and express themselves
 - by being sensitive to the students level of confidence and self esteem

- teach life skills which improve self esteem, respect for self and others, and enhance the student's quality of life outside the School

- give each student regular and frequent opportunities to use social skills in the community
- Evaluate the need for sensory circuits as part of an individuals curriculum to meet the sensory needs of the students

- work in partnership with parents and carers, educational and clinical psychologist to plan student targets, strategies and intervention

- work in close collaboration with all professionals involved with the student, and invite them to attend review meetings

- train all staff to use physical intervention techniques to assist in the physical management of uncontrolled behaviours

- make available expertise developed in the School, by running workshops for parents and carers, support staff and other professionals

Students will:

- develop awareness of his or her own surroundings
 - increasing the functional use of every day objects
 - enhancing socialisation skills
 - have opportunities to use social skills in the local community
- learn to have respect for themselves and others, properties and their environments
- where appropriate, be aware or know their individual consistent handling plan
- increase their opportunities to access the curriculum on offer
- learn ways of managing their own behaviours.

Management Procedures:

Tuke School promotes consultation between students, staff, parents and carers and outside agencies to promote positive behaviours. We aim to follow our management procedures at each step. However there are exceptional circumstances that override the management procedures and these guidelines are laid out in the schools Exclusion Policy.

Assessment and management procedures

• Identify concern

gathering of information, communication with parents and cares, advice from colleagues and other professionals.

• Informal sharing of concerns

discuss behaviours at team meetings, decide if it is necessary to record and log all incident of behaviour

• Inform Head and Deputy of decisions

agree formats and strategies for recording, , plan observations if necessary.

• Concerns heighten or persistent

complete observation possibly STAR analysis

• Consistent Handling Plan required (CHP)

Head and Deputy to hold 2 meeting to discuss, one with class teacher and one with class team.

Behaviours identified and consistent response agreed

Database entry created naming any Team Teach physical intervention that has been identified as necessary

- **CHP & parents**

Copy of the CHP is sent home with an invitation to discuss its content

- **CHP whole school meeting**

Share the plan with all staff, opportunity for staff to clarify details and ask questions
Staff agreement to follow plan until it is reviewed

- **Record keeping**

All incidents where an intervention is used are recorded on a school format and kept on the students file. Interventions are recorded on a central database. Letters are sent to parents to inform them of the intervention used in line with the CHP

- **Continual reassessment and evaluation consideration of involvement from:** external agencies, school EP, parents, Social Services, competent professionals and consultants, LA, Clinical psychologist, advocacy service etc as appropriate.

Hand overs and briefings are needed for all new staff.

There may be issues of confidentiality, and this will be discussed with individual staff or teams. There is an expectation that staff will keep information confidential if instructed to do so.

All injuries to staff and students must be logged using the appropriate Health and safety forms. In situations where a student loses over one hour of tuition time a HS3 form needs to be completed followed by a HS2 investigation report. Staff injuries are to be completed on a HS1 form.

On the occasions that students are seen by a first aider, the first aider has responsibility for logging all details in the first aid book and also writing details in a letter for parents and carers. A copy of the letter is provided to the class teacher and kept on the students file.

Strategies and Approaches to use to support behaviour management

Be aware that student responses vary towards different people, in different environments at different times. It is important to note that on some occasions the presence of staff can sometimes generate an increased level of student agitation. Staff should be proactive in responding to other staff requests and instructions.

- Keep calm, consider your own physical presence and body language
- Consider the tone of voice and vocabulary you use (students will pick up on your emotions)
- Staff should always call for assistance when they suspect that they will need support in managing a situation.

- Close attention to student triggers and appropriate action can help to minimise a potential incident.
Behavioural cues which may indicate that a disruptive episode may occur:
 - increased tension
 - agitation
 - verbal outbursts
 - threatening looks
 - behaviour change
- Where possible avoid a situation, which you know could trigger a students behaviours.
- Where a student has a consistent handling plan, be sure to consult and follow the plan.
- Listen to what the student is saying
- Use clear and simple language when addressing the student. One member of staff should give instruction / direction
- Positive re-direction into an alternative activity
- Planned ignoring of behaviour - channel attention into another activity
- Allow time and help the students to anticipate transition time or changes

**Head Teacher
January 2019**

Tuke School Exclusions Policy

The following information is taken from the DfES Revised Guidance on Exclusions from school - January 2002. This revised guidance supersedes Chapter 6 and Annex D of DFES Circular 10/99.

'The governing body and head teacher of a school are responsible for promoting good behaviour and discipline on the part of the schools pupils and for securing an orderly and safe environment for pupils and staff. It is right that Head teachers have discretion to deal with pupils who are displaying challenging behaviours. Responses to such behaviours should be made in the context of the school's behaviour policy, and should encompass a range of

strategies, with exclusions as one option, so that the interests of the school are reflected in the actions taken.' DfES Jan 2002

At Tuke school, students will be excluded from school for a stated fixed term period for the following reasons:

- Serious physical, sexual or verbal assault or harassment towards another student or member of staff
- When other students or staff are seriously endangered by a student exhibiting violent or aggressive behaviours.
- Health and Safety situations whereby a student may put themselves or others at risk and fail to co-operate or respond to repeated instruction.
- When, in any one day, a student's high frequency and intense challenging behaviours seriously impact on the education, safety and welfare of others.
- When a student requires three or more staff members to safety manage the behaviour, for a high proportion of any given day.

The decision to exclude a students and the period of exclusion is at the discretion of the Head teacher. Following a decision to exclude a student the Head teacher will inform the parent as soon as possible and confirm the details in writing.

There will be exceptional circumstances where, in the head teachers judgement, it might be appropriate to permanently exclude a student for a first or one off offence. In this instance the Head teacher will follow the guidelines and procedures set out in 'Guidance on Exclusion from schools' circular 10/99, revised and amended publications in 2000, 2001 and 2002.

Appendix 1

Using Team Teach Physical Interventions

- **Only** use physical interventions if preventative steps are unsuccessful
- Use only after all other forms of intervention have been tried i.e.: early intervention non verbal/verbal calming techniques
- "Gradient Control" - move to a less restrictive hold as soon as possible
"Restrictive Techniques" ONLY employed to terminate or interrupt a truly dangerous situation where injury may occur
- Remember physical interventions are "Defensive" techniques. They should never be used offensively
- Excessive force in the use of restraints may constitute abuse !
- Record all uses of restraint
- Protect the individual and yourself.

Appendix 2

Consistent Handling Plan format (CHP)

Consistent Handling Plan

These plans are shared with parents and carers and all class teams

Name:

Year group

Updated

Behaviour

Outlines student behaviour

- .
- .
- .

Consistent Handling

Outlines the consistent handling of the students behaviour by the staff

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- .
- .