

Positive Behaviour Support Policy and statement of behaviour principles

Gosberton House Academy

[this policy should be read in conjunction with the Autism Policy and within our Unicef Rights Respecting status]

Contents

1. Aims.....	2
2. Legislation and statutory requirements	2
3. Definitions.....	3
4. Staff responsibilities.....	3
5. Resources and support systems.....	4
6.Supporting self-regulation and positive behaviour.....	5
7. Organising the classroom for effective communication and behaviour.....	7
8. Learners with exceptional behavioural needs.....	12
9. Discriminatory language and or incidents.....	13
10. Restraint.....	15
Appendix 1: Physical intervention Policy.....	18
Appendix 2: Absconding Policy.....	20

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on: [advice from the National Autistic Society](#)

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

At Gosberton House Academy we want our Positive Behaviour Support Policy to reflect our appreciation of the complexity of needs of our children and how this impacts on their abilities to self- manage and to self-regulate so that they can be ready to engage with their learning. We use an holistic approach. This includes children whose primary needs is Communication and Interaction, Social, Emotional and Mental Health, Cognition and Learning and Sensory. Most of our children present with two or more needs including ADHD and PDA. We use the SPELL Framework [NAS] to support this.

Factors affecting behaviour:

A variety of factors may influence a person's behaviour and contribute to incidents of challenging behaviours. *Autism itself is not a cause of challenging behaviour. Rather the impact of being on the Autistic Spectrum within this social world combined with other factors such as those highlighted below come together leading the individual to respond differently and display behaviours which challenge others.*

Impact of Autism

Autism is a lifelong developmental condition which results in 'hard wired' differences in how parts of the brain are structured. Autistic people are likely to perceive, interpret, process and experience the world in a different way.

All autistic people have a triad of impairments as set out in DSM-5 (08/2015) that affect each individual to a greater or lesser extent. The impairments are:

Social communication and Social Interaction

Autistic people tend to develop a 'Theory of Mind' at different times or to a different degree as the rest of the population. This means that it is difficult for autistic people to understand that others have independent thoughts and thus different perspectives from their own. This can cause a variety of problems in terms of interacting with others as an autistic person will be at the very least delayed in their ability to understand others' points of view, or struggle to realise that communication is necessary for others to understand and meet their needs. For example, an autistic person may feel thirsty and then become frustrated when a carer or member of staff does not help them to get a drink, before they have asked. Autistic people find it difficult to process and understand the social world. Social rules and conventions that most people learn intuitively often need to be explicitly taught and even then may not be fully understood and applied. Many autistic people want social relationships, but most struggle to know *how* to interact, and experience high levels of anxiety and stress in social situations. Some people with autism may find the social environment so confusing that they withdraw from interacting with others.

Restricted, repetitive patterns of behaviour, interests or activities

Autistic people have a difficulty with flexibility of thought. Some people with autism may find it very difficult to shift the focus of their attention and may become

stuck/fixated on a particular item or topic of conversation. They are likely to find dealing with novel situations challenging due to difficulties with generalising skills and experiences learnt from other situations. Often autistic people can find change and transition problematic, e.g. transitioning from home to their school or day service, or changes to expected activities. This can contribute to a reliance upon routines and predictability.

Sensory issues

Many autistic people also experience differences in the way their sensory processing systems work. Some may be particularly (hyper) sensitive to noise so may hear, become upset or distracted by noise that most people would barely notice. Conversely others may be under (hypo) sensitive to touch so may need to exert extra pressure when touching objects or other people to receive the same sensory feedback.

Most autistic people have issues with sensory processing and integration meaning that they may struggle to process and understand the information coming in from a variety of sensory modalities. They may struggle to filter out irrelevant information and to concentrate on what is necessary.

Additional stressors

While we must always recognise a person's autism is likely to pose the above challenges, autistic people are just as likely to be affected by other factors which affect their mental health and emotional wellbeing as the rest of the population, and are sometimes at increased risk. Lacking or poor emotional literacy/regulation difficulties can also significantly contribute to incidents of challenging behaviours. Autistic people are also at risk of developing mental health difficulties especially anxiety disorders which again can contribute to the onset of incidents of challenging behaviours.

Life events and experiences

Autistic people, like others, are affected by life events and experiences such as bereavement including changes (losses) of people supporting, moving house, puberty, family breakdown etc.

Illness and wellbeing

Illness and pain can affect how a person behaves especially if unable to properly communicate this pain to others.

Autistic people may also suffer from low self-esteem, be bullied and excluded and therefore feel lonely.

Stress

Autistic People often experience high levels of stress. This is true for autistic people across the spectrum - those with limited verbal expression may experience stress and anxiety related to difficulties communicating and understanding the world around them. Those functioning at a higher level may have more insight and awareness into their difficulties and differences in comparison with other people their own age. Those supporting them may overestimate their abilities and hence not always provide effective support. High levels of stress can emphasise and increase those other difficulties described above.

We believe that behaviours that 'challenge' happen for a reason. Children who display or are at risk of displaying behaviours that challenge may need positive support such as enhanced modification to their environment; personalised timetable; enhanced sensory provision and some form of restrictive practice or intervention such as access to modified break and lunchtimes; smaller group access to practical learning activities.

Any restrictive intervention is legally and ethically justified and absolutely necessary to prevent physical and/or emotional harm and significant disruption to the learning of others. Our school holds the UNICEF Rights Respecting Gold standard award for the quality of our provision.

At Gosberton House Academy follows an ethos of Positive Behaviour Support :-

- We aim to understand the function/ communication of a behaviour
- Teaching functional communication is paramount
- With the right support our children can learn to self-manage and to self-regulate
- Our children are all at different stages of the developmental process and that our role is one of positive support
- Staff need to work with the child, their families and other support services to develop strategies that support the child to learn to lead a happy, fulfilling and contributor life.
- Staff need time and support to reflect on why some children become dysregulated and access to an holistic, supportive approach to helping the child to develop the skills of self-regulation and self-management.

Staff Responsibilities

Staff at Gosberton House Academy operate within the Investors in People Platinum standard.

We need to ensure that we support each other by:-

- Being mindful of and reflective upon the quality of our relationships with each other
- Reflecting and being committed to continuous improvement
- Listening to and sharing with families, children and the multi-professional team so that we are well-informed and have a deep insight and understanding of the needs of the individual and of their family circumstances
- Scaffolding support to enable our youngsters to learn the skills of self-regulation
- Valuing and respecting pupil voice
- Observing, gathering and analysis behaviours - ensure personalisation of approaches
- Close partnership working

- Investing time, allowing safe places and opportunities for our children to rehearse their emerging skills -to make mistakes, to learn, develop and grow.

Resources and Support Systems

- SPELL
- Team Teach 97% pro-active support
 - Clear visual supports.
 - Use of clear, simple and 'economical' language.
 - 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.
 - 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.
- Individualised communication systems
- Clear and realistic expectations and boundaries
- Routines
- Language of choice
- Personalised motivators and rewards
- Clear consequences
- Access to reparation
- Descriptive praise
- Fair, predictable and consistent responses to both positive and negative behaviours

We believe that:

Learners want to behave well. We believe that our learners are happy when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills. Learners are better able to behave well when their needs are well met in school, at home and in the community.

How learners behave gives us important information about how they are feeling. We recognise that our learners have a wide range of different communication styles. Supporting our learners to effectively communicate is a very important way to promote them to self-regulate and behave in a positive manner. Learners can learn to improve their behaviour. Learners at Gosberton House Academy find learning difficult: learning new behaviour is a task, just like learning to read or write.

As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a learner will make when learning to adapt or develop new behaviours.

Mistakes are part of the learning process. We don't make a judgement about it - instead we support our learners to get it right.

All adults can learn strategies to support learners to improve their behaviour. Most adults have evolved ways of responding to learners' behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Gosberton House Academy we support our class teams to reflect on what may be the underlying issues that drive or trigger behaviour in learners, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way.

This can be very difficult especially if a learner is aggressive or targeting others in a focused way. As a school we support class teams to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond.

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to on-going professional development - our commitment to Coaching and Mentoring, reflective practice and peer support improve practice, professional competence and responsibility.

SUPPORTING SELF-REGULATION AND POSITIVE BEHAVIOUR:

The quality of our relationships

Our relationships with each other are supported and developed through the scaffolding of Investors in People, Team Teach and RRSA. They provide a framework to help us to provide good models of behaviour at all times for our learners.

The quality of our relationships with our learners. These relationships are crucial. Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:

- Actively build trust and rapport
- We should have high expectations for all learners. When we demonstrate our belief in them, it supports them to succeed.
- We treat learners with dignity and respect at all times by communicating carefully and clearly in a way that is accessible to them and their current level of need.
- Adults should listen respectfully to the learner, and make a judgement about how/when to respond.
- Invest in your relationships with the learners and have fun together.
- Consider what might be behind the behaviour; why the learner is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify and understand.
- Follow through e.g. consequences in place as a response to particular behaviours, both desirable and undesirable.
- Keep our word - and if, for some reason, we are unable to honour a commitment to a learner, to communicate clearly and honestly about why this has happened.
- Identify the strengths of the learner - identify these with the learner where possible and build on it. If a learner is not able to do this, advocate for the learner within the team or

professional group.

- Apologise if you make a mistake - you are modelling this for the learner and this will support you to build trust and respect.
- Name and manage your own emotional reactions to learners' behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a learner.
- It is important to resolve difficult feelings about learners' behaviour and focus on getting it right in the future.
- Quietly but firmly hold appropriate boundaries for the learners.
- Seek support from wider professional networks to problem-solve behaviour that challenge.
- We are always respectful to learners; we do not talk about them over their heads or in front of other learners.
- We are non-judgemental about learners' life experiences, but we use behavioural data to inform our planning for them.

The quality of our relationships with parents and carers. It is important to reflect and plan with parents to ensure consistency in approaches between home and school. If any form of restraint or seclusion had to be used to keep a learner safe during their school day, this needs to be shared with parents or carers.

The quality of our relationships with other professionals. It is important to ensure we are working collaboratively with other therapists and professionals working with learners to ensure their input into planning and strategies e.g. speech and language therapist, occupational therapists or CAMHS.

The quality of our provision:

If we are able to meet each learner at his/her point of need and learning, it is more likely that unhelpful behaviour or behaviour that is challenging will decrease or stop. To do this we need to:

- Have communication systems in place and readily available when child or young person is presenting as dysregulated. This is their "voice" and should be accessible at all times, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support the learner to access sensory strategies that may allow them to de-escalate and return to a state of better regulation.
- Accurately assess and understand the learners' needs.
- Plan to meet the learner's range of needs specific to the plans drawn up by their professional group e.g. equipment, staffing, sensory needs and diets.
- Support the learner to develop high levels of resilience and have high expectations for every learner.
- Support learners to develop high self-esteem, so that they believe that they can succeed.
- Frequent positive reinforcement when things are going well and minimal feedback for low level

undesirable behaviours. Focus on what you want the learner to do.

- Know what motivates each learner and use this as positive reinforcements.
- Personalised learning to ensure that we meet each learner at his/her point of development and learning.
- Include the learners in the target- setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment).
- Give the learner feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
- Praise the learner for their specific achievements, i.e. descriptive praise and do this often.
- Actively teach the children and young people behaviour for learning

ORGANISING THE CLASSROOM FOR EFFECTIVE COMMUNICATION AND BEHAVIOUR

The guidance offered to class team to reflect on the support our learners need to learn how to self-regulate and manage their own behaviour successfully.

SPELL ethos

School Agreement

Feel Good

Be Kind

Friends

Work Hard

Routines

Consistent class/lesson/activity routines support our learners to understand expectations, manage anxiety, mentally and physically prepare themselves for their day - allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively. This must be explicitly taught - don't assume they know them. You will need to teach routines for **all** activities. The more consistency there is over routines, the easier it is for our learners. Routines also support behaviour for learning.

Class teams should however also reflect on how they support learners to adapt to changes to routines and how they prepare them for changes, as this is an important life skill.

Changes to routines should be practiced using appropriate visual resources to allow our learners to learn that changes can be managed in a positive manner.

Communication and social interaction difficulties

Most of our learners need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a breakdown in communication. To support a learner that has become dysregulated or in distress we should aim to understand the function of

the behaviour e.g. what is causing the learner to become distressed. Class teams need to have strategies in place to support learners to express how they are feeling and how we can meet their needs proactively. Class teams need to consider the following and how it can impact on our learners' ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give information but to also allow our pupils to have a voice, make choices and express their needs and thoughts
- That our children and young people often need time to process information.
- Some of our children and young people have difficulty with verbal and non-verbal communication (body language).
- Difficulties in understanding facial expression and tone of voice.
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.
- Difficulty predicting what will/could happen next - this can cause anxiety
- Lack awareness of danger.
- Needs to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and/or interactions with peers including friendships and bullying.

Class teams should use visual resources and other Augmentative and Alternative Communication systems as:

- Visuals are permanent - spoken words disappear.
- Visuals allow time for language processing.
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferable between environments and people e.g. between home and school, or when going on trips or visits off-site.
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.

Sensory processing needs

Sensory processing difficulties can impact on our learners' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Class teams should ensure that they:

- Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc.).
- Speak clearly, slowly and calmly, and give pupils time to respond.
- Sensory processing issues should inform suitable learning environment adjustments and support

understanding pupils' actions.

- Ensure learners' sensory needs are supported through embedding sensory diets and movements break into their daily class routine, and ensure they have access to sensory equipment that support self-regulation (chewy' s, fidget toys, adapted seating, vibrating pillows, weighted vests, temperature of learner etc.).
- Teach learners to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn to ask for a break or an appropriate self- regulatory strategy to support them in regulating better.
- Take social demands of working with other learners into account.
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.
- Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010).

Understanding self-injurious behaviour

Self-injurious behaviour is when a learner physically harms themselves. It's sometimes called self-harm. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. The learner may have no other way of telling us their needs, wants and feelings. Head slapping, or banging the head on a hard surface, may be a way of telling us they are frustrated, a way of getting an object or activity they like, or a way of getting us to stop asking them to do something. Hand biting might help them cope with anxiety or excitement. They might pick their skin or gouge their eyes because they are bored. Ear slapping or head banging might be their way of coping with discomfort or saying that something hurts. When it happens staff should work collaboratively with the learner, their parents or carers and other professionals to try to find ways to prevent or replace this behaviour:

- Respond quickly and consistently when a learner self-injures. Even if you think what the learner is doing is to get attention, it's never appropriate to ignore severe self- injurious behaviour.
- Keep responses low key: Limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice.
- Reduce demands: The learner may be finding a task too difficult or overwhelming.
- Remove physical and sensory discomforts - consider their sensory processing difficulties and diets.
- Redirect: Tell them what they need to do instead of the self-injurious behaviour, e.g. "David, hands down". Use visual cues such as picture symbols to support instructions.
- Provide light physical guidance: If the learner is having difficulty stopping the behaviour, provide light physical guidance, e.g. gently guide their hand away from their head, using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again. This approach must be used with extreme caution as it may escalate the behaviour or cause the learner to target others.
- Use barriers: Place a barrier between the learner and the object that is causing harm. For head slapping, place a pillow or cushion between the head and hand. For hand or arm biting, provide another object to bite down on like a chewy.
- Consider physical restraints: If there is risk of serious harm, the class team will work with parents and carers and other professionals to use physical restraints such as arm restraints,

gloves or helmets. These may also reduce the sensory experience and frequency of the behaviour. Physical restraints are very restrictive and should always be used under the guidance of a specialist/therapist to ensure they are used safely and appropriately, and with a plan to fade out their use over time. Physical restraints do not address the cause of the behaviour, so they must never be used in isolation without teaching the learner new skills which address the reason for the behaviour.

The language of choice

This is part of helping our learners to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative.

We use specific descriptive praise when we see them making a good choice - we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice. This communication:

- Increases learners' sense of responsibility.
- Regards mistakes as part of learning.
- Removes the struggle for power.
- Is positive.
- Where appropriate, overtly links responsibility, choice and consequence.
- Helps them to take responsibility.
- Helps them to manage their own behaviour.
- Increases their independence

Rewards and Consequences Rewards

- Descriptive praise.
- Symbolic rewards.
- Communication with parents and carers to inform them of the behaviour or achievement.
- Special responsibilities/privileges.
- Preferred activities above and beyond the scheduled daily activities (e.g. sensory room, bike, IPAD, choosing time).

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

Consequences

1. We do not believe in sanctions or punishment. Example:

Behaviour	Consequence
Learner disrupts activity or behaves in a way that makes other learners feel unsafe.	Learner has a break. Learner is supported by an adult to consider their behaviour. Learner apologises to the group, for his/her specific actions and carries on with the activity.

2. It is important for our learners to clearly link a specific behaviour with its consequence.
3. The consequence needs to be a natural consequence, to support the learners understanding of both positive and negative consequences.
4. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this learner to manage?

Reparation

Reparation means repairing relationships, or 'making good' in some way.

We believe that our learners should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the learner's mind on the punishment, rather than what s/he did. This frequently leads to learners feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.

Staff need to reflect on their own practice, to consider if their actions may have escalated a situation and what they could do differently and proactively next time.

Where developmentally appropriate, we support learners to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even learners with complex difficulties can be supported to repair; this will look different for each learner. We can't make assumptions about what learners feel. Unresolved difficulties can make learners very anxious and this can cause behaviour to escalate or become habitual.

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.

"I like how you used your communication book to tell me how you are feeling" "I liked that you asked for a break when you needed it"

"I noticed you were being a good friend by helping Sam" "Thank you for coming back to your work so quickly"

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

LEARNERS WITH EXCEPTIONAL BEHAVIOURAL NEEDS

The majority of learners at the school will respond positively when within these guidelines but some of our learners need additional support to learn to self-regulate and manage their behaviour in a positive manner.

We do this by:

- Working in line with this Policy
- Putting in additional support, tailored to the specific needs of each learner.
- Multi-agency
- Observations in a range of contexts.
- Medical investigations to ensure that the pupil is not in pain or unwell.
- Making the routines/strategies more detailed.
- Drawing up a Risk Assessment and Positive Behaviour Support Plan detailing action to be taken when identified behaviour occurs. This is shared with the learner, parent and other staff/professionals working with the learner.
- Drawing on additional resources from beyond the school, e.g. CAHMS (PBS), EP support, Children & Young People with Disabilities Service (Social Care) and medical specialists.

- Parental and family support to implement changes in strategies.

We are also working collaboratively with our learners, their parents or carers, and CAHMS professionals to deliver Positive Behaviour Support plans. PBS is a person-centred approach to supporting people who display or at risk of displaying behaviours which challenge.

It involves understanding the reasons for the behaviour and considering the person as a whole - including their life history, physical health and emotional needs - to implement ways of supporting them. It focuses on creating physical and social environments that are supportive and capable of meeting learners needs, and teaching them new skills to replace the behaviours which challenge.

Some learners need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a learner's school day, we always plan jointly with the parents and carers, the Multi Agency Support Team, the Local Education Authority and external agencies.

BULLYING (including Cyber-bullying)

- We do not tolerate bullying
- Bullying should **never** be ignored
- **All** instances of bullying must be recorded on CPOMS.
- Parents and carers should be informed by teacher (or lead of lesson/activity) via telephone or in face to face meeting.
- Every instance needs to be addressed, in line with this policy, with each learner involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern.
- Learners need to be supported to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.
- Opportunities for parents and carers to learn about e-safety and how they can implement and manage this at home.

Further guidance is available in the school's **Anti-Bullying Policy** which is available on request from the school.

DISCRIMINATORY LANGUAGE/INCIDENTS

- Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our school's community.
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team.

- They **MUST** be recorded appropriately on CPOMS, including all follow-up action.
- Some learners use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach learners how to be respectful to each other.
- Depending on the nature of the incident a Prevent referral might be needed.

Further guidance is available in the school's **Equalities Policy** which is available on request from the school.

RESTRAINT

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a learner does not cause injury either to him/herself, a member of staff, another child or young person, or significant property damage.

- Restraint should only be used as a last resort once all other options have been exhausted. Any form of restraint should be used only when Reasonable, Proportionate and Absolutely Necessary.
- Should **only** be used if the learner is putting himself/herself or others in danger and where failure to intervene would constitute neglect.
- If used, it must be recorded in the Bound Book and then CPOMS.
- An **Individual Risk Assessment and Positive Behaviour Support Plan** may need to be carried out - this might apply when an individual learner needs physical interventions, using Team Teach strategies as a part of an on- going behaviour management plan.
- Class teams need to be able to establish the possible consequences of using a particular Team Teach method(s) of physical intervention when difficult behaviour occurs.
- Where appropriate, to update the learner's Positive Behaviour Plan including the Team Teach physical interventions which have been successful and share with relevant colleagues and via About Me.
- If restraint is used, parents/carers need to be informed.
- Once the incident has been de-escalated and the learner is regulating well again, the class team need to consider which appropriate repair work needs to be done to offer a debrief for staff, and maintain a positive relationship with the learner.

RESTRICTING LIBERTIES

At Gosberton House Academy learners should **never** be

- Locked in a room alone, without support and supervision.
- Deprived of food/drink.
- Denied access to a toilet.

In exceptional circumstances a learner may be secluded in a safe space to reduce overall risk to him/herself or others. There must always be at least one adult present and a senior member of staff must be notified immediately.

If a pupil is secluded the incident must be fully recorded, and it must be shared with parents or carers.

CORPORAL PUNISHMENT

Corporal punishment is illegal and is never used at the school.

CONTINGENT TOUCH

Contingent touch may be used **appropriately** e.g. pat on shoulder in a public place, in the appropriate context.

HOLDING

Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature e.g. the learner is led away by hand/arm/around shoulder (using Team Teach practices) or for very young learners it may mean more direct physical support - cradling or hugging. Learners with complex sensory needs may also request squeezing or deep pressure. This will be documented in sensory profiles and form part of their sensory diets.

MONITORING

We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the learner; this is partly achieved via monitoring and reflection. All instances of behaviour that challenges should be recorded on CPOMS.

EXCLUSIONS

Fixed term exclusions

We do not believe that exclusions are the most effective way to support learners with SEND, and we will always try to adapt and personalise provision for all of our learners in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to consider excluding a learner for a fixed time period.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the learner, other learners or staff is seriously compromised.
- Incidents of knife crime or the deliberate use of weapons in school.
- Incidents of sexual violence.
- Incidents of significant deliberate damage to property.

Decisions to exclude learners are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the learner.

Exclusions can also be managed internally and a learner may be removed from class for a fixed period of time.

Permanent exclusions

It is extremely rare for us to permanently exclude a learner at Gosberton House Academy.

In the event that Gosberton House Academy is not able to meet the needs of an individual learner, we will **always aim** to work with the learner's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

Appendix 1: PHYSICAL INTERVENTION POLICY

Staff receive up-to-date behaviour management training. We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between learners. These include:

- Injury, or risk of injury, to another learner.
- Injury, or risk of injury, to a member of staff.
- Serious damage to property.

Any intervention should be a last resort and be proportionate, reasonable and necessary.

All staff have a duty of care to learners. If staff take no action, and the outcome is that a learner injures him/herself, or another, including staff, this could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with learners are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop learners from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a learner's exit.

Remaining calm - the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. respecting personal space.

Awareness of Space - try to be aware of the space around you and avoid stepping into the learner's personal/intimate space. Try to take a step back to avoid confrontational body language.

Pacing and Chasing - when angry some learners often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the learner away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently - or even sit down.

Intonation and use of voice - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly and where appropriate using visuals and/or gestural prompts

Help Script

- Connect by using the learner's name.
- Recognise and acknowledge the learner's feelings.
- Tell the learner you are there to help: "You talk and I will listen."
- Give direction.

Diffusing body language responses

- Social distance.
- Sideways stance, step back.
- Intermittent eye contact.
- Relaxed body posture.
- Palms open.

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response.
- Time to make a 'dynamic' risk assessment and seek assistance.
- Allows the learner to 'take up' time to make their own choices.
- Build confidence in learners that you are in control - children need to feel that adults are in control to feel safe.

In the event of a serious incident e.g. a fight, staff should:

- Give clear and immediate instructions - "stop fighting."
- Send for assistance
- Spell out sanctions
- Instruct and/or remove any onlookers from the environment where possible Intervene physically if confident and having assessed the degree of risk- if not, call for assistance

Appendix 2: ABSCONDING POLICY

Emergency Action Plan for a child or young person

who has absconded from the school setting/off site provision

A child or young person is considered to have absconded if they leave the school premises or the immediate area of an offsite activity/trip.

For MLD Learners and/or independent travellers:

- Where possible and if appropriate, a member of staff to encourage the learner to come back to school (if not in immediate danger).
- A member of the Senior Leadership Team, and/or a Designated Safeguarding Lead to be informed immediately.
- Home to be called to inform the family
- Report to the Police on 101 if it is unknown where the young person is

Learners with complex learning and/or behavioural needs:

- If only one staff member observes a learner leaving school - inform SLT

If two staff members observe a learner leaving school:

- One staff member to observe learner from the school gate, whilst one returns to reception immediately to inform reception and any additional staff support
- Staff to leave together to follow young person and follow the steps below
- Reception team to inform SLT immediately and an extra staff member to keep in contact with staff who have left the school
- A member of Senior Leadership, and/or a Designated Safeguarding Lead to be informed immediately, and if appropriate a mini bus and driver to be allocated and on stand-by for collection
- Family to be informed and kept updated.

Actions to be taken following an incident involving a learner absconding:

- De-brief with class team, family and student (where appropriate)
- Child or young person's Individual Risk Assessment to be updated with appropriate safety measures clearly outlined and shared with the relevant professionals. (SLT, Class Team, Social Care and Family).
- Any issues within site security to be reported to SLT immediately.
- Children and young people who may be at risk of running away or absconding should be made know to all staff including reception.