Liberty Academy Trust

Behaviour Policy

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1. Policy Aims:

1.1. We believe that every autistic person should be able to live the life they choose and be supported to thrive in their community. We have a duty of care towards students/pupils and staff and work in partnership with our pupils' families.

1.2. Discipline within the school is based on making expectations clear to pupils/students, being fair and consistent, listening to each other and addressing any issues as they arise. All staff have a contribution to make in this area.

1.3. Matters of attitude and behaviour are not somebody else's concern; they are everybody's business.

1.4. Our main aims are to:

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

2. Scope

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

3. Purpose

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

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

4. Roles and Responsibilities

4.1. Trustees:

4.1.1. Trustees will:

- Promote a culture of high expectations, safety and inclusion.
- Monitor behaviour, safeguarding and welfare information across the Trust.
- Review data relating to suspensions, exclusions, classroom removals and restrictive interventions.
- Monitor the effectiveness of this policy.
- Hold Trust leaders to account for implementation and impact.
- Seek assurance that behaviour systems promote inclusion, safeguard pupils and support positive outcomes.

4.2. The Director of Safeguarding

4.2.1. The Director of Safeguarding will:

- Provide strategic oversight of behaviour, safeguarding and pupil welfare across the Trust.
- Monitor trust-wide behaviour, suspension, exclusion, classroom removal and restrictive intervention data across all schools.
- Review trends, patterns and any disproportionate impact on pupils who are looked after, pupils with social workers and those with protected characteristics.
- Support Principals in ensuring behaviour systems are implemented consistently and lawfully.
- Ensure serious behaviour incidents with safeguarding implications are reviewed appropriately.

- Report emerging risks, themes and trends to senior leaders and Trustees.
- Support staff development, policy implementation and quality assurance activity.

4.3. Principals

4.3.1. The Principal will:

- Implement this policy consistently within their school.
- Ensure staff understand behaviour expectations and procedures.
- Monitor the use of sanctions, removals, searches and restrictive practices.
- Monitor behaviour data and identify patterns and trends.
- Ensure behaviour systems are equitable and reasonably adjusted where required.
- Report concerns and trends through Trust governance processes.
- Provide line management and professional oversight of the Behaviour Lead(s), ensuring behaviour systems, interventions and support arrangements are implemented consistently and effectively.
- Ensure reasonable adjustments are implemented for pupils whose SEND, disability, communication needs or sensory differences may impact behaviour.

4.4. Behaviour Leads

4.4.1. The Behaviour Lead will:

- Support staff in implementing positive, proactive and autism-informed behaviour approaches.
- Promote the use of preventative and de-escalation strategies to support pupils to remain regulated and engaged in learning.
- Provide guidance and coaching to staff in relation to Individual Behaviour Support Plans (IBSPs), behaviour support strategies, risk management and behaviour documentation, ensuring records are accurate, current and regularly reviewed.
- Monitor behaviour incidents, identify emerging patterns and contribute to the development of support plans and interventions.
- Work collaboratively with Principals, Designated Safeguarding Leads, Transdisciplinary Teams and families to support pupils where behaviour is causing concern.
- Contribute to and coordinate assessments, reviews and facilitate post-incident analysis following significant behavioural incidents.
- Monitor classroom removals, restrictive interventions and behaviour data, identifying trends and supporting appropriate actions and interventions.

- Help ensure behaviour responses are proportionate, consistent and take account of individual needs, including communication differences and sensory needs.
- Support staff in identifying and implementing appropriate reasonable adjustments to behaviour approaches for pupils.
- Lead on staff training, reflective practice and the sharing of effective behaviour support strategies across the school.
- Support the development of a positive behaviour culture which promotes safety, belonging, wellbeing and successful outcomes for all pupils.
- Undertake regular quality assurance reviews of behaviour records, support plans and incident reporting, supporting school leaders in evaluating the effectiveness of behaviour provision.
- Escalate concerns regarding significant incidents, emerging risks or patterns of behaviour to the Senior Leadership Team and the Designated Safeguarding Lead (DSL).

4.5. Staff:

4.5.1. Staff will:

- Treat all pupils and students with respect and understanding while having regard for their rights and responsibilities.
- Assist the pupils/students we support to achieve, ensuring access to strategies that help them to manage and remain regulated as a part of their daily lives.
- Build and maintain positive relationships with the pupils/students and key stakeholders i.e. parents/carers, social workers, external clinicians, and The Virtual school.
- thoroughly familiarise themselves with the current individual behaviour support plans and risk assessments for the pupils/students they support and consistently apply the strategies described.
- satisfy themselves that they are clear on what they may and may not do in terms of behaviour support, and to seek clarification as necessary;
- record and report behavioural incidents as required, using the organisations systems, CPOMS and Bromcom.
- contribute to the development of Individual behaviour support plans (IBSP) and where applicable, advocating for the voice of the child and their family where they may not be able to.
- listen to and advocate on behalf of other pupils within the school who may be adversely affected by the pupil's behaviours of concern and help develop support plans to reduce the impact of those behaviours.
- report any changes they notice in the pupil's response to their IBSP, to the team supporting them and update relevant documentation as needed.

- use staff review, reflective practice and post incident analysis to confirm their understanding of this policy and to seek further explanation or personal development as necessary.
- take part in all behaviour training and implement in their practice
- provide appropriate models of behaviour for pupils and students they support at all times.
- ensure personal likes, dislikes and values regarding culture, age, sex, religion, do not influence staff's approaches.
- make judgments in the light of this policy and to act within the school's procedures on managing behaviours of concern. However, as no policy or procedure can cover every eventuality, staff are expected to use their professional judgment and experience when supporting individuals. Staff will be supported when acting in good faith following from such judgments. The following judgments can reasonably be expected of staff:
    - Decide on the best course of action to keep the people they are supporting, and staff, including themselves, safe.
    - When deciding on the need for action, however rapidly, considering the risk of immediate danger to persons or property.
    - Deciding on the appropriateness of intervention in keeping with the behavioural incident that gives rise to it.
    - Considering the age and competence of the individual in deciding on the type of support strategy and intervention necessary.
    - Whether to intervene in an incident even if the member of staff has not signalled they need assistance.
- Senior staff are responsible for ensuring staff support systems are in place and are being used. This will include ensuring that post incident analysis and debriefing is offered to the staff involved.
- Staff debriefing should be sought and offered on the day of the incident, the recipient can express a choice of who conducts the debrief and the information will be kept confidential (unless it raises a safeguarding concern). Pupils/Students will also be offered debrief through reflective or restorative conversations when the pupil/student is ready and able to participate.
- Staff are expected to implement the approaches and strategies they have been taught in training when supporting an individual who is displaying behaviour of concern.

4.6. Behaviour support and transdisciplinary Team

4.6.1. The behaviour support and transdisciplinary team will:

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

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

4.7. Parents and Carers

4.7.1. Parents and carers play a vital role in supporting positive behaviour, wellbeing and engagement with learning. The Trust asks parents and carers to:

- Work in partnership with the school to promote positive behaviour, attendance, wellbeing and learning.
- Support the school's values, behaviour expectations and behaviour support strategies.
- Share relevant information which may affect their child's wellbeing, behaviour, safety or ability to engage in learning.
- Communicate openly and respectfully with school staff and participate in supportive discussions regarding their child's progress, behaviour and support needs.
- Work collaboratively with the school to ensure pupils receive consistent messages, expectations and support across home and school environments.
- Contribute to the development, implementation and review of behaviour support plans, risk assessments or other individual support arrangements where appropriate.
- Ensure their child attends school regularly, arrives on time and is appropriately equipped and prepared for learning.
- Support the school's efforts to promote safe and responsible use of technology, social media and online communication.
- Raise concerns through the appropriate channels where they require support or have concerns regarding the implementation of this policy.
- Attend meetings relating to their child's behaviour, wellbeing or educational provision where reasonably requested by the school.
- Inform the school of significant changes in circumstances which may impact on their child's wellbeing, behaviour or ability to engage in learning

4.8. Pupils

4.8.1. Pupils are expected to:

- Comply with rules and expectations
- Arrive at school on time
- Think about how their language and actions affect others in the school
- Move around school in a way that is considerate to others
- Behave in a way which is respectful of other people in school and online and respect the school environment
- Follow reasonable requests made by staff
- Wear agreed uniform
- Take pride in the school, and treat the buildings, grounds and school property with care and respect.
- Seek support from trusted adults when worried, upset, unsafe or struggling to manage their emotions or behaviour.

5. Terminology & Definitions:

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

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

5.1.2. Behaviours of concern tend to fit into one of the following five categories:

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

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

5.2. **Promoting Positive Behaviour**

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

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

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

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

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

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

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

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

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

6. Creating a safe and productive learning environment

6.1. The school is committed to creating a calm, safe, inclusive and purposeful learning environment where pupils feel valued, understood and supported to thrive.

6.2. Positive behaviour is promoted through:

- consistent expectations and routines
- strong relationships between pupils, staff and families
- autism-informed practice
- proactive and preventative strategies
- individualised support
- teaching emotional regulation and communication skills
- recognising and celebrating positive behaviour
- ensuring pupils experience a sense of belonging, safety and success

6.3. Behaviour communicates need and all staff will seek to understand the underlying reasons for behaviour through observation, collaboration and assessment. Support strategies will aim to build skills, increase independence and improve participation and wellbeing.

6.4. **Working with Families:**

6.4.1. The school recognises that strong partnerships between families and schools are essential in supporting pupils' wellbeing, behaviour, learning and long-term success.

6.4.2. We are committed to working collaboratively with parents and carers, valuing their knowledge and understanding of their child. Open, honest and respectful communication helps ensure that pupils experience consistent support across home and school environments.

6.4.3. Where additional support is required, schools will work with families and relevant professionals to identify needs, develop appropriate support strategies and review progress. Parents and carers will be encouraged to contribute to the development and review of Individual Behaviour Support Plans (IBSPs), risk assessments and other support arrangements where appropriate.

6.4.4. The school is committed to maintaining positive relationships with families and seeks to resolve concerns through early discussion, collaboration and problem-solving wherever possible.

6.4.5. The Trust's Behaviour Policy and Restrictive Physical Intervention Policy are available to parents and carers and will be shared as part of the admissions and induction process. This helps pupils, parents and carers understand how we work together to promote safe, positive and supportive learning environments.

6.4.6. The success of this policy depends on strong partnerships between schools and families. The school is committed to providing information about behaviour, wellbeing and support strategies in accessible formats and through regular communication. Effective collaboration between teaching teams, Behaviour Leads, behaviour support teams, keyworkers,

pupils and families is essential in helping pupils develop regulation skills, coping strategies and greater independence.

6.4.7. The school values a co-production approach, recognising that the most effective behaviour support is developed through collaboration between pupils, families, school staff and relevant professionals.

7. Preventing and managing concerning behaviour

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

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

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

7.4. Parents/carers must be informed by phone and in writing, on the day of all incidents where restrictive practices have been used – as outlined in the Restrictive interventions Policy.

7.5. Every use of a restrictive intervention arising from a behavioural incident must be recorded in accordance with the Restrictive intervention policy and reported to Senior Leadership, as required.

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

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

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

7.9. Serious or persistent violence and extreme anti-social behaviour, including incidents resulting in serious injury to a pupil, member of staff or other person, or significant damage such as arson, must be reported immediately to the Principal and Designated Safeguarding Lead. The Principal and DSL will consider whether the incident meets the threshold for police involvement in line with NPCC When to Call the Police guidance. Where a serious assault or other criminal offence may have been committed, the

police will be informed alongside any other relevant agencies. Such incidents will also be discussed with the Designated Safeguarding Lead, key staff and the Director of Safeguarding to agree necessary support, safeguarding measures and any further action required.

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

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

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

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

7.12.2. All incidents of self-injurious behaviour should be recorded including details of the severity of each self-injurious behaviour to help monitor changes over time. Care needs to be taken over the recording of self-injurious behaviour to ensure that persistent low intensity self-injurious behaviour, which could lead to long-term damage, does not go unrecorded. Parents and carers should be informed of any significant incidents involving self-injurious behaviour with the individual's knowledge, where appropriate and possible.

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

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

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

- Pain relief should be considered in the presence of new self-injurious behaviours but always agreed as part of a multidisciplinary intervention
- Ritualistic, rigid behaviours may be connected with self-injurious behaviour. Physically intervening to stop self-injurious behaviour that is part of a routine can be counterproductive as the person being supported will try to complete the routine later, often when they are in a heightened state of anxiety resulting from the previous prevention.
- The use of head gear such as wearing a helmet can lead to seeking more sensory input, increasing the risk of injury when not wearing the head gear. This is considered as a mechanical restraint. These should only be used where there is no other strategy and only following a multi-disciplinary/transdisciplinary agreement.
- Self-injurious behaviour can be a coping mechanism that an individual engages in to help them cope in difficult situations. At times allowing a small amount of a behaviour can de-escalate the situation, compared to stepping in immediately (unless there is an immediate risk of serious harm). IBSPs should set out graded responses dependant on the severity of the SIB and the most likely outcome of the behaviour for the individual i.e. further escalation or de-escalation. Some people who display self-injurious behaviour also have a history of behaviour which harms, sometimes resulting in serious injury. Any direct staff intervention, including the use of a planned Restrictive Intervention, must be carefully assessed in these cases and the risk of greater injury to the person concerned or to staff associated with intervening balanced against the risk of not directly intervening
- Pupils who display self-injurious behaviour often have lower levels of functional communication. Teaching functional communication skills at the appropriate level is a key strategy in trying to reduce self-injurious behaviour.
- LAT recognises that staff supporting pupils who show self-injurious behaviour are in a potentially vulnerable position. Staff are appropriately trained, supported and prepared to deal with challenging situations and at the very least must make sure they are aware of and understand the IBSP of each person for whom they have responsibility.
- The Senior Leadership Team ensures that the staff supporting pupils who exhibit more intense self-injurious behaviour have sufficient competence in their ability to fulfil their role.
- In an emergency, staff can only fall back on their professional experience and judgement of the situation, their training, their common-sense, the ‘best interest’ principle and their over-riding

duty of care to wherever possible prevent harm to a vulnerable person. Provided staff act reasonably, proportionately and in the best interest of the person, their actions will be supported. Any such emergency action must be carefully recorded on CPOMS.

- Providing treatment, support and care for people who exhibit self-injurious behaviour is emotionally demanding. Not all staff are equally confident in managing self-injurious behaviour and some find it more distressing to observe than others. Staff teams should recognise these differences and support their colleagues by providing timely debrief opportunities.

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

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

7.13.2. Child-on-child abuse may include:

- Bullying
- Cyberbullying
- prejudice-based behaviour
- sexual harassment
- sexual violence
- harmful sexual behaviour
- online abuse
- coercive behaviour
- image-based abuse
- sharing nude or semi-nude images

7.13.3. Technology-assisted child-on-child abuse may include the creation, possession or sharing of manipulated, synthetic or AI-generated content, including images, audio or video recordings intended to cause harm, humiliation, intimidation or distress.

7.13.4. All reports of child-on-child abuse will be taken seriously and considered on a case-by-case basis.

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

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

7.13.7. Following an incident occurring, a thorough process of debriefing, incident analysis, support and learning will take place with all involved in

ensuring positive outcomes and skills are taught and acquired in support of the individual(s) involved.

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

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

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

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

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

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

7.13.13. 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.

7.13.14. The school will ensure that the wishes, feelings and safety of the child affected remain central to any response and decision-making process.

7.14. **Behaviours beyond the school premises and Online Behaviour:**

7.14.1. The school recognises that behaviour beyond the school premises and online can have a significant impact on the safety, wellbeing and educational experience of pupils, staff and the wider school community.

7.14.2. Harmful behaviour may occur beyond the school environment and may be influenced by factors within a pupil's wider social context. Schools will consider contextual safeguarding factors when assessing risk and determining appropriate support and intervention.

7.14.3. The school may apply sanctions where behaviour occurs beyond the school premises where it is reasonable to do so and where the behaviour:

- causes or has the potential to cause harm, distress or fear to another pupil, member of staff or member of the Trust community;
- presents a safeguarding concern;
- constitutes bullying, cyberbullying, harassment, discrimination or abuse;
- adversely affects the orderly running of the school;
- damages property;
- brings the school or Trust into disrepute;
- occurs whilst a pupil is taking part in a school activity, educational visit or is otherwise under the lawful control of the school;
- occurs when a pupil is identifiable as a member of the school, including when wearing school uniform;
- occurs whilst travelling to or from school.

7.14.4. Online behaviour

7.14.4.1. All members of the school community are expected to behave responsibly, respectfully and safely when using technology and online platforms.

7.14.4.2. The school recognises that online behaviour can have a significant impact on relationships, wellbeing and safety within school and will respond appropriately where online behaviour affects members of the school community.

7.14.4.3. 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.

7.14.4.4. Examples of online behaviour which may result in school intervention include:

- cyberbullying;
- online harassment or intimidation;
- the sharing of inappropriate, offensive or discriminatory material;
- the sharing of personal information without consent;
- the misuse of social media platforms;

- the creation or sharing of manipulated, synthetic or AI-generated content intended to humiliate, threaten, harass, bully or otherwise cause harm;
- the creation, possession or distribution of manipulated, synthetic or fake images, videos or audio recordings involving pupils, staff or members of the wider community;
- the recording, photographing or publication of images, videos or audio recordings without permission;
- behaviour which may constitute child-on-child abuse.

7.14.5. Safeguarding considerations:

7.14.5.1. Where online behaviour raises safeguarding concerns, staff will respond in accordance with the Trust's Safeguarding and Child Protection Policy.

7.14.5.2. Incidents involving bullying, child-on-child abuse, sexual harassment, sexual violence, image sharing, AI-generated content or other online harms will be referred to the Designated Safeguarding Lead and managed in line with relevant Trust policies and statutory guidance.

7.14.6. Investigations and Sanctions:

7.14.6.1. The school reserves the right to investigate incidents of offsite or online behaviour where there is a reasonable belief that the behaviour has affected, or may affect, the safety, wellbeing or education of members of the school community.

7.14.6.2. The school will consider the context, intent, impact and any relevant vulnerabilities or additional needs of those involved when determining an appropriate response.

7.14.6.3. Where appropriate, sanctions may be applied in accordance with this policy and may include restorative approaches, behaviour support interventions, removal of privileges, suspension or permanent exclusion.

7.14.7. Offsite and online behaviours such as child-on-child abuse, cyberbullying, harassment or discrimination can have a significant impact on a pupil's wellbeing, sense of safety and ability to engage in learning. Where such incidents are identified, the school may take additional measures to support those affected, including:

- Child on child risk assessment
- Support, debriefs and check-ins for pupil(s)
- planning, preparation, transition support of all parties involved
- additional programmes of learning and training

- clear open and transparent communication with staff involved as to what has happened by following schools' protocols and procedures for reporting and recording
- clear, open and transparent communication with parents/carers
- reporting to external agencies where appropriate for example social care
- making arrangements if the pupils involved are likely to come into contact (same class / assemblies etc) and may feel threatened or unsafe – this may include the use of safeguarding separation as outlined in DfE guidance: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Safeguarding separation is a last resort measure and can only be used when the DSL and Principal are in agreement with relevant agencies and the Director of Safeguarding.

7.15. **Assessment and investigation of incidents / pupils demonstrating concerning behaviour**

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

7.15.2. Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In LAT secondary schools, pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. In LAT primary schools, pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw, and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the academy will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

7.15.3. The Trust uses closed circuit television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the Trust's CCTV policy and privacy notices for more information.

7.15.4. When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to

find the truth. If this remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

7.15.5. In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

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

7.15.7. All assessments will include some elements of the tools outlined below depending on individual need and clinical judgement:

- The development of clear behavioural definitions
- Structured and unstructured interviews with the individual and key people including schools' staff, in the individual's circle of support e.g. functional assessment interview, Brief Behaviour Assessment Tool.
- Direct observation
- Completion of specific assessments e.g. skill assessments, ecological analysis, preference assessments.
- Completion of rating scales and questionnaires e.g. Motivational assessment scale, Questions about behavioural function.

7.15.8. The assessment process and the development of the corresponding Individual Behaviour Support Plan should be overseen by a member of the behaviour and or trans-disciplinary team alongside the pupil/student and their circle of support.

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

7.16. Individual Behaviour Support Plans

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

behaviour, learning and developing their wellbeing. All IBSP's should be written in line with the following principles:

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

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

7.16.1.3. Where appropriate, it would be best practice to include the pupil/student in compiling their IBSP. This can assist with our overall aim of helping autistic people to manage their own behaviour. Where an individual supported has the capacity to do so, making contributions as they can (e.g. talking mats) and that staff would advocate for them, including their strengths and aspects that are important to them, they should have an input into their IBSPs. Where they do not have capacity, the plan should be agreed as in their best interest and agreed by relevant people who are involved in that pupil/student's support (family / parent / carers / care manager / social worker / key support staff / stakeholders etc.)

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

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

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

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

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

7.16.3. Where a pupil/student regularly requires the use of restrictive practices, a restraint reduction plan should be written in collaboration with all stakeholders.

7.16.4. The school recognises that behaviour may at times be influenced by disability, communication differences, anxiety, sensory needs or unmet SEND needs.

7.16.5. Reasonable adjustments will be considered when implementing behaviour systems and determining appropriate responses.

7.16.6. The school will not assume behaviour is automatically a consequence of SEND; however, schools will consider whether SEND, disability or additional vulnerabilities are relevant factors when determining any response.

7.16.7. Staff will seek to understand the function, context and underlying causes of behaviour before determining appropriate interventions.

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

- Clear visual supports
- Use of clear, simple language.
- Only using the words that are needed, e.g. instead of "Time to put your shoes on" we might say "Shoes on"
- Structuring the environment in a way that is visually clear to the individual
- Use of structure to help individuals understand what they are doing, how long they might be doing it for and what they will be doing next.
- Have consistent plans to support pupils with changes as they occur, or teaching a way to cope with changes. For example, visual timetables, social stories, or use of a timetable to communicate change.
- Use planned transitions for all changes. This may include pictorial or written timetable, objects of reference or photographs, timers

- Low arousal environments.
- Teaching new skills in a calm low arousal environment with these visual supports, before generalising to more 'real life' environments.
- Explaining clearly reasons for decision, boundaries and expectations.

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

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

7.19. Sanctions following a concerning behaviour incident

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

7.19.2. The school is committed to identifying and addressing unmet need at the earliest opportunity and will seek to implement preventative and supportive interventions wherever possible before considering suspension or permanent exclusion, unless the seriousness of the incident requires an immediate response.

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

7.19.4. Sanctions may include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a responsibility or not being able to participate in a non-uniform day or other extracurricular event such as a trip or sports day.
- Missing break time.
- Detention during lunchtime.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting to a named member of staff to monitor behaviour and conduct.
- Classroom removal
- In more extreme cases, suspension or permanent exclusion.

7.19.5. When determining an appropriate response, the school will consider:

- the pupil's age and developmental stage
- SEND and disability
- communication differences
- safeguarding concerns
- previous behaviour history
- the seriousness of the incident
- any relevant contextual factors

7.19.6. The purpose of sanctions may include:

- protecting others;
- restoring relationships;
- reinforcing expectations;
- supporting learning; and
- reducing the likelihood of recurrence.

7.19.7. School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the Designated Safeguarding Lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil/student, including explaining the impact of their actions, what they can do differently, and the possible consequences of continuation of such behaviour. The school recognises the importance of effective home-

school communication and will endeavour to communicate with parents, and the virtual school head for looked after children, regarding students' behaviour, when necessary. When a sanction is imposed, parents will be informed in writing.

7.19.8. The school encourages restorative practice, and pupils are encouraged to reflect on their actions. On occasions, where deemed appropriate, pupils may be encouraged to discuss events and actions with other pupils and staff in order to support the repair of relationships.

7.19.9. The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering or is likely to suffer significant harm. Where this may be the case, staff will inform the DSL and follow LAT safeguarding policy. They will also consider whether continuing behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.

7.19.10. **Removal from the classroom** for more than a short period will occur in response to serious behaviour concerns, only when necessary and for as long as is necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Reasons for removal are:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

During the period of removal, the pupil will receive continual supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom, and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, and sets out clear behavioural expectations and the consequences of failing to comply.

7.20. **Malicious accusations against the school or staff:** The school will always seek to understand the full context of any malicious allegations before determining a sanction. However, suspension or permanent

exclusion may be appropriate. A referral to the police should be made if the school believes a criminal offence may have been committed.

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

7.21.1. The School staff can search pupil/student's with their consent for any item. Formal written consent is not required; it is sufficient for the staff member to ask the pupil/student to empty their pockets or ask if they can look in their bag or locker and for the pupil/student to agree. The Education Act 1996[1] authorises a member of staff to search a pupil or a pupil's possessions where the member of staff has reasonable grounds for suspecting the pupil has a prohibited item in their possession. The school adheres to Searching, Screening and Confiscation: advice for schools DfE (Department for Education) 2022. As far as is reasonably practicable, and unless delaying the search would create a risk of serious harm, any search will be carried out by a member of staff who is the same sex as the pupil/student being searched and witnessed by another member of staff who is also the same sex as the pupil/student.

7.21.2. Prohibited items are:

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

7.21.3. A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

7.21.4. Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present where the member of staff

[1] **Sections 550ZA – 550ZC**

reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately, and where it is not reasonably practicable to summon another member of staff.

7.21.5. When conducting a search, pupils must not be required to remove any clothing other than outer clothing. Outer clothing is defined as any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).

7.21.6. Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and principal, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

7.21.7. Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- The date, time and location of the search.
- Which pupil was searched.
- Who conducted the search and any other adults or pupils present.
- What was being searched for.
- The reason for searching.
- What items, if any, were found.
- What follow-up action was taken as a consequence of the search.

7.21.8. A written record will be maintained for all searches, regardless of whether prohibited items are found.

7.21.9. The Principal will periodically review search and confiscation records to ensure powers are exercised lawfully, proportionately and without discrimination. Any emerging themes, patterns or safeguarding

concerns will be escalated through the school's safeguarding and governance arrangements as appropriate.

7.21.10. Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device. and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

7.21.11. The Designated Safeguarding Lead (DSL) or Deputy DSL will be informed without delay where a search identifies:

- prohibited items;
- evidence of criminal activity; or
- concerns relating to child protection or safeguarding.

7.21.12. Staff should also consult the DSL where a search or its outcome raises wider welfare, safeguarding or contextual safeguarding concerns.

7.21.13. The school may require pupil/students to undergo screening by a walk-through or hand-held metal detector (arch or wand), regardless of whether they suspect the pupil/student of having a weapon and without the pupil/student's consent. If the pupil/student does not agree to undergo the screening, the school has the right to stop them from entering the premises and will treat the absence as unauthorised.

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

7.22. Use of Mobile Phones

7.22.1. In line with the Department for Education's Mobile Phones in Schools guidance, Liberty Academy Trust expects all schools to maintain mobile phone-free learning environments throughout the school day. The Trust's approach aims to reduce distraction from learning, support positive behaviour and wellbeing, reduce the risk of cyberbullying and online harm, and help create calm, safe and purposeful learning environments.

7.22.2. See Appendix 2 for further details

7.23. **Use of Reasonable force**

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

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

7.23.3. School staff may use restrictive physical intervention for:

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

7.23.4. All incidents of reasonable force must be recorded.

7.23.5. Definitions relating to restrictive intervention, restraint, seclusion, significant incidents and reasonable force are set out within the Trust's Restrictive Intervention Policy and should be read alongside this policy.

7.24. Behaviour Monitoring and Data Review

7.24.1. The Trust and each LAT school is committed to monitoring behaviour data to ensure that behaviour systems are effective, equitable and support positive outcomes for pupils.

7.24.2. School leaders will review behaviour information regularly including:

- incidents of concerning behaviour
- Suspensions
- Exclusions
- classroom removals
- restrictive interventions
- searches and confiscations
- bullying incidents
- child-on-child abuse incidents

7.24.3. Behaviour data will be analysed to identify patterns, trends and any disproportionate impact on vulnerable groups, including:

- looked after children;
- pupils with social workers; and
- pupils with protected characteristics.

As all pupils within Liberty Academy Trust have SEND, behaviour monitoring will focus on other potentially vulnerable groups and protected characteristics where disproportionate impact may arise.

7.24.4. Behaviour, suspension, exclusion, removal and restrictive intervention data will be considered together to identify trends, evaluate the effectiveness of support and intervention strategies, and reduce the need for exclusionary and restrictive practices.

7.24.5. Behaviour monitoring will also be used to evaluate whether behaviour support, pastoral intervention and early help approaches are reducing the need for classroom removals, suspensions, exclusions and restrictive interventions.

7.24.6. Findings will be used to inform staff training, quality assurance, intervention planning and policy development.

7.24.7. The Director of Safeguarding will oversee Trust-wide monitoring arrangements and report significant themes, risks and trends through governance processes.

8. Post Incident Analysis and Debriefing

8.1. Post-Incident Support, Analysis and Debriefing:

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

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

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

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

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

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

8.2.Reducing Restrictive Practices:

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

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

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

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

Networks Training Standards 2019, as well as recent government guidelines.

8.2.4. Monitoring and Oversight

8.2.4.1. School leaders will review restrictive intervention data regularly to identify:

- patterns and trends;
- lessons learned;
- opportunities to reduce future use;
- staff training needs; and
- the effectiveness of preventative and proactive strategies.

8.2.4.2. The Director of Safeguarding will oversee Trust-wide monitoring of restrictive interventions and consider any disproportionate impact on groups of pupils, including pupils who are looked after, pupils with a social worker and pupils with protected characteristics.

8.2.4.3. Findings will be used to support restraint reduction planning, quality assurance and service improvement.

8.2.5. Trustees will receive regular assurance regarding the use of restrictive interventions through governance arrangements.

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

9. Training

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

10. Legal Context

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

- Behaviour in schools Guidance, DfE (Department for Education) 2024
- Keeping Children Safe in Education 2026
- Suspension and Permanent exclusions, DfE 2026
- Mobile phones in schools - GOV.UK 2026
- The Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025
- Restrictive interventions, including use of reasonable force, in schools (DfE 2026)

11. Complaints

Please refer to the Complaints Resolution Policy further information.

Appendix 1:

Our school rules

1.1 Our school rules at Vanguard are based on our whole school values of *Be Safe*, *Be Kind* and *Be Ready to Learn*.

These values underpin everything we do at Vanguard. They provide a clear and consistent framework for how our students behave, how our students treat each other and how students approach their learning.

By being safe, kind and ready to learn – we create a positive, inclusive and respectful environment where all our students feel valued, supported and able to thrive. All members of the Vanguard School community have a responsibility to demonstrate these values every day – in our words, our actions and our choices.

We recognise that every student has their own individual needs, experiences and vulnerabilities and may require different levels of support to help them succeed. We aim to understand reasons behaviour a student's behaviour, recognise the barriers they may face and provide support to help them make positive choices, self-regulate, develop independence and flourish.

School Values



Be Safe
We take responsibility for keeping ourselves and others safe – both physically and emotionally

We show this by:

- Following instructions from all adults and following school rules
- Moving around the school calmly and sensibly
- Using equipment, resources and spaces appropriately

- Keeping our hands, feet and objects to ourselves
- Making safe choices in the classroom, playground and wider school environment
- Speaking to a trusted adult if we are worried, upset or concerned about something
- Looking after ourselves and others, both online and offline
- Understanding that our words and actions can affect the safety and wellbeing of others

Be Kind
We treat everyone with kindness, respect and consideration. We recognise that everyone is different and that our words and actions can make a difference.

We show this by:
- Speaking politely and respectfully to everyone
- Being welcoming, friendly and inclusive
- Listening to others and valuing their thoughts, feelings and opinions
- Showing empathy and trying to understand how others might be feeling
- Sharing, taking turns and working cooperatively
- Celebrating differences and respecting that everyone is unique
- Offering help and support when someone needs it
- Being honest, taking responsibility for our actions and saying sorry when we get things wrong
- Standing up for others and telling an adult if someone is being treated unfairly

Be Ready to Learn
We come to school prepared, motivated and willing to make the most of every learning opportunity. We understand that learning takes effort, perseverance and a positive attitude.

We show this by:
- Arriving at school and lessons on time
- Listening carefully and following instructions
- Taking an active part in lessons and giving our best effort
- Showing curiosity, asking questions and being willing to try new things
- Staying focused and allowing others to learn without disruption
- Having a positive attitude towards challenge and persevering when things feel difficult
- Learning from mistakes and understanding that they help us improve
- Taking pride in our work and celebrating our achievements
- Being willing to accept feedback and use it to improve

Rewards
We believe positive behaviour should be recognised and celebrated. All staff use praise, encouragement and rewards to reinforce behaviours that help students succeed

Vang Points

- Students can earn Vang Points for:
- Following school rules
- Demonstrating positive behaviour
- Showing effort and perseverance
- Working towards personal targets
- Demonstrating our Trust values of Teamwork, Courage and Determination
- Being kind, respectful and supportive of others

Students can exchange Vang Points for rewards through the Vang Shop.

Vang Stars
All staff can nominate students for Vang Star recognition when they have gone above and beyond in demonstrating positive behaviour, making progress or embodying our school values.

Vang Stars receive:

- A *Vang Voucher*
- Additional Vang Points
- Recognition during the weekly celebration presentation
- Positive communication home to parents / carers

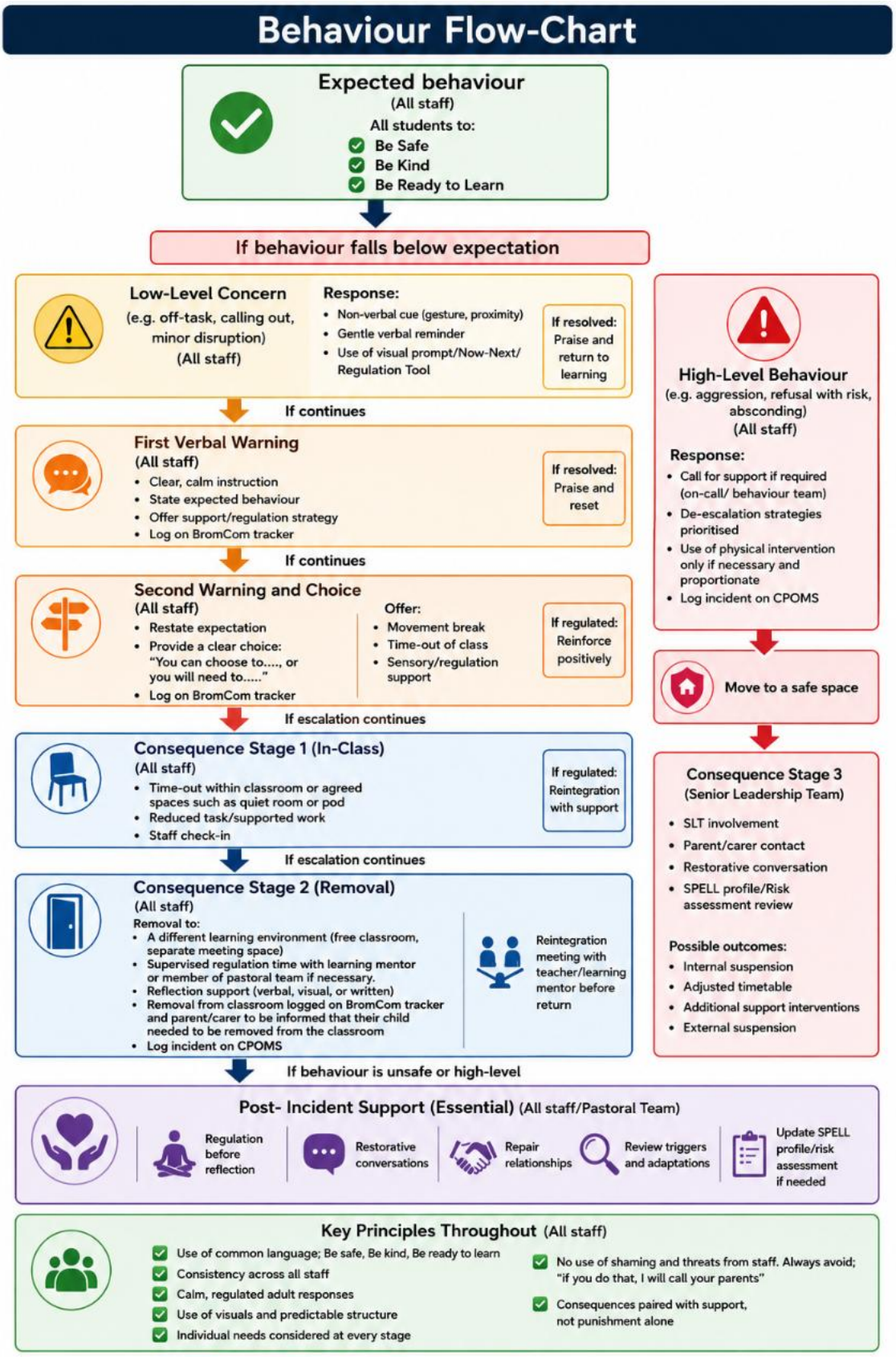
Dealing with Behaviour Concerns
Our response to behaviour is supportive, consistent and proportionate. We recognise that behaviour is often a form of communication and seek to understand what may be causing the behaviour before deciding on the most appropriate intervention.

All staff will always seek to:

- Understand the reason for the behaviour
- Support students to regulate their emotions
- Teach and reinforce appropriate behaviour
- Repair relationships where needed
- Help students learn from mistakes

The flowchart below summarises Vanguard's robust approach in dealing with and responding to low-level behaviour concerns, continued behaviour concerns, serious behaviour incidents and the graduated use of consequences.

Behaviour Flow-Chart



Appendix 2: Use of Mobile Phones

1.1 The Trust's approach to mobile phones aims to:

- reduce distraction from learning;
- increase engagement in learning;
- promote positive social interaction;
- reduce cyberbullying;
- support safeguarding and pupil wellbeing; and
- create calm and purposeful learning environments.

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

1.3 Vanguard School is a mobile phone and electronic device free environment. Any mobile phones or electronic devices brought onto the school site must be handed in at the Main Office upon arrival, where they will be stored securely for the duration of the school day. Students will not have access to these devices, and they will be returned to students at the end of the school day upon departure.

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

1.5 The use of Mobile Phones may be allowed on school day visits or residential trips depending on risk assessment. If mobile phones are allowed, rules of use will be communicated to pupils and parents in advance of the trip.

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

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