Liberty Academy Trust

Church Lawton School

Behaviour Policy

Date	September 2024
Written By	Director of Safeguarding
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1. **Policy Aims:**
   1.1. We believe that every autistic person should be able to live the life they choose and be supported to thrive in their community. We have a duty of care towards students/pupils and staff and work in partnership with our pupils' families.
   1.2. Discipline within the school is based on making expectations clear to pupils/students, being fair and consistent, listening to each other and addressing any issues as they arise. All staff have a contribution to make in this area.
   1.3. Matters of attitude and behaviour are not somebody else's concern; they are everybody's business.
   1.4. Our main aims are to:

   - Create safe and caring environment
   - Ensure we have an effective teaching and learning environment
   - Have a strong listening culture – where everyone feels heard
   - Prevent and reduce the risks of bullying and child on child abuse
   - Promote understanding that our children need to feel a sense of belonging and feel valued by peers and significant adults
   - Promote connection before correction – emphasising that responses to socially inappropriate and/or behaviour that challenges, seeks first to reconnect, and not further disconnect young people
   - Implement appropriate and proportionate sanctions which may include suspensions and permanent exclusions as a last resort.
   - Raise confidence in the pupils through clear expectations and boundaries.
   - Promote belief in the ability of young people to take responsibility for their choices, and more people giving them opportunities to do so
   - Ensure there is recognition for all pupils/students for their positive contributions to the school
   - Encourage and acknowledge positive behaviour and self-respect in our pupils/students.
   - Ensure our environment promotes self-discipline and self-regulation among pupils whereby they are given opportunities to take responsibility for their own behaviour

   1.5. Care, courtesy and consideration are underpinning elements of the school ethos.

2. **Scope**

2.1. This policy applies to all Liberty Academy Trust (LAT) schools. This policy relates to pupil behaviour. It should be read, in conjunction with other LAT policies and guidance including the Safeguarding Policy, Restrictive Physical Intervention Policy (RPI) and Anti-Bullying Policy.

3. Purpose

3.1. This policy sets out how staff in LAT schools will create a positive and safe environment for all members of the school community. The policy also outlines expectations for pupils and how any incidents of concerning behaviour will be managed.

3.2. The strategies outlined within this policy focus on Proactive Strategies (everyday support strategies for a pupil that helps to maintain their quality of life), as well as Prevention Strategies (support for a pupil when they start to become anxious or aroused) and Reactive Strategies (support when a pupil is displaying behaviour that challenges).

4. Terminology & Definitions:

4.1. **Behaviours that Challenge or Behaviours of Concern:**

4.1.1. *'Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion'.* Royal School of Psychiatry (2007; 2016)

4.1.2. Behaviours that challenge/Behaviours of concern tend to fit into one of the following five categories:

- Self-Injury (to include self-harming)
- Behaviour which harms others
- Damage to property
- Socially Inappropriate (to include bullying and anti-social behaviours)
- Dangerous occurrence

4.1.3. Autistic pupils/students can see and experience the world in ways that are sometimes very different to those who are not autistic. We seek to embrace difference but enable our pupils to regulate their emotions effectively, build skills in preparation for adult life and have confidence in building relationships, thus improving inclusion and belonging

4.2. **Promoting Positive Behaviour**

4.2.1. Ensuring we continue to have calm, caring and safe environments, the whole school community will take responsibility in promoting positive behaviour – we will do this by:

- focussing on positive behaviours, the strengths and skills of autistic individuals and teaching functional equivalent new skills.

- Seeking first to discover the function and/or communicative intent behind behaviours of concern through the use of seeking child voice, using assessment tools (Incident forms, post incident analysis, observations, evidence-based tools etc.).

- The Transdisciplinary Team (TDT) | Multi-Agency Support Team (MAST) develop informed interventions that teach functionally equivalent alternatives to behaviours of concern. Alongside with teaching functional communication that is relevant and useful for the individual is paramount. For example, teaching a young person to request a break when the classroom becomes too overwhelming.

- Ensuring the environment is suitable for all pupils/student's needs, including physical and social aspects, addressing individual differences and preferences.

- There is a focus on determining antecedents to the behaviour and then removing or minimizing their effects, hence supporting pupils and students to learn to cope and develop skills to respond appropriately.

- Emphasising enhanced community presence, choice, participation, skills building and a person-centred approach to behaviours rather than solely focusing on behavioural change.

- Ensuring Restrictive practices and physical interventions are kept to an absolute minimum and always used only as a last resort. All staff working directly with children and young people are trained in the appropriate use of reasonable force, utilising the Team Teach approach which includes de-escalation techniques, as outlined in the RPI policy.

- Promoting a culture of reflective practice which fosters positive and proactive ways of staff support using autism informed strategies.

5. Creating a safe and productive learning environment
5.1. LAT expects the Principal to:
- Lead a culture of mutual respect and dignity the school

- Regularly conduct learning walks considering pupil behaviour, safety and engagement with learning
- Set school rules and ensure that these a clearly communicated to staff, pupils and families and carers and consistently followed
- Ensure that prevention strategies are consistently in place across the school
- Ensure staff understand acceptable reactive strategies
- Determine appropriate sanctions for defiant, harmful or malicious behaviours
- Ensure that staff are aware of this policy and adhere to it
- Make this policy available to families and carers of pupils, including on the website
- Ensure behaviour incidents are recorded and addressed in a timely manner
- Ensure the senior leadership team monitors behaviour patterns and reviews data on a regular basis, including the use of Restrictive Physical intervention and the use of removal from the classroom.
- Report behaviour incident data to the Local Committee and central trust team
- Report serious behaviour incidents which impacts the safety and well-being of children to the Director of Safeguarding, in accordance with the safeguarding escalation procedure (such as sexual violence and sexual harassment incidents).
- Ensure that Post Incident Analysis and reflection/debrief occur following serious incidents
- Ensure that families and carers are suitably informed about concerning behaviour.
- Ensure that staff understand how reasonable adjustments relating to behaviour are applied.

5.2. LAT expects the staff to:
- Treat all pupils and students with respect and understanding while having regard for their rights and responsibilities.
- Assist the pupils/students we support to achieve, ensuring access to strategies that help them to manage and remain regulated as a part of their daily lives.
- Build and maintain positive relationships with the pupils/students and key stakeholders i.e. parents/carers, social workers, external clinicians, and The Virtual school.
- thoroughly familiarise themselves with the current individual behaviour support plans for the pupils/students they support and consistently apply the strategies described.

- satisfy themselves that they are clear on what they may and may not do in terms of behaviour support, and to seek clarification as necessary;
- record and report behavioural incidents as required, using the organisations systems, CPOMS and Bromcom.
- contribute to the development of Individual behaviour support plans (IBSP) and where applicable, advocating for the voice of the child and their family where they may not be able to.
- listen to and advocate on behalf of other individuals within the school / environment who may be adversely affected by the pupil's behaviours of concern and help develop support plans to reduce the impact of those behaviours.
- report any changes, they notice in the individual's response to their IBSP to the team supporting them and update relevant documentation as needed.
- use staff review, reflective practice and professional supervision sessions to confirm their understanding of this policy and to seek further explanation or personal development as necessary.
- take part in training and implement in their practice
- provide appropriate models of behaviour for pupils and students they support at all times.
- ensure personal likes and dislikes and values with regard to culture, age, sex, religion, do not influence staff's approaches.

- make judgments in the light of this policy and to act within the school's procedures on managing behaviours of concern. However, as no policy or procedure can cover every eventuality, staff are expected to use their professional judgment and experience when supporting individuals. Staff will be supported when acting in good faith following from such judgments. The following judgments can reasonably be expected of staff:

- Deciding on the best course of action to keep the people they are supporting, and staff, including themselves, safe.
- When deciding on the need for action, however rapidly, considering the risk of immediate danger to persons or property.
- Deciding on the appropriateness of intervention in keeping with the behavioural incident that gives rise to it.
- Considering the age and competence of the individual in deciding on the type of support strategy and intervention necessary.
- Whether to intervene in an incident even if the member of staff has not signalled they need assistance.
- Senior staff are responsible for ensuring staff support systems are in place and are being used. This will include ensuring that post incident analysis and debriefing is offered to the staff involved.

- Staff debriefing should be sought and offered on the day of the incident, the recipient can express a choice of who conducts the debrief and the information will be kept confidential (unless it raises a safeguarding concern). Pupils/Students will also be offered debrief through reflective or restorative conversations when the pupil/student is ready and able to participate.
- Staff are expected to implement the approaches and strategies they have been taught in training when supporting an individual who is displaying behaviour of concern.

5.3. **LAT expects Behaviour support staff/Transdisciplinary teams to**:

- Ensure the pupil themselves and/or people in their circle of support are involved in the assessment process.

- Consider all aspects (biological, physical, psychological, social, emotional, cognitive) that may be impacting behaviours and highlights health inequalities.
- Communicate in an effective, timely manner and complete tasks that they have committed to undertake.
- Document the assessment process and formulation in a clear comprehensive report using local agreed documentation.
- Explain the assessment outcomes and actions clearly and in a way that will be easily understood by the pupil, where possible.
- Ensure the allocated practitioners have access to appropriate paperwork and regular opportunities to meet with key people in the individual pupil's support network.

5.4.   **LAT expects pupils to:**
- Comply with rules and expectations
- Arrive at school on time
- Think about how their language and actions affect others in the school
- Move around school in a way that is considerate to others
- Behave in a way which is respectful of other people and the school environment
- Follow reasonable requests made by staff
- Wear agreed uniform
- Take pride in the school, and treat the buildings, grounds and school property with care and respect.

5.5. **Working with Families:**

5.5.1. The school's Behaviour Policy and Restrictive Physical Intervention policy is available for all parents/carers and will be shared prior to admission at the school. This helps pupils/students and their families to know how we work together to create a safe and positive learning environment.

5.5.2. The success of this policy requires a positive collaboration between staff and families. To help this we provide information about behaviour in a variety of formats and at regular intervals. Regular communication between teaching teams, behaviour support teams, keyworkers and families is critical in helping pupils and students learn how to positively develop their coping strategies, ensure they acquire alternative skill set, and self-regulate.

5.5.3. To support good behaviour at our LAT academies we ask that families:

- Work collaboratively with the Schools so that pupils receive consistent messages about appropriate behaviours.
- Take part in a supportive dialogue with the service about the pupil's behaviour, each informing the other promptly if there are causes for concern or celebration.
- Are familiar with and support the strategies in place for the pupil contributing to the development of plans, if possible, through the ongoing consultation process.
- Families, and where possible the individual pupil, should be involved in designing and reviewing the personal learning outcomes (PLOs) / individual education plans or any other forms of local educational plans, which teach the individual different skills to address the areas of concern across their home and school life.
- If parents or carers have concerns over the school's management, they should raise the matter with the School in the first instance. If the concerns remain and/or the issues cannot be resolved the complaints procedure can be used.

6. Preventing and managing concerning behaviour

6.1. Behaviour of concern will be recorded using incident recording systems, currently CPOMS or other data gathering methods to assist in monitoring behaviours, assessments, and to ascertain the effectiveness or otherwise of behavioural interventions.

6.2. Where behaviours are recorded routinely, data should be monitored regularly to ascertain trends and patterns.

6.3. Unexplained or sudden changes or increases in concerning behaviours should always be investigated.

6.4. Parents/carers should be informed on the day of all incidents where restrictive practices have been used.

6.5. Every use of a restrictive physical intervention (RPI) arising from a behavioural incident must be recorded in accordance with the RPI policy and reported to Senior Leadership, as required.

6.6. Injuries or accidents arising from behavioural incidents must be recorded within both CPOMS and SmartLog and will be monitored by the Principal, Designated Safeguarding lead and Director of Safeguarding.

6.7. Staff should follow internal systems to gain additional support / input, review and modify IBSP's and access further training, if they are concerned about a pupils/student's escalation in behaviour. If the situation does not improve it is essential that an emergency annual review meeting is called with representation from the family, local authority, and the LAT to review the support package and agree on future interventions.

6.8. Self-injurious behaviour that is likely to result in serious harm, in addition to taking the appropriate emergency action, supervisory channels of support, be discussed with the Designated Safeguarding Lead, key external agencies and staff with involvement from the Director of Safeguarding to ensure an appropriate safety plan is in place and relevant necessary action is taken in support and safeguarding of the child.

6.9. Serious or persistent violence and extreme anti-social behaviour – e.g. a behaviour incident leading to a serious injury or damage such as arson - should, in addition to contacting the police or other relevant agencies, be discussed with the Designated Safeguarding lead, key staff and the Director of Safeguarding, to agree necessary support and action, which is shared with LAT CEO.

6.10. Where appropriate, sanctions will be applied in response to adverse behaviours, and where such behaviours are persistent and defiant or serious such sanction may include a suspension or a permanent exclusion.

6.11. Some pupils may have a demand avoidant profile and may be more likely to resist rules and in these cases, we would ensure pupils individual behaviour support plans determine effective strategies for management of this including understanding how meaningful sanctions can be applied when appropriate.

6.12. **Self-Injurious Behaviour (SIB).** Children and young people in our schools may at some time exhibit self-injurious behaviour of varying degrees of intensity.

6.12.1. All instances of self-injurious behaviour must be carefully recorded, understood, assessed and analysed and inform appropriate individualised positive strategies/interventions to minimise the risk of harm.

6.12.2. All incidents of self-injurious behaviour should be recorded including details of the severity of each self-injurious behaviour to help monitor changes over time. Care needs to be taken over the recording of self-

injurious behaviour to ensure that persistent low intensity self-injurious behaviour, which could lead to long-term damage, does not go unrecorded. Parents and carers should be informed of any significant incidents involving self-injurious behaviour with the individual's knowledge, where appropriate and possible.

6.12.3. Self-injurious behaviour should be supported using the same analytical, positive and low arousal approaches as any other behaviour that gives rise to concern. The function of the behaviour should be ascertained if possible and the individual taught alternative ways to meet his or her needs.

6.12.4. The following points must be considered when devising an individual support plan for self-injurious behaviour:

- Physical health problems such as headaches, stomach ache, tooth ache or generally feeling unwell can be a trigger for self-injurious behaviour. Appropriate clinical investigations should be sought whenever behaviour changes or intensifies, without there appearing to be a cause.

- Pain relief should be considered in the presence of new self-injurious behaviours but always agreed as part of a multidisciplinary intervention

- Ritualistic, rigid behaviours may be connected with self-injurious behaviour. Physically intervening to stop self-injurious behaviour that is part of a routine can be counterproductive as the person being supported will try to complete the routine later, often when they are in a heightened state of anxiety resulting from the previous prevention.

- The use of head gear such as wearing a helmet can lead to seeking more sensory input, increasing the risk of injury when not wearing the head gear. This is considered as a mechanical restraint. These should only be used where there is no other strategy and only following a multi-disciplinary/transdisciplinary agreement.

- Self-injurious behaviour can be a coping mechanism that an individual engages in to help them cope in difficult situations. At times allowing a small amount of a behaviour can de-escalate the situation, compared to stepping in immediately (unless there is an immediate risk of serious harm). IBSPs should set out graded responses dependant on the severity of the SIB and the most likely outcome of the behaviour for the individual i.e. further escalation or de-escalation. Some people who display self-injurious behaviour also have a history of behaviour which harms, sometimes resulting in serious injury. Any direct staff intervention, including the use of a planned Restrictive Physical Intervention (RPI), must be carefully assessed in these cases and the risk of greater injury to the person

concerned or to staff associated with intervening balanced against the risk of not directly intervening

- Pupils who display self-injurious behaviour often have lower levels of functional communication. Teaching functional communication skills at the appropriate level is a key strategy in trying to reduce self-injurious behaviour.
- The LAT recognises that staff supporting pupils who show self-injurious behaviour are in a potentially vulnerable position. Staff are appropriately trained, supported and prepared to deal with challenging situations and at the very least must make sure they are aware of and understand the IBSP of each person for whom they have responsibility.
- The Senior Leadership Team ensures that the staff supporting pupils who exhibit more intense self-injurious behaviour have sufficient competence in their ability to fulfil their role.
- In an emergency, staff can only fall back on their professional experience and judgement of the situation, their training, their common-sense, the 'best interest' principle and their over-riding duty of care to wherever possible prevent harm to a vulnerable person. Provided staff act reasonably, proportionately and in the best interest of the person, their actions will be supported. Any such emergency action must be carefully recorded on CPOMS.
- Providing treatment, support and care for people who exhibit self-injurious behaviour is emotionally demanding. Not all staff are equally confident in managing self-injurious behaviour and some find it more distressing to observe than others. Staff teams should recognise these differences and support their colleagues by providing timely debrief opportunities.

6.13. **Child on Child abuse including: Bullying, Cyberbullying, Sexual Harassment and Violence**

6.13.1. Please refer to the Safeguarding and Anti-bullying Policies.

6.13.2. All incidents of child-on-child abuse / interaction difficulties must be reported to the DSL (Designated safeguarding leads) and recorded using the school's reporting system (CPOMS) which enables appropriate action to be taken and monitoring of interactions over time.

6.13.3. The DSL will determine the next steps to be taken in response to the allegations, which may include liaison with Police and/or social care. Any allegations of sexual violence will be reported to both Police and social care.

6.13.4. Following an incident occurring, a thorough process of debriefing, incident analysis, support and learning will take place with all involved in ensuring positive outcomes and skills are taught and acquired in support of the individual(s) involved.

6.13.5. Schools continue to promote online safety through the curriculum, appropriately adapted for all pupils/students to access. Appropriate filtering and monitoring systems are in place to detect attempts to access or engage with inappropriate and or harmful material on school devices.

6.13.6. Sexual violence and sexual abuse can happen anywhere, and all staff working with pupils and students are advised to maintain an attitude of '**it could happen here'**. LAT schools and colleges should be aware of, and respond appropriately to all reports and concerns, including those outside our schools or colleges, and or online.

6.13.7. Additional barriers can sometimes exist when recognising abuse in autistic pupils. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's disability without further exploration;
- behaviours such as bullying and harassment, without outwardly showing any signs; and communication barriers and difficulties overcoming these barriers.

6.13.8. Any reports of abuse will therefore require close liaison with the designated safeguarding lead DSL (or deputy) and the special educational needs co-ordinators (SENCOs).

6.13.9. In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the pupils concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, and by providing pastoral support. If circumstances require and when an identified allocated Social Worker is available, they would be informed. Where necessary, a 'child on child' risk assessment will be implemented outlining how the risk of further incidents will be reduced/managed moving forward for each individual involved.

6.13.10. Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

6.14. **Offsite behaviours:** Schools will commit to ensuring support, monitoring, safety and appropriate and proportionate responses are taken to behaviours that take place outside the school day and beyond the immediate grounds of schools' gates.

6.14.1. Offsite behaviours such as Child on Child abuse or cyberbullying will likely impact on wellbeing and also the pupil's ability to feel safe and concentrate in school which will follow their respective Safeguarding Policies and actions taken by the school could include:

- making arrangements if the pupils involved are likely to come into contact (same class / assemblies etc) and may feel threatened or unsafe
- support and debriefs for pupil(s)
- planning, preparation, transition support of all parties involved
- additional programmes of learning and training
- clear open and transparent communication with staff involved as to what has happened by following schools' protocols and procedures for reporting and recording
- clear, open and transparent communication with parents/carers
- reporting to external agencies where appropriate for example social care
- Where appropriate a school will impose a sanction, which may include a suspension or permanent exclusion, for off-site behaviours where such behaviours may cause harm to another member of the school community, or bring the school into disrepute.

6.15. **Assessment of pupils demonstrating concerning behaviour**

6.15.1. Everybody has a role in maintaining a safe and purposeful school environment. Staff are expected to proactively monitor behaviour and take appropriate steps to ensure good behaviour is recognised and encouraged and concerning behaviour is addressed quickly. Where there are concerns about a pupil's behaviour these must be escalated to relevant staff, including the DSL (Designated safeguarding leads), SENCo (Special Educational Needs Coordinators) and clinical team.

6.15.2. To further support a pupil a support plan and risk assessment may be put in place. A support plan and risk assessment creates an understanding of the behaviours of concern and the context in which they occur including the individual's strengths, interests, wishes and needs (including their physical and mental health needs) and the characteristics of the social and physical environment, which influence the behaviours of concern.

6.15.3. All assessments will include some elements of the tools outlined below depending on individual need and clinical judgement:
- The development of clear behavioural definitions
- Structured and unstructured interviews with the individual and key people including schools' staff, in the individual's circle of support e.g. functional assessment interview, Brief Behaviour Assessment Tool.
- Direct observation
- Completion of specific assessments e.g. skill assessments, ecological analysis, preference assessments.
- Completion of rating scales and questionnaires e.g. Motivational assessment scale, Questions about behavioural function.

6.15.4. The assessment process and the development of the corresponding Individual Behaviour Support Plan should be overseen by a trained professional alongside the individual and their circle of support.

6.15.5. In order to ensure a comprehensive picture of the individual's needs input may be sought from relevant transdisciplinary teams including clinical and therapeutic professionals e.g. Speech and Language Therapists, Occupational Therapists, Psychologists.

6.16.   Individual Behaviour Support Plans

6.16.1. Pupils we support will have, where appropriate, an Individual Behaviour Support Plan (IBSP) to assist in the management and support of their anxiety, distress and dysregulated arousal levels. In some LAT academies, these supporting plans are integrated in pupils' Combined Records (CR). We use the term 'support' as we recognise behaviour results from either, but not solely, as a skill deficit or due to the environment in which it occurs. Therefore, we should focus on skill building and improving the environmental context, not solely on the behaviour causing concern. The intention and aims are for our children and young people to be increasingly more independent in the self-regulation of their own behaviour, learning and developing their wellbeing. All IBSP's should be written in line with the following principles:

6.16.2. IBSPs are drawn up by the staff who know the person well, with advice from other staff with responsibility for behaviour management. Drawing information from previous assessments, information from the previous placement and the admissions meeting with parents/carers, the pupil/student supported and other stakeholders are also consulted and contribute to these plans. These need to be regularly monitored by the local school's senior leadership team for quality assurance.

6.16.3. IBSPs should identify motivators (likes), causes/ antecedents/ cues/ triggers/ dislikes and sensory issues as relevant. The plan should list potential behaviour's that may occur (as detailed in paperwork and incident recording) as well as the specific strategies (primary and secondary proactive and reactive). They should be written alongside the Risk Assessment. The IBSPs should be concise, clear and functional to ensure that consistent behaviour support is achievable across different settings and with different staff.

6.16.4. Where appropriate, it would be best practice to include a young person or adult in compiling their IBSP. This can assist with our overall aim of helping autistic people to manage their own behaviour. Where an individual supported has the capacity to do so, making contributions as they can (e.g. talking mats) and that staff would advocate for them, including their strengths and aspects that are important to them, they should have an input into their IBSPs. Where they do not have capacity, the plan should be agreed as in their best interest and agreed by relevant

people who are involved in that person's support (family / parent / carers / care manager / social worker / key support staff / stakeholders etc.)

6.16.5. Each person's IBSP is reviewed as and when required according to individual need. The relevance and effectiveness of each IBSP will be assessed as a minimum annually and modifications made as necessary. In addition, in response to each incident of behaviour the class teams, and behaviour support staff, will also review local documentation as and when needed.

6.16.6. Strategies and all interventions used will be evidence-based and data will be used to ascertain the effectiveness or otherwise of these.

6.16.7. Within 48 hours of a placement starting, an initial IBSP should be put in place where required. These will be written from information collated throughout the assessment and previous reports. This should be reviewed regularly during the baseline period and a final IBSP should be in place by 12 weeks after the placement starting. The longer-term support for that individual must include strategies for proactive intervention that will reduce and ideally eliminate the need for any restrictive practices.

6.16.8. Where a person has a restrictive practice as part of the reactive strategy in their plan this must be agreed as in the best interest of the individual. The use of the restraint must be reviewed on a regular basis, if circumstances change or in line with Annual Review cycles.

6.16.9. All staff have a responsibility to read key documentation including IBSP before starting working with pupils and students and the documentation ought to be used as a live document.

6.16.10.   Where a person regularly requires the use of restrictive practices a restraint reduction plan should be written in collaboration with all stakeholders.

6.17.   Prevention or Proactive Strategies: A variety of autism specific strategies can be used that focus on the relative strengths of autistic people and aim to reduce heightened levels of anxiety and distress. These should be adapted to meet individual needs and be detailed on the individual's behaviour support plans. For example, these can include:

- Clear visual supports
- Use of clear, simple language.
- Only using the words that are needed, e.g. instead of "Time to put your shoes on" we might say "Shoes on"
- Structuring the environment in a way that is visually clear to the individual
- Use of structure to help individuals understand what they are doing, how long they might be doing it for and what they will be doing next.

- Have consistent plans to support pupils with changes as they occur, or teaching a way to cope with changes. For example, visual timetables, social stories, or use of a timetable to communicate change.
- Use planned transitions for all changes. This may include pictorial or written timetable, objects of reference or photographs, timers
- Low arousal environments.
- Teaching new skills in a calm low arousal environment with these visual supports, before generalising to more 'real life' environments.
- Explaining clearly reasons for decision, boundaries and expectations.

6.18.   **Reactive Strategies:** Even with successful interventions, the complete elimination of behaviours that challenge is rare, and so there may always be some need for the use of reactive strategies. Reactive strategies, inclusive of physical interventions, should be used as a means to bring incidents to a close as safely and in the most dignified way possible. Reactive strategies should:

- Be tailored to meet individual pupil need, considering the function of the pupil's behaviour and the pupil's history to minimize the likelihood of trauma occurring.
- Only be used to establish rapid and safe control over dangerous behaviours
- Be used for no longer than necessary to prevent harm to the pupil or to others
- They should follow a gradient of support using the least restrictive option
- Be a proportionate response to the level of harm, and be the least restrictive option
- Reactive Strategies may include the use of physical interventions, including self- protective techniques, as well as restrictive physical interventions.

6.19.   Sanctions following a concerning behaviour incident

6.19.1. **Section 91 Education and Inspections Act 2006** gives schools the power to discipline pupils subject to three conditions (i) that the penalty is not in breach of the law and is reasonable; (ii) that the decision is made by a paid member of staff (or person authorised by the principal); and (iii) the decision is made on school premises or elsewhere where the pupil is under the lawful control of a member of staff at the school. The school

will ensure that any penalties (i.e. sanctions) are administered in accordance with the law.

6.19.2. Where consequences or sanctions are proportionate following a behaviour incident, these will be agreed by the Principal.

6.19.3. Sanctions may include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a responsibility.
- Missing break time.
- Detention during lunchtime.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting to a named member of staff to monitor behaviour and conduct.
- In more extreme cases, suspension or permanent exclusion.

6.19.4. Sanctions will always take into account a pupil's SEND (Special Educational Needs and Disabilities) needs and age.

6.20. **Malicious accusations against the school or staff:** The school will always seek to understand the full context of any malicious allegations before determining a sanction. However, suspension or permanent exclusion may be appropriate. A referral to the police should be made if the school believes a criminal offence may have been committed.

6.21. Power to search for and confiscate "prohibited items"

6.21.1. School staff can search pupils with their consent for any item. Formal written consent is not required, it is sufficient for the teacher to ask the pupil to empty their pockets or ask if the teacher can look in their bag or locker and for the pupil to agree. The **Education Act 1996[1]** authorises a member of staff to search a pupil or a pupil's possessions where the member of staff has reasonable grounds for suspecting the pupil has a prohibited item in their possession. The school adheres to Searching, Screening and Confiscation: advice for schools DfE (Department for Education) 2022. As far as is reasonable (and unless there is a risk that serious harm will be caused to a person if the search is not conducted

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[1] **Sections 550ZA – 550ZC**

immediately) any search will be carried out by a member of staff who is the same sex as the pupil being searched, and there will also be another staff member (again, where possible, the same sex as the pupil) to witness the search.

6.21.2. if the search is not conducted immediately) any search will be carried out by a member of staff who is the same sex as the pupil being searched, and there will also be another staff member (again, where possible, the same sex as the pupil) to witness the search.

6.21.3. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, e-cigarette and cigarette papers
- fireworks
- pornographic, violent, offensive or harmful images or videos;
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  o to commit an offence, or
  o to cause personal injury to, or damage to the property of, any person (including the pupil).

6.21.4. Consent is not required from the pupil (or parent/carer) for this sort of search.

6.21.5. In any search, whether one conducted with or without consent, prohibited items found will be confiscated and retained or disposed of in accordance with the law and guidance. The law protects members of staff from liability for any loss of or damage to any confiscated item, provided that they have acted lawfully. Any weapons or items which are evidence of an offence will be passed to the police. If the Police are required to attend the school/setting in such circumstances, parents and/or carers will be contacted and an appropriate adult will be assigned to the pupil/student during the contact as per PACE (Police and Criminal Evidence) code C 2019.

6.22.   Use of Mobile Phones

6.22.1. As outlined in Mobile Phones in School, DfE 2024:

"We owe it to our children to do what we can to remove distractions and enable them to be fully present and engaged in the classroom. We also owe it to our pupils to keep them safe at school. One in five pupils have experienced bullying online[2]. By removing mobile phones from the school day, we can create a safe space where pupils are protected from

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[2] Online bullying in England and Wales - Office for National Statistics (ons.gov.uk)

the risks and dangers associated with social media and cyber-bullying, as well as the peer pressure and possible stigma associated with owning what are often expensive devices."

6.22.2. **See Appendix 2 for further details**

6.23. **Reasonable force**

6.23.1. Reasonable force can cover a wide range of actions that involve a degree of physical contact with the pupil. Whether the force used is reasonable will always depend on the circumstances of individual cases. Deciding on whether the use of force is justified will depend in part upon the context in which the behaviour takes place. The test is whether the force used is proportionate to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour or to achieve compliance. Any response must be reasonable, proportionate and necessary, using the minimum force required in order to prevent injury and maintain safety.

6.23.2. All members of school staff have a duty of care to prevent serious harm. Where there is a high or immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principal of using minimum force). Such situations could include preventing a pupil from running off a pavement and into a busy road, or preventing a pupil from striking another pupil or adult with a dangerous object.

6.23.3. School staff may use restrictive physical intervention for:

- removal of a disruptive pupil from a classroom
- restraint of a pupil to prevent them harming themselves
- restraint of a pupil to prevent them harming others
- prevention of a pupil leaving if leaving would risk their safety

All incidents of reasonable force must be recorded.

7. Post Incident Analysis and Debriefing

7.1. Post-Incident Support, Analysis and Debriefing:

7.1.1. It is essential that all schools make good use of the systems in place for staff debriefing and support where they are working with autistic people who show behaviours of concern, including self-injurious behaviours. All staff working with people who show high levels of self-injurious behaviour and/or self-harm should have regular reflective practice supervision in which the emotional impact upon them can be discussed and understood.

7.1.2. As debriefing is not professional counselling, all staff should be made aware of the Employee Assistance Programme (EAP), Please liaise with local HR to gain access.

7.1.3. It is important for staff to recognise when they need more specialist clinical support in managing self-injurious behaviour, and how to access this. The commissioning authority should always be involved where there are serious incidents of self-injurious behaviour which need further clinical input, and decisions should be made within the context of a transdisciplinary/multidisciplinary/MAST meeting including families wherever possible. Where appropriate, referrals should be made to other relevant services for additional support.

7.1.4. Staff should also ensure that pupils have a meaningful debrief at their level of understanding after being part of or witnessing incidents. This will be individual to the person, and the focus should be around returning to a positive state. Staff must monitor those in their care for the need to debrief, and offer it in the most appropriate manner. Reference should be made in IBSP for the individual's needs.

7.1.5. Debriefing ought to always be offered and facilitated, however staff will not be made to attend a debriefing if they chose not to.

7.1.6. Debriefing will always take into consideration confidentiality (except for safeguarding concerns), respect and safety of the debriefed.

7.2. Reducing Restrictive Practices:

7.2.1. Restrictive practices can be defined as: "any deliberate act to restrict a person's movement, liberty and/or freedom to act independently in order to: Take immediate control of a dangerous situation where there is a real possibility of harm to the person or others if no action is taken; and end or reduce significantly the danger to the person or others"

7.2.2. Restrictive practices tend to fit into the following categories:

- Physical Restraint including Breakaway Techniques
- Mechanical Restraint
- Environmental Restriction
- Seclusion
- Long Term Segregation
- Chemical Restraint (Medication)

7.2.3. **At LAT, in respect of restrictive practices, our staff are only trained in the use of physical restraint including breakaway techniques and making necessary environmental adaptations.** There are instances where the use of restrictive practices may be necessary to keep the pupil and others safe, and to minimise the likelihood of harm occurring to the person or others. However, the LAT has a commitment to demonstrate the reduction of restrictive practices, in line with the Restraint Reduction Networks Training Standards 2019, as well as recent government guidelines.

7.2.4. Please see LAT policy and procedure on the Use of Restrictive Practice in Schools, Anti-Bullying, Admissions, Exclusion Policy.

8. Training

8.1. All staff working in schools, working directly with children and young people will access training on this policy, Team Teach training and ongoing refresher training should be arranged. The Principal will determine the best interval for ongoing training.

9. Legal Context

9.1. This policy has been developed in accordance with relevant statutory legislation regarding children and young people, which includes:

- [Behaviour in schools Guidance, DfE (Department for Education) 2024](#)
- [Keeping Children Safe In Education 2024](#)
- [Suspension and Permanent exclusions, DfE 2023](#)
- [Mobile Phones in schools, DfF 2024](#)

10. Complaints

10.1.   Please refer to the Complaints Resolution Policy further information.

Appendix 1:

Our School Rules

The Church Lawton School Code of Conduct is based on the vital importance of mutual respect and trust, and makes clear how, on a day-to-day basis, the school's purpose and values inform how pupils lead their lives.

All pupils and staff have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination, and conducive to study and to their personal growth.

This ambition can only be realised when all members of the community accept their obligation to honour the code of conduct, and to follow the rules.

The code of conduct is founded on two main principles:

Firstly, everyone has the right to be treated with respect and to work in a respectful, calm and safe environment.

This means:

- Treating everyone with courtesy, respect and kindness.
- Showing respect for the central purpose of the school by working sensibly and not disrupting the learning of others.
- Caring for all members of the school community, for buildings and equipment, and for the quality of the environment.
- Showing consideration for others by moving around the school quietly and carefully.
- Showing respect for the property of others and for school property.
- Having pride in the school and working actively to be a good ambassador for it.
- Neither saying or doing anything that is unkind and could be considered as, or that encourages, bullying.

Secondly, everyone is expected to make the most of their time at Church Lawton School

This means:

- Making the most of the opportunities on offer at Church Lawton School
- Sustaining a positive mental attitude towards learning and all other activities
- Attending the timetabled lesson, arriving in good time, and properly dressed and equipped for all lessons and activities
- Completing all work on time, and to the best of your ability.
- Church Lawton School is the place you come to work.
- Make sure you always do your best.

Appendix 2: Use of Mobile Phones

1.1   We prohibit the use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

1.2   **Mobile phones are kept in secure location in each form room, which the pupil does not have access to throughout the school day** – If mobile phones are brought to the school, at the start of the school day they should be handed to their form teacher who will put them straight into a phone locker in their form room and this will not be accessed by the pupil until the end of the day.

1.3   Whilst our school prohibits the use of mobile phones throughout the school day, to reduce distraction and disruption, we comply with duties such as the duty to make reasonable adjustments where necessary. There may be exceptional circumstances where the Principal will consider making adaptations to the policy for specific pupils depending on their individual circumstances. Allowing flexibility for individual pupils does not mean that these pupils should be exempt from all restrictions on the use of their mobile phone. If the Principal has allowed use in exceptional circumstances, for a specific purpose, specific times and locations of use will be outlined and communicated to staff.

1.4   The use of Mobile Phones will not be be allowed on school day visits or residential trips. If mobile phones are allowed, rules of use will be communicated to pupils and parents in advance of the trip.

1.5   If the terms of use are ignored, schools have the power to confiscate mobile phones or similar devices as a disciplinary penalty.

1.6   In modelling this expectation, staff should not use their own mobile phone for personal reasons in front of pupils throughout the school day – this is outlined in the Staff code of conduct.