



BEHAVIOUR POLICY

This policy applies to the whole school

The Policy is available to the school staff on the 'Staff Share'

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (pupil protection). Our fundamental priority is our pupils and their wellbeing; this is first and foremost.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Proprietor and Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Policy Agreed: February 2024
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Next Review: September 2024

Signed

Mr Javier de la Fuente
Headteacher

Mr Andy Thompson
Proprietor who is the Chair of the Advisory

Aims: In accordance with the Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (32) (3) (a) of the Education (Independent School Standards) (England) Regulations 2015, all independent schools are required to have policies on pupil discipline and exclusion, which are to be made available to all parents and prospective parents. This Policy has been developed upon the document *Behaviour and Discipline in Schools (2014)*.

This policy aims to ensure a common understanding across the school regarding autistic individuals' experience of the world around them and why people behave in the ways that they do, considering the impact of autism alongside an individual's own life events and experiences.

The purpose of this policy is to:

- To state the Landon School philosophy towards behaviour support practice(s) within the relevant legal and regulatory framework.
- To provide staff with explicit guidance regarding the positive behaviour support practices that should be embraced and those which are never acceptable and the reasons for this.
- To protect and advocate for the rights and dignity of children and young people in our school, even when behaving in a physically challenging way.
- Identify the roles and responsibilities of people in our school community.

Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

The policy ensures that all aspects of behaviour support help to create a safe and fair living and learning environment. It aims to describe a range of factors that are important to consider in understanding behaviour that autistic people may present with. Consequently, this knowledge will guide the development of proactive and integrated strategies that effectively cultivate a secure and positive learning environment.

Introduction: Autistic pupils and students can see and experience the world in ways that are sometimes very different to those without autism. A consequence of this is that autistic people may behave in ways that are different to what some people might consider 'socially appropriate and socially acceptable' (National Autistic Society, 2023).

Our primary objective is to empower individuals by providing them with the necessary skills to engage with the community and attain a high quality of life. We achieve this by implementing evidence-based and socially validated support systems. Simultaneously, we are committed to raising awareness and actively promoting a shift in societal attitudes towards autistic individuals, especially those whose behaviour may be perceived as unconventional or distinct.

Our central focus revolves around developing safe and effective methods to support behaviours of concern, leading to a reduction in their frequency. By doing so, we facilitate skill acquisition and implement a wide array of positive strategies, ensuring that the individual remains regulated and capable of coping effectively.

Positive Behaviour Support (PBS) is a widely used and person-centred approach to supporting people who are struggling to live safely, for instance, if someone is distressed and at risk of harming themselves or others. PBS is most commonly used to support people with learning disabilities, some of whom may also be autistic.

Legislation and statutory requirements: This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools, 2016
- Children Act 1996, 2002, 2011
- Children Online Protection (COP) 2020
- Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) 2015
- DfE (2021) Sexual violence and sexual harassment between children in schools and colleges (from September 2021)
- Education Act 1996.
- Education Act 2011, part 2
- Education and Inspections Act 2006
- Equality Act 2010
- Guidance – The use of force to Control or Restrain Pupils, 2010
- Guidance - Use of reasonable force in schools, DfE, 2013
- Guidance for Restrictive Physical Interventions 2002, 2003
- Human Rights Act 1998.
- Joint Guidance – Guidance for Restrictive Physical Interventions 2002, 2003
- Keeping Children Safe in Education (2021)
- NICE Guidelines (2015) Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges.
- NICE Guidelines (2018) Learning Disabilities and behaviour that challenges: service design and delivery.
- NICE Guidelines (2020). Assessing behaviour that challenges shown by people with learning disabilities.
- Reducing the Need for Restraint and Restrictive Intervention
- Rights, Risks and Limits to Freedom, Mental Welfare Commission for Scotland, 2006
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Section 21 of the Education Act 2002 as amended by section 38 of the Education and Inspections Act 2006.
- Section 550A of the Education Act 1996
- Sections 88-94 of the Education and Inspections Act 2006
- Sections 89 and 93 of the Education and Inspections Act 2006
- Searching, screening and confiscation at school, 2018
- Special Educational Needs and Disability (SEND) code of practice, 2015.
- The Care Standards Act 2000 (with the associated regulations and national minimum standards)
- The Education and Inspections Act 2006
- The Equality Act 2010 and schools, May 2014

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- The Equality Act 2010
- The Education Act 1996.
- The Education Act 2011, part 2
- The Guidance – The use of force to Control or Restrain Pupils, 2010
- The Special Educational Needs and Disability (SEND) code of practice, DfE, 2015.
- The joint Guidance – Guidance for Restrictive Physical Interventions 2002, 2003
- The Children Act 1996, 2002, 2011
- The Education and Inspections Act 2006
- Use of Reasonable Force – Guide for Head Teachers, Staff and Governing Bodies, 2012, Department for Education

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014: paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

Our School Ethos: Landon School follows an ethos to provide an environment that will foster and develop a loving, caring community where everyone feels respected and valued, as included in our mission statement. Landon also supports SMSC, British Values, the Prevent Strategy for Schools and the UN Convention on the Rights of the Child.

At the heart of our method lies the commitment to enhance the quality of life (QoL) for autistic young individuals during their time in our settings and sustain this improved quality as they transition into adulthood.

The values of SPELL are central to our ethos and ensure a low arousal, non-confrontational approach with empathy for and understanding of, the young person.

Through the "Supporting Positive Behaviour" framework, we aim to create an all-encompassing structure that addresses behaviours of concern by promoting a higher Quality of Life (QoL), fostering inclusion, and encouraging active participation. This framework places emphasis on comprehending the underlying function or reason behind specific behaviours, enabling us to develop appropriate, evidence-based plans tailored to each individual's requirements.

In addition, we aim to increase independence and reduce anxiety using the strengths of autistic individuals, for example, routines and consistency.

Supporting positive behaviour procedures: We follow an ethos of supporting positive behaviour as a whole school approach. Our approach is non-aversive, focusing on highlighting the positive behaviours, strengths, and skills of autistic individuals. We employ rewards and teach functionally equivalent new skills to foster growth and development.

To better understand behaviours of concern, we utilise high-quality functional assessment methods, such as incident forms, observations, and evidence-based tools, to identify their function and/or communicative intent. We prioritise teaching functional communication that is relevant and beneficial to each individual, such as helping a young person request a break when feeling overwhelmed in the classroom.

The environment, encompassing physical and social aspects, is taken into consideration, alongside individual differences and preferences, to create a supportive setting. We focus on identifying antecedents to behaviours and work on minimising their effects, enabling pupils and students to learn coping strategies and develop appropriate responses.

Our emphasis lies in enhancing community presence, promoting choice, facilitating participation, and building skills while adopting a person-centred approach to behaviours rather than solely pursuing behavioural change.

Restrictive practices and physical interventions are strictly limited and reserved as a last resort, adhering to the 'There Is No Alternative' (TINA) principle. We encourage a culture of reflective practice that fosters positive and proactive staff support, utilising strategies informed by autism awareness.

Sanctions are generally not permitted, as they do not align with our positive behaviour procedures, ethos, and philosophy.

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General Preventative and Proactive Strategies: A diverse range of autism-specific strategies can be employed, focusing on the inherent strengths of autistic individuals and aiming to alleviate heightened levels of anxiety and distress. It is essential to customise these strategies to meet individual needs and include them in the individual's positive behaviour support plans.

Some of these strategies include:

- Implementing clear visual supports to enhance understanding and communication.
- Utilizing concise and simple language, using only the necessary words to convey messages effectively. For instance, instead of saying "Time to put your shoes on," we may opt for "Shoes on."
- Structuring the environment in a visually clear manner to promote predictability and reduce uncertainty.
- Using structured approaches to help individuals comprehend their activities, duration, and future plans.
- Establishing consistent plans to aid pupils in coping with changes as they occur, such as employing visual timetables, social stories, or communication through a timetable to convey changes.
- Employing planned transitions for all changes, which may involve the use of pictorial or written timetables, objects of reference, photographs, or timers.
- Creating low arousal environments to minimise sensory overload and promote a sense of calmness.
- Introducing new skills in a calm and low arousal environment, utilising visual supports, and gradually generalizing them to real-life situations.
- Clearly explaining the reasons behind decisions, boundaries, and expectations to foster understanding and cooperation.

The Safety Intervention Model: At Landon School all staff are trained in Safety Intervention, a Model devised by the Crisis Prevention Institute, which aims to reduce and ultimately eliminate restrictive practices via the following:

Core Values:

- Care: Respect, dignity, empathy, person-centred
- Welfare: Maintaining independence, choice, and well-being
- Safety: Protecting rights and minimising harm
- Security: safe effective harmonious, and collaborative relationships To find out more, please visit: <https://www.crisisprevention.com/Industries/Education-Professionals>

Identifying reasons for behaviour and responding appropriately: At Landon School we believe that all behaviour serves a function. We recognise that pupils can be affected by:

- Security: safe effective harmonious and collaborative relationships. To find out more, please visit: <https://www.crisisprevention.com/Industries/Education-Professionals>
- Communication difficulties and frustration of not being understood
- Restrictive and repetitive behaviours
- Sensory needs
- Anxieties, fears and phobias
- Discomfort or illness
- Lack of understanding emotions
- Previous traumatic experiences

The above factors can lead to escalating behaviours during a moment of crisis according to the CPI Crisis Development Model and can present in the following ways:

- Anxiety: Clenched fists, withdrawal
- Defensiveness: Refusal, shouting
- Risk Behaviour: Physical aggression to self and others
- Tension Reduction: crying, apologising, fear

Strategies to Support Challenging Behaviour: Whilst we cannot manage how our pupils escalate their behaviour, staff use the Crisis Development Model (see table) to manage how they respond.

Crisis Development/Behavior Level	Staff Attitudes/Approaches
Anxiety	Supportive
Defensive	Directive
Risk Behavior	Safety Interventions
Tension Reduction	Therapeutic Rapport

Use of reasonable Force: Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent.

Restrictive Practices and Physical Intervention: Restrictive practices and physical interventions are kept to an absolute minimum and are always used as a last resort.

Restrictive practises and physical interventions should:

- Be used to prevent self-injury (*see self-injurious behaviour SIB section*), injury of others and severe property damage.
- Be applied by CPI trained staff who will use the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Be appropriate and proportionate to the risks that it presents
- Be recorded as soon as possible within 24 hours (CPOMS)

It is imperative that after the use of Restrictive Physical Intervention, all involved are offered first aid or time to ‘process’ before returning to their usual daily routine.

Corporal punishment and restraint: In accordance with the Law the school does not use Corporal punishment.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children*.

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves.

The actions that we take are in line with government guidelines on the restraint of children. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Details of such an event will be recorded on CPOMS. The headteacher and the child’s parents will be informed on the same day.

Incidents of Physical Restraint must:

- always be used as a last resort;
- be applied using the minimum amount of force;
- never be used as a form of punishment;
- be used in a way that maintains the safety and dignity of all.
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Emotional Regulation Support Plans (ERSP): Pupils and students, we support will have, where appropriate, an Emotional Regulation Support Plan (ERSP) to assist in the management and support of their anxiety, distress and dysregulated arousal levels. 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 pupils to be increasingly more independent in the self-regulation of their own behaviour, learning and developing their well-being. All ERSP should be written in line with the following principles:

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- ERSPs are drawn up by the staff who know the person well, with advice from other staff responsible 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.
- ERSPs should identify motivators (likes), causes/ antecedents/ cues/ triggers/ dislikes and sensory issues as relevant. The plan should list potential behaviours that may occur (as detailed in paperwork and incident recording) as well as specific strategies. They should be written alongside the Risk Assessment. The ERSP should be concise, clear and functional to ensure that consistent behaviour support is achievable across different settings and with different staff.
- Where appropriate, it would be best practice to include a young person or adult in compiling their ERSP. 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 ERSP. Where they do not have the capacity, the plan should be agreed upon as in their best interest and agreed upon by relevant people who are involved in that person's support (family/parent/carers/care manager / social worker / key support staff/stakeholders etc.)
- Each person's ERSP is reviewed as and when required according to individual needs. The relevance and effectiveness of each IBSP / PBSP will be assessed as a minimum termly and modifications made as necessary. In addition, in response to each incident of behaviour, the class teams, and PBS teams, will also review local documentation as and when needed.
- Strategies and all interventions used will be evidence-based and data will be used to ascertain the effectiveness or otherwise of these.
- Within 2 weeks of a placement starting an initial ERSP 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 ERSP should be in place by 6 weeks after the placement starts. 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.
- All staff have a responsibility to read key documentation including ERSP before starting to work with pupils and students and the documentation ought to be used as a live document.

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

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.

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.

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 are often 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 headgear such as wearing a helmet can lead to seeking more sensory input, increasing the risk of injury when not wearing the headgear. This is considered 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 behaviour can de-escalate the situation, compared to stepping in immediately (unless there is

an immediate risk of serious harm). ERSPs should set out graded responses depending 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
- People 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.

We recognise that staff supporting people who show self-injurious behaviour are in a potentially vulnerable position. Landon School must ensure that 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 ERSP of each person for whom they have responsibility.

The Senior Leadership Team needs to ensure that the staff supporting people 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 overriding 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 an incident form/child protection online monitoring system (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.

Home and School: Some pupils and students display similar behaviours at home and at school, while others can show very different behaviours in different environments. For this reason, it is very important for staff to have regular contact with parents and carers to ensure that we are all working together to address these behaviours so that where possible there is a consistent approach to positive behaviour support between home and school and in line with our Quality of Life framework. Pupils who engage in behaviours of concern will have a Emotional Regulation Support Plan (ERSP) which will be formulated in collaboration with parents/carers and where possible, the pupil.

Staff Training: Landon School ensures that all staff receive the appropriate training (regular training on augmented communication skills such as Makaton, PECS, CPI training, etc) to equip staff with the skills and knowledge needed to support pupils' behaviour. Staff will complete Ask Autism Modules online training as part of their induction.

Staff will receive appropriate training either delivered internally by the Positive Behaviour Support/Practitioners/Coordinators and Speech and Language and/or Occupational Therapy teams or other professionals with relevant experience in autism and positive behaviour support within the school; additional specialised training will be sourced externally when the need arises.

Reporting recording and monitoring: Behaviour of concern will be recorded using incident recording systems, CPOMS or other data-gathering methods to assist in monitoring behaviours, functional assessment, and to ascertain the effectiveness or otherwise of behavioural interventions. Where behaviours are recorded routinely, data should be monitored regularly to ascertain trends and patterns.

Unexplained or sudden changes or increases in concerning behaviours should always be investigated. Regular reports on the incident data for services should be made to the SMT |SLT.

Results from behaviour recording or behavioural interventions should be shared with parents and carers, and external agencies such as funding authorities where appropriate. Parents/carers should be informed of all incidents where restrictive practices have been used.

Every use of a restrictive physical intervention (RPI) arising from a behavioural incident must be recorded and reported to Senior Management Team, as required.

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Injuries or accidents arising from behavioural incidents must be recorded in accordance with the relevant policies and monitored. In some cases, an individual may display behaviours that staff are not able to manage with the skills they have been taught or within the environment the person is being educated or living. Staff should gain additional support to help them support the person who is engaging in behaviours of concern.

Staff should follow internal systems to gain additional support/input, review and modify ERSP and access further training. If the situation does not improve it is essential that an emergency annual review /care review meeting is called with representation from the family, local authority and the School to review the support package and agree on future interventions.

Bullying, Cyberbullying, Sexual Harassment and Violence: Bullying by staff members or students is not tolerated at Landon School. We take any form of bullying very seriously (*please refer to the Anti-bullying Policy*).

Landon School will ensure that universal and systematic child protection mechanisms are in place that oblige all those working with pupils and students to identify, respond and report incidents of abuse and harm that occur both face to face and online. All incidents of interaction difficulties / bullying should be recorded using the school's reporting system (CPOMS) which enable monitoring of interactions over time.

Following an incident occurring, a thorough process of debriefing, incident analysis, support and learning ought to take place with all involved in ensuring positive outcomes and skills are taught and acquired in support of the individual(s) involved. Landon School will commit to develop Internet safety messages and materials, which reflect local cultural norms and laws and ensure that these are efficiently distributed and appropriately presented to all key target audiences.

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'. Landon School and colleges should be aware of, and respond appropriately to all reports and concerns, including those outside our schools or colleges, and or online.

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;
- the potential for autistic pupils being disproportionately impacted by
- behaviours such as bullying and harassment, without outwardly showing any signs; and communication barriers and difficulties overcoming these barriers.

Any reports of abuse involving autistic pupils and with SEND will therefore require close liaison with the designated safeguarding lead DSL (or deputy) and the special educational needs co-ordinators (SENCOs) or the named person with oversight for SEN. (Sexual violence and sexual harassment between children in schools and colleges (from September DfE, 2021)

In some cases of sexual harassment, for example, one-off incidents, the school 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 (COP, 2020). If circumstances require and when an identified allocated Social Worker is available, they would be informed.

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.

Roles and Responsibilities:

Headteacher: It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour management, and by supporting staff in the implementation of the policy. This includes the policy's effectiveness in addressing and understanding any Autism - related drivers of behaviours of concern.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

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- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints policy
- Ratification and review of the policy on the management of positive behaviour in our school
- Ensuring the allocation of internal and external resources, including clinical and counselling, to address the needs of children/young people, and staff with regard to the implications of more serious or prolonged behavioural challenges.
- Ensuring and supporting the implementation of this policy in their service.
- Ensuring that a comprehensive recording and reporting process relating to behaviour support is in place and is regularly reviewed.
- Ensuring that the behavioural support systems in place in the service are used competently through regular monitoring and training of staff.
- Ensuring that support teams develop risk assessments and individual behaviour support plans which detail behavioural support strategies.
- Ensuring plans are shared with the individual, using the method of communication most appropriate to them, parents/advocates, purchasers and other interested agencies, recognising the importance of consent in terms of the fundamental issues of respect and dignity and mental capacity.
- Ensuring that ERSPs are regularly reviewed and updated in light of pupils' development and progress.
- Ensuring that staff have access to advice and support from specialists in behaviour support where necessary. This can be from within services, such as PBS specialist, psychology staff and positive behaviour coordinators, transdisciplinary teams, and/or through using external consultants.
- Ensuring that parents and carers are kept regularly consulted on their child's response to his or her ERSP and that any significant events are communicated promptly.
- Ensuring that training in the management of the behaviour of pupils is provided for staff. Where specific training needs to help particular staff support people's behaviour have been identified, ensuring that those staff have access to the advice, training and development opportunities appropriate to their needs.
- The Headteacher keeps records of all reported serious incidents of misbehaviour through CPOMS.
- The Headteacher has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The Headteacher liaises with external agencies, as necessary.

All School Staff: We familiarise new staff members with the school's behaviour policy. It is responsibility of all school staff:

- To implement the behaviour policy consistently.
- To treat all pupils fairly, with respect and understanding while having regard for their rights and responsibilities.
- To assist the pupils we support to achieve, ensuring access to strategies that help them to manage and remain regulated as a part of their daily lives.
- To thoroughly familiarise themselves with the current behaviour and person-centred support plans for the pupils/students they support and consistently apply the strategies described.
- To 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;
- To record and report behavioural incidents as required, using the organisation's systems currently CPOMS.
- To contribute to the development of positive behaviour support plans (ERSP) where applicable, advocating for the voice of the individual and their family where they may not be able to.
- 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.
- To report any changes, they notice in the individual's response to their ERSP to the team supporting them and update relevant documentation as needed.
- To 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.
- To take part in training and implement in their practice, for example, "CPI".
- Use Practice Leadership, reflective practice and supervision to support other staff in the team and demonstrate confidence in each other's skills and abilities to support pupils and students.
- To provide appropriate models of behaviour for pupils and students they support at all times.
- Personal likes and dislikes and values with regard to culture, age, sex, and religion, must not influence staff's approaches.
- To dress appropriately whilst at work and to adhere to service dress codes when asked

- To wear clothing to help protect them when working with individuals in crisis as specified on individual Risk Assessments. This will be decided on a case by case basis, having regard to the dignity of the individual and the safety of the staff. Protective clothing shall be as neutral and non-stigmatizing as possible e.g. caps for tying hair back, discreet arm guards and shin guards etc.
- To 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 debriefing is offered to the staff involved.
 - Debriefing should be sought and offered on the day of the incident, the recipient can express a choice of who debriefs and the information will be kept confidential (unless it raises a safeguarding concern).
 - Senior staff have a responsibility to demonstrate trust and confidence in the staff's ability to manage the pupils/students they are supporting. If shortcomings in such management are identified, senior staff have a responsibility to address these through reflective practice, support and supervision and appraisals.
 - 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.

Parents: All families will be given a copy of the school's Positive Behaviour Management and Restrictive Practice policy prior to admission to the school. This helps students and their families to know how we work together to create a safe and positive living and learning environment.

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, care teams, positive 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.

To work collaboratively with the School so that the pupils and students being supported receive consistent messages about appropriate behaviours. To take part in a supportive dialogue with the service about the individual's behaviour, each informing the other promptly if there are causes for concern or celebration.

Families will be familiar with and support the strategies in the individual's behaviour support plan, contributing to its development if possible through the ongoing consultation process.

Families and where possible, the individual should be involved in designing and reviewing the personal learning plans (PLPs), 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, to 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.

Pupils: Every pupil's voice matters and their views taken into account through school councils and assemblies. Their opinions are considered when creating rules.

Treatment rules: It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism are acceptable.

Safety rules: These cover the use of equipment, protection of property, and safe behaviour in certain classes or contexts. Specific rules might be put in place for science, food technology and physical education. The safety of pupils and staff is of paramount importance.

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.

Offsite behaviours such as peer on peer 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
- reporting to external agencies where appropriate for example social care

Search and confiscation: If the school has reasonable grounds for suspecting that a pupil is in possession of a prohibited item, which can potential result in immediate harm to the pupil or others, schools' staff can make a search for any banned item, if the pupil agrees. Consent will be sourced depending on pupil's age and other factors.

The member of staff must be the same sex as the pupil and another member of staff should act as a witness. However, a search can be carried out by a member of staff who is of the opposite sex to the pupil and without a witness where the staff member reasonably believes that there is a risk of serious harm to a person if such a search is not carried out immediately and it is not reasonably practicable to call another member of staff. In such cases, staff should consider the increased expectation of privacy for older pupils. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control of the pupil e.g. on school trips in England or in training settings.

Section 91 Education and Inspections Act 2006 gives schools power to discipline pupils which enables a member of staff to confiscate, keep or dispose of pupil's property as a disciplinary measure where it is reasonable to do so. Staff have a defence to any complaint provided they act within their legal powers. The law protects members of staff from liability for any loss of or damage to any confiscated item, provided that they have acted lawfully.

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

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

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

Conducting a Search: When conducting a search, staff must be the same sex as the pupil being searched. An additional member of staff should act as a witness. They should be, where possible, the same sex as the pupil being searched. An exception to this rule is if it is reasonably believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not possible to summon another member of staff. The teacher must use their professional judgement in each case to

decide what constitutes reasonable grounds for suspicion. This may be after observing suspicious behaviour or after hearing other pupils talking about a prohibited item (*please refer to Searching, screening and confiscation policy*).

Pupil Transition: We work as a team to aid progression of classes through the school. Staff will share details of pupils needs and abilities with their new teacher and highlight any specific behaviour issues or techniques which work well to support pupils. Pupils have a transition morning where they meet their new teacher and begin to familiarise themselves before they move to the new class. To ensure continuity and support for pupils who are moving on from our school, we will share information relating to learning needs and behaviour with new settings. We discuss any behavioural issues in our safeguarding section of the staff meeting in our weekly staff meetings so that everyone is aware and can be consistent in their approach.

Staff training: Staff regularly discuss behaviour management and strategies in staff meetings. They share methods that work effectively with specific pupils and share good practice.

Equal opportunities: In accordance with the equalities act 2010 the school uses reward and sanctions fairly and consistently to ensure all pupils have the opportunity to feel safe and learn at Landon School.

Complaints: Individuals using our school, their parents, friends or family have the right to offer comments and refer to the Complaints Procedure in the case of any disagreement in the management of behaviour. Please refer to the Compliments, Comments and Complaints Policy for further information.

Whistleblowing: Employees have a duty to voice any concerns over care practice. Please refer to the Policy on Whistleblowing for further information. We are committed to supporting staff who engage in whistle-blowing in good faith.

Links to other policies: This behaviour policy is linked to the following policies:

- Safeguarding (Child Protection) Policy
- Anti-Bullying Policy and Strategies
- Use of reasonable force
- Staff Behaviour Policy (Code of Conduct)
- Searching, screening and confiscation policy
- Special Educational Needs and Disabilities Policy
- Online Safety Policy
- ICT Acceptable Use policies
- Single Equality Policy
- Positive Mental Health and Wellbeing Policy
- Physical, Social, Health and Economic Education
- Spiritual, Moral, Social and Cultural (SMSC) Development (including British Values).