



POSITIVE BEHAVIOUR MANAGEMENT POLICY

This policy applies to the whole school

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

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.

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: May 2025

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Dare Reviewed: April 2026

Next Review: April 2027

Signed:

Mr Jody Tranter
Headteacher

Mr Andy Thompson
Proprietor who is the Chair of the Advisory
Board

Katie Thompson
Proprietor's agent

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 how our student's behaviour is understood & supported, by 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.

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.

- Identify the roles and responsibilities of people in our school community.

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.

'It is an eternal truth that all behaviors are communications'

Imray and Hewett, 2015

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. We do so by implementing a wide array of positive strategies to aid regulation, facilitate skill acquisition & teach replacement behaviours by identifying the functions of our student's behaviour and addressing unmet needs or skill deficits through a person-centred approach.

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. 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.

We aim to create an all-encompassing structure that addresses behaviours of concern by promoting a higher quality of life, 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 everyone's requirements. As a result, we aim to increase independence and reduce anxiety using the strengths of autistic individuals, for example, routines and consistency.

Definitions

- Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.
- Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.
- Positive handling – Includes all risk-reduced physical interventions that form part of a holistic response to manage safety.
- Restrictive Intervention / RPI - Restrictive interventions (including reasonable force) are defined as any action (physical and non-physical) that prevents, restricts or subdues a pupil's movement. These must only be used as a last resort, in line with the 'There Is No Alternative' (TINA) principle, where it is necessary to prevent:
 - Injury to the pupil or others

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- Damage to property
- A criminal offence

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Section 1 – Positive Behaviour Approaches

Landon's approach to behaviour is non-aversive, focusing on key areas that prioritise preventative antecedent manipulations to reduce the likelihood of behaviour that challenges and evidence-based strategies to support pupils when these strategies prove insufficient. Both antecedent & consequence strategies are individualised based on the needs and strengths of each individual pupil and recorded in pupils Emotional Regulation Support Plans (*ERSP – see below*). These include:

Environmental modifications – The environment, encompassing physical and social aspects, is taken into consideration, alongside individual differences and preferences, to create a supportive setting. Classrooms are expected to be low-arousal, functional and predictable to decrease anxieties whilst facilitating independence in addressing needs. Some of these modifications include: visual supports to enhance understanding and communication (ALD boards, visual timetable, learning-focused displays); access to multi-sensory stimuli as part of pupil sensory diets; strategic timetabling of communal areas.

Our learner's environment (both in class and beyond) is developed & monitored as part of an ongoing quality assurance cycle to ensure that they suitably meet these needs.

Developmentally appropriate differentiation – Landon classes are determined by both age and pupil pathway to ensure suitable support and learning for all. This includes (but is not limited to): differentiation of our curriculum areas; implementation of a play-based pedagogy; simplification of concise language (which is dual coded as appropriate); repetition and 'over-teaching' of routines and boundaries to develop structure; clear explanations of changes and reasons for changes.

Positive Reinforcement - We endeavour to create a climate that has a positive effect on pupils' learning and behaviour by focusing on areas of strength and success to nurture self-esteem and increase motivation towards 'positive behaviour'. Positive reinforcement is anything which increases the future likelihood of a behaviour repeating and therefore can be given in many ways. Some examples may include: immediate verbal praise, confirmation or encouragement; increased access to a preferred item, activity, location or familiar adult; delayed recognition e.g., certificates in assembly; affording pupils the opportunity to undertake specific areas of responsibility.

Addressing Skill Deficits – When behaviours that challenge do occur, we focus on identifying both the function of the behaviour & the antecedents which precede them. In doing so, we then target skill deficits that may contribute towards the dysregulation or need for these behaviours to serve a purpose. Examples include learning to share resources with a peer, wait after making a request, tolerate aversive stimuli, transition between activities, use tools or strategies to aid their levels of arousal and, most fundamentally, communicate effectively.

Behaviour is fundamentally a form of communication. Therefore, a primary antecedent strategy at Landon involves teaching pupils how to use a primary method of communication, informed through a SCERTS framework, multi-disciplinary approach and additional assessment where required.

Long-term Thinking – Behaviour strategies and support are embedded within long-term planning to consider the future of each of our learners. Landon School uses a 'Think 25' mentality in all we do to consider 'would this strategy be effective when this learner is 25 and into adulthood?' This includes scaffolding & fading reasonable adjustments, fading out positive handling techniques and teaching skills that reduce the need for physical intervention (such as transition training, tolerating uncertainty, developing communication).

Section 2 – Monitoring Behaviour Trends

To better understand these behaviours of concern, we utilise behaviour monitoring methods through behaviour logs and RPI/ incident reporting (discussed below) alongside qualitative assessments and observations to identify their function and/or communicative intent to establish consistent plans to aid pupils.

Emotional Regulation Support Plans (ERSP)

All Landon pupils have an individualised Emotional Regulation Support Plan (ERSP) to outline supportive, preventative and response strategies to support pupil wellbeing and behaviour at three stages of alertness: calm, heightened and dysregulated. 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 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.

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All ERSP should be written in line with the following principles:

- ERSPs are created and reviewed by familiar staff within the first 2 weeks of placement at Landon, using a multi-disciplinary, assessment-informed approach including observation, SCERTS, Essential for Living, data-based decision making, and information from stakeholders (including previous settings/ external agencies and the pupil where appropriate).
- 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 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.
- ERSP's should be reviewed as needed (e.g., in the light of previously effective strategies failing or new behaviours being observed) but a minimum of once termly.
- Strategies and all interventions used will be evidence-based and data will be used to ascertain the effectiveness or otherwise of these.
- 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.

Behaviour Log – Each pupil has an individualised behaviour log which is used daily to record the number of sessions in which pupils were in each stage of alertness (calm, heightened, dysregulated). These logs are colour coded to support staff to identify trends and patterns in behaviour and the success or need to reconsider ERSP strategies or targeted skills for development.

Section 3 - Positive Handling

3A: Ordinary Physical Contact

It is unrealistic to suggest that physical contact between staff and students only occurs in emergencies. The DfE distinguishes ordinary appropriate physical contact from restrictive intervention and says schools should not have a “no contact” policy. Appropriate contact can include first aid, guiding/escorting, comforting, praising, PE demonstration, etc.

Touch is one of the most important senses in our early development and is vital for the development of the brain in general. Through touch, children can learn about themselves and their surroundings, and this sense is essential for their cognitive development (Brenmer, 2017). In addition, autistic learners might be still developing their self-regulation skills, heavily relying on adults to provide emotional (mutual) regulation (Prizant, Wetherby, Rubin & Laurent: SCERTS Model, 2016). However, staff must ensure that actions are not misinterpreted.

In responding to a student who indicates a need for physical contact/comfort, staff must use their professional judgement, and due consideration should be given to these guidelines:

- The level and type of physical contact should meet the educational and social needs of the student (e.g., during PE, drama, or personal care activities).
- Consideration should be given to the student's age, gender, and culture, ensuring appropriateness of physical contact.
- Physical contact should not occur in private or isolated settings - If a staff member is alone with a child, safeguarding measures such as open doors and notifying other staff should be implemented.
- There should be no general expectations of privacy for the physical expression of affection or comfort in any circumstances. Staff must not be alone with a student in such a situation. If in the unlikely situation you are alone with the child then every safeguarding aspect should be adhered to ensuring risk is reduced for both parties, i.e. ensuring doors are left open and other staff made aware of the situation.

Specific consideration should be paid to the below scenarios:

- **Hugging:** At Landon, we encourage staff who are using touch for comfort or relationship building to use a ‘school hug’. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages ‘front on’ hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.
- **Hand-Holding:** We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. We encourage the use of the ‘school hand-hold’. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm (‘linking’). The adult's other hand can then be placed over the child's for a little extra security if it is required. In summary, it is generally

deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

- Lap-Sitting: At Landon we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a child attempts to sit on your lap, try to use an alternative (e.g. redirect them to seat next to you).

Landon School acknowledges that prompts and guides (which require little or minimal resistance) can be used daily to help with transitioning which do not require explicit reporting. This includes linking arms ('school hand-hold'), show and go, elbow guides, caring c guides, help hugs and use of turn gather guide.

3B: Restrictive Physical Intervention (RPI)

Restrictive Physical Intervention (RPI) falls under the wider umbrella of 'positive handling' (see definition above).

Use of RPI is 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.

All members of staff have a legal power to use reasonable force in certain circumstances, in accordance with Section 93 of the Education and Inspections Act 2006. Staff who may need to use reasonable force will receive appropriate training in both preventative and de-escalation strategies and in the safe and lawful use of restrictive interventions. All staff members working directly with pupils are trained to a minimum of Level 1 in Team Teach within their first term of employment, and Level 2 within the first two terms of employment. Refresher training is conducted regularly (with full re-accreditation bi-annually). New or agency/ volunteer staff who have not been trained, for whatever reason, should not engage in positive handling unless necessary (under a general duty of care).

Team Teach

Team Teach provides an accredited training framework designed to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk, and restraint reduction. It incorporates a full range of Positive Handling strategies and interventions that are non-physical, such as use of space, changes to the environment, stance and posture, facial expressions, intonation and simple positive messages. Team Teach principles & training emphasise that RPI be used as a last resort after non-physical strategies have proved unsuccessful.

Team Teach training prioritises key principles and safe techniques which rely on biomechanics and skill, not strength. Training of RPI techniques covered in Level 2 training includes: two-person single elbow (TPSE); figure of four (FOF); two-person double elbow (TPDE), one-person double elbow (OPDE) and half-shield. The naming of these techniques does not imply routine or planned use, and all interventions may be justified by the circumstances at the time.

Determining use of RPI

In determining whether RPI is reasonable, necessary and proportionate, staff must use their professional judgement, and due consideration should be given to these guidelines:

- RPI may be used to prevent self-injury if there is no alternative (*see self-injurious behaviour SIB section*), injury of others and severe property damage.
- Where possible, restrictive interventions should be carried out by trained staff using approved techniques. However, all staff retain a duty of care and may act in an emergency.
- Any use of RPI must be reasonable, proportionate, and applied for the shortest time necessary, with regard to the pupil's age, needs (including SEND), and overall welfare.
- Any use of RPI must consider use of the least restrictive intervention, with attempts made to reduce the level of restriction throughout an incident to determine whether the intervention remains necessary.
- RPI must never be used as a form of punishment or consequence
- All significant incidents involving the use of force must be recorded and reported in line with statutory guidance (*see Recording and Reporting section below*).

Examples of situations where RPI may be appropriately utilised:

- Preventing a pupil from leaving the classroom when it would risk their safety or the safety of others to do so.
- Preventing a pupil from accessing a hazardous space or scenario.
- Preventing a pupil from being physically aggressive towards an adult or peer (e.g., hitting/ kicking/ pulling hair/ biting).

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- Preventing a pupil from causing harm to themselves (such as biting, headbanging or scratching).

Restraint Incidents without direct physical contact

Updated 2026 guidance recognises that an incident of restraint may occur without direct physical contact – e.g., the removal of a walking aid. Recording of such incidents must be made in writing as soon as is practicable after the incident and must include the same details as incidents **do** involve physical contact (RPI) (detailed below in section 4). As an admission requirement, all Landon learners are ambulant and use of permanent aids for walking or transitions (such as hoists/ walking aids) are uncommon. Details are included in this policy to cover scenarios such as pupils walking with a crutch if they are in a cast.

Positive Handling Plans

Details of specific behaviours that may reasonably result in the use of Restrictive Physical Intervention is outlined within pupil's Individual Risk Assessments under 'specific behaviours that challenge' alongside details in their ERSP (discussed prior) to ensure that staff working with these students are aware of potential techniques that are known to be impactful in maintaining the safety and dignity of the student.

Prohibited Practises

- RPI must never be used as a punishment.
- Staff must not use any intervention that restricts a pupil's airway, breathing or circulation, including covering the mouth or nose or applying pressure to the neck or abdomen.
- Ground restraint must be avoided wherever possible; if a pupil is unintentionally brought to the ground, staff must release or reposition to a safer alternative as quickly as possible.
- 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*.

Sanctions, exclusions, and suspensions do not constitute part of our standard practice, as they are not aligned with our positive behaviour procedures, ethos, or philosophy. At Landon, we understand that, due to the nature of our learners, every behaviour represents a form of communication. Our objective is to support our learners and equip them with the necessary tools to navigate their environment effectively. By implementing exclusion or suspension, we would hinder our ability to collaborate with them in achieving this goal.

Occasionally students may be excluded by the headteacher if their behaviour is highly challenging and presents:

- Is seriously detrimental to the learning of others
- A high risk of injury to themselves and others.

Seclusion

Seclusion, defined as confining a pupil away from others and preventing them from leaving, must only ever be used as a non-disciplinary safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and must never be implemented through threat of punishment. The DfE recognises that seclusion may be appropriate in circumstances where the pupil is supervised in a space that is safe and non-threatening where the pupil is allowed to leave as soon as the immediate risk reduces.

At Landon, seclusion is not permissible as a planned response at any time and may only be used in an unforeseen emergency. We recognise a distinction between providing pupils with space where they are observed, closely monitored and free to leave that space at any time.

Any instance of seclusion must be recorded as an incident and discussed with a member of SLT the same day it occurs and recorded and parents informed as soon as practicable, ideally the same day.

Working Realities

While physical techniques aim to reduce risk, there is always a possibility of accidental injury during physical interventions. Team Teach techniques prioritize avoiding injury, but bruising or scratching may occur as an infrequent side effect of ensuring safety. Any injuries observed that are caused to staff or pupils must be recorded as an **incident** and the injured party enabled to seek first aid treatment if required.

Section 4 – Reporting & Recording

All instances of RPI that constitute a ‘significant incident’ (*any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in ‘Other physical contact with pupils’ within this document. This includes when physical force is used to implement a non-physical restrictive intervention*) must be recorded in writing in Landon’s bound and numbered RPI book(s) as soon as practicable after the incident by the staff member(s) involved, and staff should endeavour to do so no later than the same day. All records must include, as a minimum:

- The name(s) of the pupil(s) and staff involved
- any relevant needs or circumstances (including SEND)
- The time, date, location and duration of the incident
- Details of the context: what led to the incident, including triggers, de-escalation strategies used and why the intervention was necessary
- The techniques used (*NB: the DfE requires records to detail the type and degree of force used – in circumstances where a pre-approved Team Teach technique has been used, reference to the technique is sufficient. In circumstances where non-standardised techniques are deemed necessary, reasonable & proportionate, further detail of this is required to fully outline the degree of force used*).
- Outcome/ Resolution – including any injuries sustained and post-incident support provided

Example RPI Record Sheet:

Restrictive Physical Intervention (RPI) Record Sheet

Please record any Restrictive Physical Intervention (RPI) used which is covered in pupils PHP. RPI includes any restrictive intervention which involves restricting or limiting another person’s movement. If any injury (to the pupil or a staff member), property damage or interventions not recorded in the pupils PHP occur, this must be recorded in the incident book.

Pupil full name:		Date:		Staff involved (full names):	
Location(s):		Start & end time:		Total duration:	
Context (What was happening before RPI was used):					
Technique (use key above)	Staff using technique (use full names)	Duration of technique	Outcome of technique		
Outcome/ Resolution (what happened after the use of RPI):					
Name of staff reporting		Date of reporting		Change to ERSP or RA needed?	
Parent notified: Y / N	Parent notified by:		Named of senior leader reviewing:	Date Reviewed	
KEY					
CC – Caring C (block)	EA – Fix (hair/ bite)	O – Oyster	JM – Jaw Manipulation	TGG – Turn, Gather, Guide	F – Friendly
CCG – Caring C Guide	TPSE – Two-Person Single Elbow	FOF – Figure of Four	TPDE – Two-Person Double Elbow	OPDE – One-Person Double Elbow	X – Other (specify)

Instances of RPI must also be reported to parents/carers by the class teacher (or HLTA in their absence) using Landon’s standardised template (found on Staff Shared) as soon as practicable (ideally the same day), in writing, via email or directly via Bromcom, with the Deputy Headteacher BCC’d every time.

The report to parents must include:

- The time, date, location and duration of the incident
- Why the intervention was necessary
- The type and degree of force used (*with reference to specific Team Teach techniques if appropriate*)
- Details of any injuries (*including potential future injuries such as bruising*)

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In the first instance of RPI, parents must first be called to communicate this email (with the email sent as a follow up).

This reporting is in line with reporting via the RPI books, and the completion of the parent notification must be recorded at the bottom of the reporting document (see below).

reporting	reporting	reporting
Parent notified: Y / N	Parent notified by:	Notification email
	Date notified:	Date

Exceptions apply only where reporting would likely cause significant harm to the pupil.

The reporting requirement applies even when restrictive interventions are part of an agreed behaviour plan. Where appropriate, parents will be invited to follow-up discussions and/or debriefs to review triggers and strategies that can inform best practises across settings.

Section 5 – Post Incident Support/ Debrief

After a serious incident, staff and students should have time to recover. During recovery, the priority is to reduce risk and calm the situation. Staff should ensure they are fully recovered from the incident before resuming duties. Colleagues are encouraged to seek and provide support when necessary.

Support may include:

- Time and space for recovery and emotional regulation
- Medical assistance or assessment
- Resuming usual routines/ activities at the 'right time' to avoid re-escalation
- Debriefing
 - For pupils: this will vary depending on the profile of each learner and may range from re-building relationships, managing and reducing demands, re-engagement with learning content, discussion with a member of staff (using preferred/ accessible communication channels)
 - For staff: this may be within class teams or including a member of SLT to learn from incidents to reduce their future likelihood.

Instances of RPI and incidents are reviewed weekly by the Deputy Headteacher and monitored closely to evaluate the effectiveness of existing strategies, identify training needs, identify patterns or trends to reduce the likelihood of recurrence and provide effective support to all staff.

Pupil support plans (e.g., ERSPs) are also reviewed in light of new or changing circumstances by class teachers (with support from SLT as required) and in collaboration with other stakeholders (parents, therapists) as appropriate.

Section 5 – Specific Behaviours

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 (including details of severity), understood, assessed and analysed and inform appropriate individualised positive strategies/interventions to minimise the risk of harm.

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, toothache 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.

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- Pain relief should be considered in the presence of new self-injurious behaviours, in line with administering medication policies.
- 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 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.

Bullying, Cyberbullying, Sexual Harassment and Violence

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 Safeguarding reporting system (CPOMS) which enable monitoring of interactions over time.

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.

Offsite behaviours

Landon School commits 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 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.

Appendices

Roles and Responsibilities

The Advisory Board: The Advisory Board is responsible for monitoring this policy's effectiveness and holding the Headteacher to account for its implementation.

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.
- 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.
- 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 that a comprehensive recording and reporting process relating to behaviour support is in place and is regularly reviewed.
- 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 ensures that incidents recorded as Restrictive Physical Intervention (RPI) or incidents are kept securely.

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: behaviour log, incident book, RPI book.
- 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, "TEAM TEACH".

- 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 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, 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.

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.

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.

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
- Restrictive Interventions, including use of reasonable force, in schools, DfE 2026
- 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
- 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.

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

- Safeguarding (Child Protection) Policy

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.

- Anti-Bullying Policy and Strategies
- Staff Behaviour Policy (Code of Conduct)
- Online Safety Policy
- Whistleblowing Policy