



Overview

At GANF we are committed to providing an environment where all pupils, staff and visitors feel safe, happy and included. In order to achieve this, we promote high standards of behaviour in conjunction with clear rules and routines.

Our emphasis is to recognise and celebrate success at all levels to ensure pupils feel valued. Also, it is important for pupils to understand and respect school rules and be aware of the sanctions that can be imposed if these are not adhered to. Due to the nature of our schools and the broad range of additional needs, we adopt a personalised approach when managing behaviour to take into account individual needs.

We recognise our role in the local community and it is our aim to educate our pupils in relation to positive behaviour outside of school.

Aims

The aims of the policy are as follows:

- To encourage high standards of behaviour and respect from all pupils, staff, parents/carers and visitors
- To detail the expectations of pupils, staff, parents/carers and visitors
- To explain GANF reward systems and methods of celebrating success
- To provide guidance on sanctions

Expectations

In order to achieve our aim of promoting excellent behaviour and respect for others at GANF, it is the responsibility of everyone, including pupils, staff, parents/carers and visitors. Please see below a breakdown of the expectations of each group:

Pupils

- All pupils (except sixth form) must wear school uniform. Sixth form pupils may wear their own smart work-wear
- Hoodies (jumper material) are not permitted in school and will be confiscated
- Raincoats with a hood are allowed
- Only natural hair-colours are accepted
- Hair shaving in full and patterns shaved into the side are not accepted
- Pupils are expected to refrain from behaviours including bullying, intimidation, harassment of others, using foul and abusive language and negative comments relating to race, religion, gender and sexuality
- Pupils must not bring prohibited items to school (see list of items in this policy)
- Respect school property and equipment
- Be punctual in accordance with your timetable
- Follow class rules as outlined by staff members
- Listen, follow and respect directions from staff members
- Complete work to the best of your ability
- Adhere to any given sanction



Behaviour Management

Pupils across GANF have a wide range of additional needs and this is taken into account when managing behaviour. Due to this, behaviour management must be fair and consistent but also flexible and personalised with all factors considered. First and foremost, it is the responsibility of the teaching team to assess and implement behaviour management strategies as they deem appropriate. If this is not successful then there is a clear pathway which they can utilise. Across GANF we adopt a system named 'on-call' – this ensures that there is a school leader on-site who can assist any staff member who requires additional support in managing behaviour. The on-call system aims to prevent behaviour impacting the normal running of the school, ultimately ensuring that good order is maintained in the school environment to facilitate outstanding teaching and learning. In order to ensure that minimal disruption is caused to class groups in the event of negative behaviour, multiple intervention spaces are located around school. It is then the aim to use de-escalation techniques and work 1:1 or in small groups until we are ready to reengage in class.

At GANF we use TeamTeach. This is an accredited approach to de-escalation and planned physical intervention. Whilst physical intervention is used as the last stage of a hierarchy of interventions there are times when it can provide security for young people with Autism and allow for the recovery of emotional equilibrium. When age and level of understanding allows, physical intervention plans are discussed and agreed with children.

Behaviour Plans

We understand that behaviour is a form of communication. We never conceptualise challenging behaviour as being located within the child as a personality trait but perceive it as providing us with a message about the young person's understanding of the world they are struggling to engage with. When we determine that any particular behaviour is impacting negatively on the pupil's ability to learn, the pupil's safety or well-being, the learning or safety of other pupils, the safety of staff or the smooth running of the school then we will plan an intervention to support change.

Children with Autism who experience challenging behaviour have a Behaviour Plan drawn up by the Senior Leadership Team in liaison with classroom staff and parents. This describes the circumstances that may lead to behavioural challenge from the pupil and the responses that must be deployed by staff. Consistency of approach, including in some cases the exact symbols or language to be used, is essential in helping young people with Autism to re-establish their emotional equilibrium at times of stress and so all staff working with a particular pupil need to be familiar with and have easy access to a child's Behaviour Plan. This will be contained within their class folder.

In order to support behavioural change and the development of increasingly pro-social behaviour patterns we operate a simple 'plan-do-review' hypothesis testing model:

1. What do we believe is causing the behaviour we are observing?

- Is this behaviour related to something in the environment?
- Is this behaviour arising from a difficulty in social comprehension?
- Does this behaviour arise from a communication difficulty, either receptive or expressive?
- Is the young person being asked to cope with too many changes without adequate warning or preparation?



2. **Based on our responses to the questions above we may seek to implement changes and introduce these into the Behaviour Plan. Such changes related to the hypotheses above may include:**
 - Changes to the environment, sensory programmes to support the young person in managing the environment, direct teaching of a new skill such as relaxation to support self-regulation
 - The use of a social story, changes in adult interaction style, direct teaching of social skills or support for other students in changing their approach towards the young person concerned
 - Changes to adult communication methods including curriculum delivery and inert-personal exchanges, the use of communication aids to support the young person in expressing their emotions and wishes in socially acceptable ways
 - Review the timetable that the young person is following, revise the scheduling system in place for the young person to ensure that it is sufficiently clear and supportive
 - Introduce a behaviour plan with a clear target, recording mechanism and reward system
 - Teach a new skill, for example: relaxation, removal to a quiet area, a new communication system, social skills. Where a new skill is being taught ensure that adequate tuition and positive reinforcement of successful use is in place

3. **Review progress after an agreed period of not more than 6weeks. Repeat the cycle of steps above, making further changes to the Behaviour Plan based on what has been learnt through the previous plan – do – review cycle.**

Self-awareness

Some of our young people may, at times, be quite overwhelmed and display behaviour that can be distressing and extremely challenging to those who are new to it. Such behaviour may include spitting, biting or uncontrolled lashing out.

Episodes of challenging behaviour can be extremely emotionally charged for adults. Such episodes may impact on staff in unexpected ways, particularly those who are new or inexperienced. It is very important that staff remain self-aware in challenging situations to support our vulnerable students through them. Staff anxiety or upset can easily communicate itself to vulnerable students heightening their concern and behavioural challenge.

Specific management strategies and Team Teach techniques will be found in each pupil's Behaviour Plan and/or Risk Assessment, but in general terms:

- Keep speech clear and calm. In general, less is better
- Maintain a composed facial expression
- Maintain a relaxed body posture that is not confrontational
- Be directive and positive, communicating what you wish to happen rather than what is unacceptable
- Hand over to another member of staff if feeling overwhelmed or losing personal control
- Be prepared to accept help from another member of staff who may notice heightened stress levels in you
- Use agreed interventions



After such an episode we understand that members of staff may require a break from direct contact with young people to recover their equilibrium. Senior managers will typically take the responsibility for offering such a break but staff should also request this themselves if required. Subject to the immediate needs of the whole school community such requests will be granted wherever possible. Following a significant incident, including those involving physical aggression, a formal debrief will be conducted with all staff who have been involved and led by a member of the senior management team. Staff report these debriefs to be very supportive and an excellent opportunity for reflection and moving on. There is a formal written protocol for such debriefs which is available to all staff.

Reward System

Across GANF we hold high regard for celebrating success at all levels. Each week we deliver a celebratory assembly at both schools and present awards for excellent work in reading, writing, sport, individual outcomes and for collective class groups. Pupils are presented with trophies and certificates and pictures are displayed both in school and on the GANF website and social media platforms.

At Ambergate there is also a reward system, named 'PowerPoints'. In every lesson across the school pupils can achieve up to 10 points. Pupils can also earn extra points for positive behaviour around school, such as being polite and showing respect for school property and equipment. Points have monetary value and pupils are able to purchase prizes with their points. These prizes are awarded in assembly.

Sanctions

At GANF we understand the importance of ensuring that all sanctions are reasonable and proportionate to the circumstances. Furthermore, we carefully consider a range of factors including individual needs and age.

GANF have a range of sanctions which can be implemented as deemed appropriate. Sanctions include:

- Playtime detention
- After-school detention
- Internal suspension
- Fixed-term external suspension
- Permanent external exclusion

Detention Protocol

- Playtime detention may be given by all members of staff.
- After-school detention must be cleared with the SLT before the pupil is informed. In this event, it will be the parents/carers responsibility to collect the pupil at the time stated and meet with a member of the SLT.

Suspension/Exclusion Protocol

A pupil may be externally suspended for a fixed-term period or permanently excluded. Only the Headteacher can suspend/exclude a pupil and this must be on disciplinary grounds. The main reasons for external suspension/exclusion are as follows:

- Serious physical violence
- Persistent bullying
- Discrimination



- Damage/vandalism to school property/equipment
- Possession of a prohibited item
- Persistently not adhering to school rules

All permanent external exclusions are subject to review by the Local School Board.

Searching Pupils

The Headteacher and members of the SLT have the power to search pupils and their possessions if they suspect that the pupil has a prohibited item. Prohibited items include:

- Knives and weapons
- Alcohol
- Drugs (including medication which must be locked away)
- Tobacco (including vapes/vaping products)
- Pornographic material
- Stolen items
- Explosives
- Mobile phones/camera enabled devices
- Any other item deemed unsafe/inappropriate

Searches will be conducted by two members of staff where possible. If staff have reason to deem a search appropriate on a school trip, they must gain authorisation from the Headteacher/SLT.

In the event of a prohibited item being confiscated, staff have the right to retain the property and not hand it back to the pupil. Staff may request that parents/carers collect the item or in some cases it may be deemed appropriate to dispose of the item or to call the police.

Monitoring

Behaviour across GANF will be regularly analysed and shared with the staff team to inform the implementation of behaviour management strategies. Data will be presented to Governors at each meeting throughout the year. The data collated will update the SLT of patterns and trends of behaviour and facilitate action as deemed appropriate.

