



**Greenside School**  
Learning Achieving Together

# Behaviour and Relationships Policy

**Approved by:**  
Governing Body

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### 1. Introduction

The school's core values that specifically relate to the support and management of behaviour are: Respect; Creativity; Collaboration.

This policy reflects the values, ethos and philosophy of Greenside School in relation to behaviour support. It provides guidance on the procedures in place when working with learner behaviour including identifying the meaning behind behaviours, approaches to behaviour at Greenside and who to go to for support. This policy should be read in conjunction with the following school policies:

- Anti-Bullying Policy
- Restrictive Physical Intervention (RPI) Policy
- Exclusion Policy
- Safeguarding Policy
- Equalities Policy
- Curriculum Policy

The Behaviour Policy is agreed by the whole teaching staff and presented to the Governing Body annually. ***The adherence to and implementation of this policy is the responsibility of all staff.***

This policy is based on the following legislation, advice and guidance from the Department for Education (DfE):

- Special educational needs and disability (SEND) code of practice (updated April 2020)
- Behaviour in schools: advice for head teachers and school staff (February 2024)
- Mental Health and behaviour in schools (March 2016, revised November 2018)
- Keeping Children Safe in Education (updated Sept 2022)
- The Equality Act 2010
- Reducing the need for restraint and restrictive intervention (June 2019)
- Supporting pupils at school with medical conditions (2015)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August (2024)

As a school we recognise our legal duties under the Equality Act 2010 to safeguard and support all of our pupils. ***Please refer to our Safeguarding and Child Protection Policies for further information.***

## 2. Values and Aims

At Greenside, all staff working with young people receive training in therapeutic behaviour support. This training is called 'Hertfordshire Therapeutic Thinking', it was previously known as Hertfordshire Steps and follows the same ethos and delivery model. The term "Steps" was drawn from the Norfolk County Council statement on inclusion: "The process of taking necessary Steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This statement is reflected in the philosophy, policy and practice at our school.

We recognise that the learning process is about the quality of relationships and that young people learn better when they have an emotional attachment to the person imparting information, knowledge or who is providing support. It is for this reason, that we support class teams to use all available training in conjunction with Hertfordshire Therapeutic Thinking (Steps) – such as Intensive Interaction, Tacpac and the use of visual supports.

Training for staff includes Safeguarding and the themes will often overlap. Hertfordshire Therapeutic Thinking training and Safeguarding training support staff to consider trauma informed practice, mental health of the families/learners as well as considering the impact of adverse childhood experiences (ACEs) when completing Therapeutic Tree (formerly Roots and Fruits) analysis.

All learners who attend Greenside School have significant learning difficulties. This is likely to affect all areas of their learning and functioning, including communication skills and social interactions. It is recognised that, some learners require structured support and guidance in order to enable them to live full and valued lives in spite of emotional and/or behavioural difficulties. The behaviours of concern, for example difficult or dangerous behaviours, presented by a small number of learners mean that, in order to reduce the risk of harm to themselves or others some form of restrictive physical intervention may be unavoidable. ***Please see RPI Policy for more information.***

The Greenside Behaviour Policy reflects the shared values, aims and practices of the school. These are expressed in our mission statement: *Learning, Achieving, Together*. This statement encapsulates the belief in a collaborative, supportive community where all members learn and develop together, within a culture that reflects positive attitudes and beliefs, and which ensures that everyone is treated with respect and dignity.

### 3. Pro-Social Behaviour

At Greenside we define 'pro-social behaviour' as:

- Behaviour which is positive, helpful, and intended to promote social acceptance
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people or society

All staff are expected to model pro-social behaviour and social interaction to promote healthy and positive relationships, which in turn promotes greater engagement in learning. We aim to provide exciting learning opportunities that are intrinsically motivating.

Our values are demonstrated by each member of staff working as a team, sharing achievements, successes, problems, concerns and stresses. All staff throughout the school day must be involved in encouraging, supporting and reinforcing positive behaviour whenever and wherever they interact with learners.

To maintain a positive culture we strive to:

1. Have a sensitive, tolerant and constructive attitude towards our learners.
2. Communicate clearly so learners understand what is expected of them.
3. Use positive phrasing, explaining to the learner what we would like them to do rather than using negative phraseology and saying what not to do e.g. "we are going to. ....then we are ...." Rather than "If you don't....you won't be able to...." "Don't do ". **We avoid negative language use.**
4. Provide choices and alternatives in a positive way, for example, visual schedules, Now and Next boards and core boards. Provide limited choices so learners do not become overwhelmed.
5. Use non-confrontational body language (e.g. standing off midline/bringing ourselves down to learners' eye level, remaining relaxed, giving learners physical space if they need it. Using relaxed and open facial expressions, smiling, having a cheerful disposition as appropriate.
6. Give time to listen and respond to learners' communication.
7. Provide learners with the space and opportunity to exit and stand down in difficult situations.
8. Provide learners with the opportunity to complete restorative work following an incident appropriate to learners' cognitive level and behavioural needs.
9. Remain calm under pressure, seeking help from colleagues.
10. Walk away from a situation if we feel we are losing self-control. Asking for and accepting help from colleagues.

We expect all staff at Greenside to be solution focused and strive to find positive ways to support learners to achieve their best.

We teach positive behaviours through:

- Relationships/friendships
- Empathy
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning

- Acknowledgement /thanks/ being present with the learner/ providing commentary
- Using special interests to motivate and engage
- Comfort and forgiveness
- Developing positive self-image and self-esteem

#### 4. A Therapeutic Approach

Greenside has a Behaviour Support Team made up of 5 staff, all of whom are Hertfordshire Therapeutic Thinkingtrainers. The team train all staff in Therapeutic Thinking training (including physical intervention) and also provide individualised support for class teams. We work collaboratively with class teams to identify strategies that enable learners to actively engage in their learning. We are always looking for ways to analyse the behaviour and come up with strategies that remove barriers to learning. Where there is an audited need, the Behaviour Team may train staff in Principles of Restraint Reduction & Elimination (therapeutic restrictive physical intervention – RPI) At Greenside, it is our policy to teach only the skills needed to meet individual need rather than delivering ‘blanket’ training in the use of all physical skills (RPI).

At Greenside, all behaviour is viewed as communication. As staff, it is our job to investigate the message. Analysis starts with looking at behavioural incidents and using them to inform populate a Therapeutic Tree document or Early Prognosis tool with the class team and/or parents/carers. These tools help to identify triggers, and understand the feelings and experiences behind the behaviour. Early Prognosis tools can identify the background and context of the behaviour and consider other factors such as function and culture that have an impact. The Anxiety Mapping tool investigates causes of anxiety, looking at factors such as staffing, activities and times and puts plans in place to differentiate accordingly to reduce the impact of these.

At Greenside, there is a focus on pro-social behaviour and how to create experiences that evoke pro-social feelings. Staff should understand that not all children will automatically have these feelings, and negative experiences will impact on how a child feels. This includes being aware of factors such as Adverse Childhood Experiences (ACEs) that are likely to impact on mental health and wellbeing. Planning for pro-social feelings should be built into Therapeutic Plans and include things such as building positive relationships and incorporating special interests.

We believe that like maths and literacy, behaviour is something that needs to be taught. Consequences should be used to teach and model behaviour, aiming to develop pro-social behaviour. Adults will naturally apply logical consequences which will directly lead to supporting positive behavioural change. **Consequences are not punishments. They should be logical and link directly to the behaviour.**

Punishment is seen as a sanction imposed by an adult which does not have a direct relationship with the difficult or dangerous behaviour, as a result punishment creates negative feelings and negative experiences. Punishment relies on external discipline, and aims to control and suppress behaviour. ***Punishment is not to be used as a sanction at Greenside School.***

Consequences can be protective (short term removal of freedom to manage harm) or educational (learning, rehearsing, teaching so freedom can be returned).

Examples of protective consequences at Greenside could be:

- Increased staffing ratios
- Differentiated playtime (e.g. at 2.00pm when it is quiet)
- Differentiated teaching space.

Examples of educational consequences at Greenside could be:

- Teaching road safety before being able to go offsite
- Learning how to and fixing a broken toy
- Learning and practising how to use a core board to ask for a regulating activity.

**All consequences must be differentiated to meet the emotional and cognitive needs of each learner; therefore, not all examples above would be appropriate or therapeutic for all learners.**

Differentiation is used as a strategy for developing pro-social behaviours. At Greenside, we adapt the approach, equipment, teaching style, group dynamic, resources and environment to reflect each individual's needs.

Day to day differentiation includes:

- Using different teaching spaces to create smaller and quieter learning spaces
- Adapting teaching style and use of language e.g. low arousal, high energy
- Type of activities/curriculum offered e.g. Attention Autism, sensory based, kinaesthetic activities
- Use of equipment to support sensory needs e.g. trampoline, body sock, gym balls.

For some learners, day to day differentiation is not enough and they need a higher level of support in order to feel and behave pro-socially. A small proportion of learners at Greenside will have a Therapeutic Thinking Plan (TTP). These are documents detailing responses to pro-social, difficult and dangerous behaviours, alongside triggers. Therapeutic Thinking Plans act as a job description for staff working with individual learners. TTPs are created by parents/carers and class staff, supported by a member of the Behaviour Team. They are updated regularly to reflect the current needs of the learner.

For a very small number of learners at Greenside, a 'Small Garden' approach is used. This is after careful analysis and planning. Small Gardens are for learners that display extremely difficult or dangerous behaviour and previous strategies have been unsuccessful. They are for learners who are overwhelmed by the environment and others, and don't have the strategies to act pro-socially.

Small Gardens are planned and controlled limited experiences. They are to help learners who are overwhelmed by their environment or to teach learners the skills they need to be able to have freedoms. Small Gardens must remove all possibility of being overwhelmed. Small Gardens provide strategies for learners to be able to cope in the big wide world. These include things such as teaching communication strategies, developing emotional literacy and understanding or identifying coping mechanisms. Small Gardens always plan for the return of freedoms, through teaching or protective consequences (**see Appendix 4**).

## **5. Teaching and Learning**

These are the key aspects of the Greenside curriculum:

- My Body
- My Communication
- My Thinking
- My Wellbeing

Personalised planning is based on the “4-Mys” and these 4 key areas underpin our whole school curriculum model in order to best promote an approach to teaching and learning that meets the individual needs of the learners.

Through our curriculum we strive to:

1. Provide positive learning experiences that build communication skills, self-esteem, personal confidence and independence.
2. Recognise individual learning needs and styles which shape a personalised learning experience for our learners.
3. Recognise the importance of relationships in building trust and engagement, leading to a wider access to the curriculum.
4. Provide creative and adaptable learning opportunities that support learner engagement.
5. Value all learners and have high expectations of them.
6. Provide a consistent approach, set clear boundaries and routines, and manage change such that the environment is secure, stable and predictable, using class timetables, daily and individual schedules if appropriate.
7. Establish a curriculum accessible to individual needs where activities are motivating and appropriate to the learners’ age & ability, providing a constant challenge.

## **6. Recording Pro-Social Behaviours**

At Greenside we celebrate the learners’ achievements in different ways. Parents/carers have access to the Evidence for Learning App where they can see the progress their child is making. Wow moments are also recorded through the app with comments and photos uploaded to explain what the child has achieved. We also share pro-social behaviours through home school books, email and phone calls. Assemblies are also a great way of sharing the learners’ achievements. Display boards are another way of celebrating success, and sharing learning and progress at Greenside.

## 7. Recording and Monitoring Incidents

At Greenside we use CPOMS software application (Child Protection Online Management System) to monitor child protection, safeguarding, behaviour incidents and concerns and a range of pastoral and welfare issues. All staff have a responsibility to record the incidents they witness or are involved in on CPOMS.

Monitoring of the incidents recorded on CPOMS enables the Behaviour Leads to have an oversight of the learners across the school and add actions to highlight a need to implement immediate protective consequences and then plan for support in conjunction with the class team for positive behavioural change. Completion of Hertfordshire Therapeutic Thinking documentation (Anxiety Mapping, Early Prognosis charts, Predict, Prevent & Progress charts, Therapeutic Trees and Therapeutic Thinking Plans) as appropriate for the learner identified creates a template for support for the learner which is enacted by the class team and shared with parents/carers.

Statistical analysis of the incidents recorded enables report production e.g. identifying patterns and triggers underpinning behaviour or any increase, plateau or reduction in a type of harm.

Staff accidents are recorded in the yellow accident book (located in the School Office).

All RPIs must be recorded on CPOMS and in the RPI book (located in the Head's Office) the same day they occur. Parents/Carers must also be informed by a member of SLT if a RPI is performed. This book is regularly monitored and reviewed by a member of SLT and the Behaviour Team.

## 8. Therapeutic Thinking Plans (formerly Risk Reduction Plans)

Most learners at Greenside have their needs met through the Behaviour Policy. Some learners require a small amount of differentiation alongside the Behaviour Policy and may have a Predict, Prevent and Progress plan which outlines other strategies/supports that they require in order to meet their needs and develop pro-social behaviour. A few learners present a risk of harm which is unable to be reduced through every day differentiation, and need far greater levels of support to keep themselves and others safe. These learners require a Therapeutic Thinking Plan (formerly called a Risk Reduction Plan) to formalise a range of individualised strategies that differentiate from the Behaviour Policy.

Therapeutic Thinking Plans are written by the Class Team, alongside parents with support from the Behaviour Team and will contain a very specific set of instructions for working with that particular learner. **The Therapeutic Thinking Plan must be followed consistently by all staff.**

Information from parents/carers plays an important role in the development of Therapeutic Thinking Plans and draft plans are shared with parents and carers to encourage them to share their expertise about how best to support their child. The Behaviour Team support the development of all Therapeutic Thinking Plans, attend meetings with parents to discuss these and take overall responsibility for monitoring the implementation and impact of plans over time. Class Leads monitor the day-to-day impact of plans and seek support from the Behaviour Team if plans need adjusting or if there is evidence that a plan is no longer required. The Behaviour Team conduct a review of all plans on an annual basis to ensure all remain necessary and relevant.



## 9. Restrictive Physical Interventions (RPI)

A RPI involves the use of force to control a person's behaviour, using bodily contact, mechanical devices or changes to the person's environment. This includes both **physical restraint** and removal to a separation space.

Staff do have the right to use reasonable force where a pupil is deemed to be:

- A danger to themselves
- A danger to others
- Poses a significant threat to property

Some learners may have a planned RPI on their plan but this is still only to be used as a last resort. Those that do have this on their plan will have an Audit of Need document in place to explain the justification and method of the RPI.

Members of staff may use reasonable, proportionate and necessary force to prevent learners committing an offence, injuring themselves or others, or damaging property. All staff receive appropriate training and support using the Hertfordshire Therapeutic Thinking (Steps) model.

### Justification and method for using a backpack with a strap:

A backpack with a strap is a resource to increase safety when supporting a learner whilst out in the community. If the strap is pulled, the backpack is being used as a mechanical restraint device and therefore a Restrictive Physical Intervention has been performed.

A backpack with a strap should not be used as a default for all learners. It should be used only for those where there is evidence of risk, typically for those developing road safety awareness who may place themselves at harm by running onto a road/in front of moving vehicles or for those who become dysregulated when in the community and might, during a period of dysregulation, place themselves at harm by travelling off the pavement and onto a road.

Backpacks should only be used in the community and never within the school. The school is a safe and secure environment.

Staff who support a learner wearing a backpack must understand that the strap must be held so there is slack in the strap, walking closely enough to the learner to ensure this slack is maintained at all times. If there is justification to use force the staff member can pull the strap, using it as a restraint to reduce the risk of harm to the learner **(this must be recorded as an RPI by following the steps described in Section 7, above)**.

Long term planning should be focussed on promoting internal discipline so the learner can be safe in the community without the need to wear a backpack with a strap

***Please see RPI policy for more information.***

## 10. Appropriate Touch

At Greenside there are occasions when staff will use physical contact with the learners, for example:

- to comfort a learner who is distressed

- for communication purposes e.g. placing a hand on a shoulder to make the learner aware of your presence
- body signing for our PMLD cohort
- to enhance a learning experience e.g. dance, PE or Intensive Interaction
- to help a learner transition
- to keep a learner safe e.g. guide them away from danger
- to provide intimate care (**see Intimate Care Policy**)

In all situations where physical contact between staff and pupils takes place, staff must make sure the touch is appropriate and consider the pupil's age and level of understanding. For further information regarding appropriate touch, **see Section 4 of the RPI Policy 'Acceptable Forms of Physical Intervention'**.

## **11. Suspension & Permanent Exclusion**

The use of suspension or permanent exclusion is very rare at Greenside School. A suspension is never used as a sanction, but may be required in order to ensure the safety of the learner concerned, or the safety and emotional wellbeing of others. For suspensions and permanent exclusions the school will follow the Exclusions Guidance published by Hertfordshire County Council (**see Exclusion Policy**).

## **12. Support for Staff – Wellbeing Team**

Greenside has a dedicated Wellbeing team of staff who are available to support any colleague who has experienced a difficult incident and to consider the next steps. Staff can email [wellbeing@greenside.herts.sch.uk](mailto:wellbeing@greenside.herts.sch.uk) to ask for the wellbeing team to do a check-in. This team will talk confidentially about incidents (providing there are no safeguarding concerns), how they have affected the member of staff and any further actions needed. The Wellbeing Team may discuss actions required with the SLT (with the member of staff's permission). We also have a member of SLT who is Mental Health First Aid trained. Members of the Wellbeing Team are posted around school (see posters displayed in school for details). Greenside also subscribes to a Wellbeing Service which offers a range of services for staff including GP appointments, physiotherapy and counselling. Staff members can download the 'School Wellbeing' app or call 01773 814 403 for further information.

## **13. Parental Involvement/Outside Agencies**

At Greenside we have open and positive relationships with parents, carers and all outside agencies. Parents and carers are always welcome at Greenside and their views are taken on board with great consideration. If a learner has a Therapeutic Thinking Plan this is discussed with parents and carers and jointly agreed by everyone involved, including the learner if appropriate. We have regular parent/carer support groups and the Behaviour Team are always available to support.

Information is shared in a variety of ways following a survey of parents/carers' wishes. Email is the most common, but many also have contact sheets (pre-populated with the headings of information needed) and home/school communication books.

The majority of communications are done at the end of the day via direct email to parents/carers and class leads are encouraged to speak to parents/carers if there are any changes in behaviour or presentation. It is important that if we need to share information about changes in presentation/behaviour, we would always call a meeting to discuss this with parents/carers. For more concerning changes in presentation, a member of the Behaviour Team and/or the SLT will attend the meeting to support. This enables the family and the class teams to have input into the plan for the learners, from Early Prognosis to Therapeutic Tree and beyond (**see Section 4, above**).

Greenside has School Nurses and a range of Therapy Teams on site every day and other outside agencies are involved where necessary e.g. CAMHS, PALMS, Mental Health Support Team, Family Support Workers and many more.

## **14. Appendixes**

### **Appendix 1**

## **CPOMs For All**



Hi

The behaviour team would like to share with you some updates to CPOMs. The layout, expectations and analysis.

We would like you all to follow a script when writing the entries so that we can analyse the correct data

Learner/adult – learner/learner incidents

1. write who (this is the person you are recording under) did what to who (the person you link)
2. describe what happened, where it happened and the things you saw that may have caused it to happen
3. how is everyone now?
4. have the correct people been informed – class lead, SLT, first aider, parents?
5. confirm contact with parents if necessary

You may be contacted after the event in person or via an action on CPOMs. Please respond to these actions.

Categories are...

**Accident** - all accidents to learners should be recorded here. Accidents to staff **MUST** be recorded in the accident at work book held in Alex's office.

**Bullying** – persistent and repetitive targeted behaviour towards another person (this may be planned and the learner may be seeking the reaction of their peer).

**Child protection – record of concern** – this will alert the DSP team only and all incidents under this category are triaged and responded to accordingly – you may not hear the outcome.

**CiN/TaF/Professionals meeting** – only meetings should be tagged here, if you speak to the parents it is the next category

**Communication with parents** – this should not be a standalone tag, but be a secondary tag to an incident

### **E-Safety**

**Emotional Distress** – any behaviour that is unusual for the learners that includes an emotional outburst, running away from a situation, hiding from people or activities, crying, displaying extreme emotions.

**First aid** - this should not be a standalone tag, but be a secondary tag to an incident (name the first aider who attended in the text)

**Harm** – all harm whether to an adult or learner should be tagged here unless it was an accident in which case – accident should be tagged instead. This has a subcategory of – **Bite and one of hair pull and one of property**. These are vital so we can analyse occurrences and tailor training. Attempted harm should also be recorded here.

**Minor Concerns** – anything you are not sure about. This will then be triaged and either stepped up to a record of concern, or will be left as a minor concern

### **Record of concern -**

**RPI used** – this should then be written up on CPOMS (including all details) and then written up in the RPI book in Alex's office the same day. The information we analyse is used to share with professionals and with families and of course to inform our professional development, but most importantly to keep us safe. If we have the correct data, we can analyse trends so that we can target training for groups/individuals/the steps team.

**Please support the team by filling in CPOMs in a timely fashion (directly after the incident is best) or if doing later – that you put the correct time of the incident in the time box.**

## **Appendix 2**

### **Complex Behaviours: Masturbation**

Sexual feelings and interests are a typical part of human development. At Greenside, we believe that young people have the right to fulfil their sexual needs regardless of their learning needs or developmental differences. There are many reasons why young people masturbate, not all of which are sexually motivated. Masturbation can have a number of different motivations, including sensory stimulation, the need for comfort, routine/repetitive behaviour, the reactions of others, curiosity or natural impulse. As with all difficult behaviour, staff at Greenside are expected to use the Therapeutic Thinking tools to

analyse the function of the behaviour and develop an individualised response, taking into account the context in which masturbation is occurring, the developmental stage of the learner and their level of understanding. Members of staff must ensure that the response to masturbation is based on professional analysis rather than personal views. In order to avoid confusing learners or giving unhealthy messages that masturbation is 'wrong', responses must be calm, consistent, include pro-social language/communication and support the learner, at their developmental level, to develop pro-social behaviour.

One of the key areas of teaching around this aspect of behaviour is helping learners to understand the concept of 'public' and 'private' and that masturbation should take place in a private space. Teaching is differentiated for each learner's developmental stage and also covers exceptions e.g. the bathroom can be a private space; however, if an adult is in the bathroom, it is no longer private. For those learners who are able to access a greater understanding teaching should centre around promoting a learner's being aware that masturbation should occur in private at home rather than in school.

### **Complex Behaviours: Biting**

Biting is a behaviour that can occur in any school setting. Biting happens for different reasons, with different children and under different circumstances. Biting is part of some children's development and can be triggered when they do not yet have the words to communicate their anger, frustration or need. Due to the potentially serious medical implications of a bite we have strategies in place that limit opportunities for this to happen. We also have a bite protocol in place in the event a bite does occur. ***Please see bite protocol appendix.***

### **Appendix 3**

## **Bite Recording and Follow Up Action Protocol**

### **CPOMS:**

- Enter a description of the incident
- Include any known or suspected triggers to the bite occurring
- Record who was bitten, a description of any wound and very importantly whether the bite broke the skin
- Record who gave 1<sup>st</sup> Aid and what advice was given. If the skin was broken medical treatment must be sought the same day. If you can get a same day appointment for your GP that is the alternative to going to A&E. The same advice applies for adults and learners.
- Tick the categories of “Harm”, subcategory of “Bite” and 1<sup>st</sup> Aid
- If a learner has been bitten link that learner in
- A near miss or attempted bite should still be recorded under the “Bite” category
- If a learner has been bitten but this was onto a thick top or coat, still record and keep an eye on the area throughout the day. If any bruising appears parents/carers should be contacted

### **Follow up Actions Needed:**

Communication with parents/carers must be made by SLT or a teacher if they feel confident to do so. It is not acceptable to pass this information via email. If the bite is very serious (e.g. bite to child's face/a second incident of same nature in short timeframe) SLT must make this call. This must happen the same day.

SLT/Teacher must then add an action on CPOMS once they have communicated with parents/carers.

The BehaviourTeam will check every bite recording on CPOMS to check that the recording is complete and all the appropriate action has been taken.

Michael will follow up all bites to ensure the correct 1<sup>st</sup> Aid procedure has been followed.

## Appendix 4

### Small Garden Approach

**Small Gardens: Some of our learners need a very specific differentiated, individualised environment and level of support to keep themselves and others safe, enable engagement and foster wellbeing**

- Small Gardens are planned and controlled limited experiences – it is not a provision forever
- A small garden is an environment that is safe and therapeutic for the learner and safe and therapeutic for the wider dynamic (wider world of other peers and staff within the school setting)
- Small Gardens provide a safe and successful starting point in which to develop pro-social behaviours a (protective consequence of the current harm/emotional distress affecting the learner and others (learners and staff around them)
- Small Gardens require high investment in the short term to create success in the long term
- The Small Garden provides boundaries and limits that are planned and are familiar to the learner and reduces the opportunity or desire to act anti-socially upon the big wide world
- The Small Garden is needed until we have taught the learner with subconscious behaviour to cope within the bigger dynamic. If the behaviour is conscious it is needed until the learner has been motivated and inspired to change their behaviour
- The Small Garden gives an opportunity to create a differentiated relaxed learning environment with therapeutic balance. It is a pro-active strategy
- The Small Garden reduces stimulus whilst providing the opportunity to learn and explore and have control. The time in the Small Garden will be carefully planned, managed, and assessed. It is a co-production between the learner and the supporting staff.

Group Dynamic planning (Blank)

Date:  
Staff member:

**1. Nurture**

- List interests and pro-social activities designed to develop a healthy therapeutic balance

**2. Engagement**

- List activities designed to build relationships, shared agendas, participation, and collaboration

**3. Structure**

- List successful curriculum to be introduced, including timetables, and agreed parameters

**Challenge**

- List adult-initiated tasks

Describe the anticipated pro-social behaviour:

Agency:

List explicit differentiation and hoped emotional and academic outcomes:

The Small Garden will have been successful when the learner is able to transfer what they have learnt to the big wide world (wider dynamic of the school). This could be a small grouping or a larger class of peers and/or an ability to share busier spaces across the school e.g., the dining hall, assemblies, on the Astro. The Big Wide World (wider dynamic) will be different for every learner who evolves from a Small Garden.