Positive Behaviour Support and Principles Policy

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe this policy should be a working document that is fit for purpose, represents our school's ethos and enables consistency and quality provision across the school.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-regulation and self-discipline and proper regard for respect for others and for authority
- To prevent all forms of bullying among students by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy by staff
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

The Legal Framework and DfE Guidance

1974 Health and Safety at Work Act
The Children Act 1989 and 2004
1998 Human Rights Act
1988 Mental Health Act
2005 Mental Capacity Act
The Mental Capacity Amendment Act 2019
DfE Behaviour and Discipline in Schools 2015DfE Behaviour and Discipline in Schools: Guidance for Governing Bodies 2015
DfE Behaviour in Schools (from 1 September 2022)
DfE Keeping Children safe in Education (From 1 September 2022)
DfE Use of reasonable Force in schools 2013
DfE Searching, Screening and Confiscation (from 1 September 2022)
DfE Reducing the Need for Restraint and Restrictive Intervention 2019
Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (from September 2023)

Abbot's Lea School vision and approach to behaviour support

At Abbot's Lea School we aim to ensure that every student is supported in a fair, compassionate, safe and dignified way. Our aim is to provide a supportive learning environment which has the student's therapeutic needs at its core. In so doing we aim to provide students with the means to communicate their needs, regulate their emotions and enjoy positive behavioural outcomes. Our terminology reflects our professional stance and so we refer to "behaviour support" and not "behaviour management".

Positive Behaviour Support must focus on the needs of the students, recognise the difficulties that students may face and offer positive approaches to support positive behaviour. It must never be punitive, aversive, threatening or compromise the rights of the student.

Positive Behaviour Support is an Early Intervention which supports school wide system change. This is a tiered approach to support all students. It provides guidance to staff in approaches to promoting behaviour positively, consistently and calmly.

Students who are able to develop and maintain positive behaviour patterns are more likely to lead happy and fulfilling lives during their time with us and then beyond into adult life. Students in all educational settings develop patterns of behaviour that reflect the environment they are learning in. It is therefore our moral obligation to create and maintain a positive, well-ordered and respectful learning environment in which our students can grow and develop.

Supportive and Functional Environments

The impact of the environment on a student's behaviour is a major consideration in the planning of practice. In order to develop positive and appropriate behaviour, the environment must be both **supportive** and **functional**. A supportive environment relates to the attitudes and actions of the people in the environment. A functional environment relates to the suitability of an environment in meeting a person's need. Responsibility for the environment rests with every member of the school team and the right to work in a supportive and functional environment is recognised for staff and students alike.

A **supportive** environment is characterised by:
- a calm, purposeful working atmosphere
- friendliness
- happy working relationships
- flexibility
- responsiveness to needs
- a caring attitude amongst staff
- tolerance
- optimism and high expectations
- clear and consistent boundaries for acceptable behaviour

A **functional** environment is:
- safe and secure
- tidy, uncluttered and clean
- strongly visual

- labelled appropriately to the students' needs
- optimally stimulating
- sufficiently resourced

The following policy provides clear guidance and instruction on the methods by which our school community can promote positive behaviour in our students to ensure each student's well-being and safety. Just as we might support a student in the acquisition of any academic skills, so too there is a need to support each student in the development of behaviour which is:

- functional
- effective in getting their needs met in a socially acceptable manner
- dignified and
- respectful of others

What do we mean by "behaviour"?
We work holistically and when students' behaviours become challenging, we use our Positive Behaviour Support which means that:

- All behaviour happens for a reason
- There are four basic functions of behaviour (see below)
- Appropriate behaviour requires skills; we teach these skills
- We never give up on our students.

Functions of Behaviour
We believe that all behaviours are functional and by this we mean that a person behaves in a certain way to have their needs met.

When challenging behaviour occurs it is important to identify what the function of behaviour is.
There are four basic functions of behaviour:

- Escape/Avoidance (the behaviour results in an individual getting out of/preventing something from happening)
- Attention (the behaviour results in attention from others)
- Access to tangibles (the behaviour results in access to a preferred activity/item)
- Automatic or sensory (the behaviour results in intrinsic response i.e. it feels good)

What do we mean by "good" behaviour?
Our working definition of "good", "acceptable" or "positive" behaviours all refer to such a state of being which is conducive to accessing, enjoying and benefit from the ASD curriculum on offer at our school.

Our Philosophy of Education is this: the ASD Model ©, placing equal importance on:

- outstanding academic provision and progress
- excellent specialist and therapeutic support and
- close working with our families in order to develop our students' life skills

We believe that we can best promote such good behaviours by understanding what motivates a student and what makes them happy. We can then use this to implement the curriculum in a personalised and engaging manner. We can also use this knowledge for creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We acknowledge that students' behaviour improves and they feel safer and happier in school when school personnel consistently apply this policy and maintain consistent classroom routines.

We encourage students to achieve in a learning environment where self-regulation and, increasingly with that, self-discipline is promoted in order for behaviours to be increasingly positive.

How do we seek to reinforce positive behaviour choices?
We do not use a traditional 'rewards' system to manipulate students into behaving in a particular manner. Rewards only offer a short-term 'gain' (temporary compliance) and are shown to reduce motivation and limit creativity and problem-solving skills.

As well as promoting good behaviours, we acknowledge when good behaviours occur. This is encouraged and celebrated by:

- strategies that let the child know they're doing well – ie ensuring that appropriate behaviours and good choices are positively reinforced through praise and appreciation
- celebrating achievements, no matter how 'small'
- student of the week
- being realistic about expectations and celebrating incremental progress within the ultimate goals we are trying to achieve

To achieve a consistent stance on the ways in which we show appreciation and recognition to our students we:
- focus the students on their pleasure at their own achievement (developing intrinsic motivation)
- help the student to self-evaluate
- ask them about their experiences
- are specific about what qualities we value
- be authentic
- apologise if needed
- schedule quality time (PIT time)
- deal with incidents rationally and calmly
- have "time in" together with our students
- comment on actions, not on the student

What do we mean by "challenging" behaviour?
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 other and is likely to lead to responses that are restrictive, aversive or result in exclusion. (*Royal College of Psychiatrists, British Psychological*

Society, Royal College of Speech and Language Therapists, (2007). Challenging Behaviour a unified approach).

Any form of low-level challenging behaviour is discouraged and students are supported through a range of interventions to help them return to a place where they can access, enjoy and benefit from a happy, stimulating and orderly school environment.

Due to all of our students having Autism, a calm-alert state of mind is always sought as the optimal position for learning.

What do we not permit?

We do not use punitive measures to help our students learn how best to access, enjoy and benefit from the curriculum. All actions have a natural consequence that allow a student to reflect and learn from their choices. Children and young people naturally feel bad or guilty when they make a mistake. There is no need for adults to add to these feelings of shame, guilt or embarrassment by issuing further punishments. Doing so means the child or young person stops processing the experience and focuses them on defending against the blame, shame and pain. Highlighting the natural consequences following an incident and the resulting negative impact allows a child or young person to learn responsibility, develop empathy and understand that they need to do things differently in the future. It is our role to model and teach them the skills to be able to do this.

We do not practise disciplinary methods of shouting at students or threatening them with sanctions or people.

We also strongly endorse the banning of any punitive measures, including enforced seclusion.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

When a student disengages from the programme of planned learning, we remain positive, calm and we communicate with the student to seek to understand and find the quickest way for a student to access curriculum.

If a student is upset, we seek to understand, reassure and offer "emotional first aid".

Where a student is under-active, we aim to help them stimulate their engagement to reach an optimal state of alertness.

Where a student is over-active, we aim to help them de-escalate in order to restore a calm alert state.

We are aware that we have the right to use reasonable force to control or restrain students in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining students.

Multidisciplinary Team

Our Multidisciplinary team includes:
- Deputy Headteacher (DSL)
- Head of Therapies
- Therapy Assistant
- Speech and Language Therapist
- Occupational Therapist
- Child Psychotherapist
- Positive Behaviour Support Assistants
- Safeguarding Manager
- Safeguarding Assistant

At Abbot's Lea School, we implement a three-tiered approach to specialist intervention across the school. The three-tiered approach is an integrated approach to service delivery that identifies universal, targeted and specialist supports in order to support the needs of all students within school. The original framework was devised to provide a practical, holistic solution to the meeting the needs of children and young people within educational settings. (Gascoigne et al, 2000)
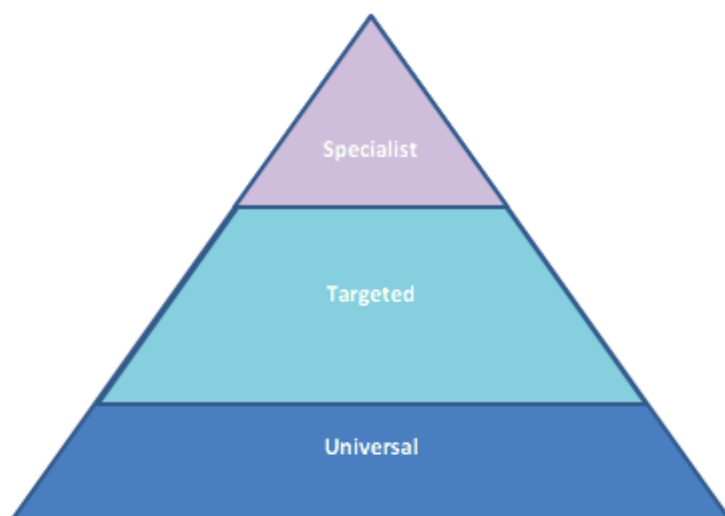
Tier Definitions
- Universal: The universal tier consists of the implementation of therapeutic support that is accessible to all students within the school and whole-school training that is led by the MDT.
- Targeted: The targeted tier gives specific support in a meaningful and functional context for those students with a highlighted area of need, this includes focused small group, paired and class-based intervention that is delivered either by MDT lead or trained teaching staff. Targeted intervention is over-seen and monitored by the lead MDT professional.
- Specialist: includes direct interventions from all areas of the MDT.

The Core Offer
All students at Abbots Lea School have access to the MDT. As part of the basic core offer, Students receive at minimum universally tiered services and staff are able to refer to the MDT at any point in the school year

for consultative services, assessment and intervention. The MDT also run weekly drop-in sessions for staff who wish to discuss a student.

Referral process
All students at Abbots Lea School can be referred to the MDT at any point in their school journey. Referrals will be discussed in weekly MDT meetings and assessment and observation sessions are then prioritised. Class teams will be contacted directly to find suitable times for assessment and observation to best meet the students' needs. Feedback will then be given to the class team to facilitate joint-goal setting discussions.

The Hub
The MDT work across the school including classrooms, outdoor areas and specialist therapeutic spaces. The school has developed a resource, The Hub, to provide an additional specialist space in which the MDT can both proactively and reactively work with students who are displaying challenging behaviours. The Hub can provide specialist support to those students whose quality of life is being severely affected by frequent or prolonged incidents or who are non/low attenders.

Interventions can include:
- one off observations and recommendations
- in class support including modelling and implementing plans
- follow up consultation and observations
- fixed term interventions within the Hub
- a full Functional Assessment including observation and data collection
- Student Centred Interventions
- Development of Positive Behaviour Support Plans (PSB)
- Crisis management

Use of physical contact / intervention / restraint

At Abbot's Lea School, we use Team Teach. The Team Teach model emphasises that 95% of behaviour management is the employment of de-escalation techniques. Team Teach provides a gradual and graded approach using Team Teach techniques for when physical intervention is necessary, therefore techniques range from the least intrusive to more restrictive intervention.

A comprehensive training programme for all staff is delivered by in-house Advanced and Intermediate Team Teach tutors.

We recognise that for staff at Abbot's lea School, physical contact with students is an integral part of their job. Touch is essential to provide sensitive and good quality care. Used in context, and with empathy, touch supports the development of natural and positive interactions. Staff are in a special position of trust, therefore they need to maintain a professional distance and use discretion to preserve the dignity of students needing help and support.

Physical contact covers the full range of physical interactions ranging from light to firm pressure touch. It is necessary for a variety of purposes including the provision of care, comfort, communication, reassurance and safety.

Forms of physical contact - definitions:

- **intimate care** - care which involves contact or proximity to sensitive areas, for example, washing, bathing, cleaning, changing, assisting with menstrual management
- **communication** - to function as the main form of communication or to reinforce other forms of communication. In addition, to respond non-verbally to another person's own use of physical contact for communication and to make social connections e.g. day to day greetings, use of intensive interaction
- **prompts and guides** – the use of touch to gain attention or direct movement as part of teaching and in order to guide people between places, rooms or activities
- **therapy** - provided either by a therapist or by another member of staff carrying out a therapy program or following therapy advice (e.g. massage, sensory support, physiotherapy)
- **play** - play activities naturally include touch, people of any age who are at early levels of development are likely to be quite tactile and physical
- **reassuring and comforting** – touch used for emotional reasons to communicate positive emotions, security and comfort (e.g. hug around the shoulders or upper arms) to calm and reassure a distressed student
- **physical support** – to young people who may have physical difficulties (e.g. transfers in and out of wheelchairs)
- **restraint** – 'means to hold back physically or to bring a pupil under control' *(DfE – Use of reasonable force – what is reasonable force? – June 2011)*; 'the use of force to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement' *(Physical contact. Care, comfort, reassurance and restraint - Bernard Allen, 2011)*

Restrictive Physical Interventions

Staff have a duty to intervene in order to prevent children and young people from hurting themselves or others, causing serious damage to property or serious disruption to good order in the school or in the community. If a member of staff needs to physically intervene they should follow the school's Positive Behaviour Support Policy. All use of RPI must be reasonable, proportionate and necessary. It must be in the best interests of the student using the least amount of force for the least amount of time.

If necessary, the use of force might be required to prevent:
- harm to self
- harm to others including other students, staff, others in community etc.
- damage to property
- an offence being committed
- any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its students.

The main risks of **not** intervening include:
- staff may be in breach of the duty of care;
- students, staff or other people may be injured or abused (including verbally abused);
- serious damage to property will occur;
- the possibility of litigation in respect of these matters.

The application of a restrictive physical intervention should be an act of care not of punishment or aggression and should not be used purely to force compliance with staff instructions when there is no immediate risk to the student, other individuals or the environment. Physical interventions need to be student specific, integrated with other less intrusive approaches, and clearly part of an approach to reduce risk, when needed. They must not become a standard way of managing, or as a substitute for training in people related skills.

Only the minimum force necessary to prevent injury or to remove the risk of harm should be applied and, if used, this should be accompanied by calmly letting the student person know what they need to do to remove the need for restrictive physical intervention. As soon as it is safe to do so, the restrictive physical intervention should be gradually relaxed to allow the student to gain self-control.

Scale and nature of physical intervention
Use of physical intervention must be reasonable and proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. There is no legal definition of 'reasonable force' so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. These judgements have to be made at the time, taking due account of all the circumstances (dynamic risk assessment), including any known history of other events involving the student. It will also depend on the age and understanding of the student. The minimum necessary force should be used, and the techniques deployed should be those with which the staff involved are familiar and able to use safely. Where the risk of harm is reasonably foreseeable there is no excuse for waiting until it has already occurred before taking action. That could be negligent. The reasonable approach is to look ahead, anticipate what could possible go wrong (dynamic risk assessment) and take reasonable steps to prevent it.

The use of restrictive physical interventions should be minimised by the adoption of primary and secondary preventative strategies.

Primary prevention is achieved by implementing **proactive strategies** such as:
▪ helping students to avoid situations which are known to trigger challenging behaviours
▪ creating opportunities for all students to engage in meaningful activities which include opportunities for choice and a sense of achievement
▪ ensuring that students have access to individualised communication systems which enable them to communicate effectively with others
▪ creating a consistent and predictable environment
▪ developing staff expertise in working with young people who present challenging behaviours

Secondary prevention involves recognising the early stages of a behavioural sequence that is likely to develop into crisis and employing de-escalation techniques to avert any further escalation.

Listed below are the accepted **Team Teach** strategies that have been taught to staff:

▪ **A range of safe disengagement techniques** – responses to body holds, clothing, hair and bite responses
▪ **A range of guides, escorts and restraints ranging from least intrusive to most intrusive** – these provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where 2 or more staff are used will be deemed as a more restrictive

hold. As the amount of restriction / number of people increases so does the risk; staff need to make a risk assessment based on the situation as to the level at which they are going to intervene.

Training on Restrictive Physical Intervention given to staff include sections on the background, theory and rationale behind the Team Teach approach as well as an understanding of personal space and body language before any physical techniques are taught.

Any physical interventions used will need to take account of age, cultural background, gender, stature and medical history of the student involved.

"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe". (George Matthews – Team Teach Director)

Debriefing

Following an incident in which restrictive physical interventions are employed, both staff and students should be given separate opportunities to talk about what happened in a calm and safe environment (debriefing). Conversations should only take place when those involved have recovered their composure. Post incident conversations should be designed to discover exactly what happened and the effects on the participants. They should not be used to apportion blame or to punish those involved. We encourage the use of use Restorative Practice as a means of supporting an incident debrief.

Restorative Practice
A restorative school is one which takes a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Recording Incidents

All significant incidents are recorded on the CPOMS system by the member/s of staff involved.

- Incidents of significant concerning behaviour are recorded on CPOMS
- All staff are required to log any concerns related to students on CPOMS without delay
- Incidents will be logged on the day they take place and never later than 24 hours after the incident
- Class Teachers are responsible for their students and for adjusting their teaching and support to best meet the needs of the students
- Operational Leaders are responsible for monitoring various cohorts' trends on a weekly basis

- Deputy Headteacher and Head of Therapies are responsible for monitoring whole school trends on a weekly basis
- Deputy Headteacher and Head of Therapies are responsible for monitoring impact of behaviour on students' progress on a weekly basis and for ensuring that targeted interventions are in place to support students' engagement and progress over time
- All leaders report to the Headteacher on a termly basis their respective areas' overall effectiveness.
- The Headteacher reports to the Governing Body school's self-evaluation on a termly basis
- Additionally, Deputy Headteacher and Head of Therapies meets with the designated link governor for regular scrutiny and governance of the support for behaviour at Abbot's Lea School.

Specialist Therapeutic Support

A number of student support systems are in place and are proving helpful in promoting effective communication and good behaviour. These include:

- Good and outstanding teaching
- Engaging and relevant curriculum
- Effective in-class support
- Specialist Care and Safeguarding support
- Specialist staff including a Board Certified Behaviour Analyst
- Specialist Positive Behaviour Support including a Support Hub and Functional Behaviour Analysis
- Occupational Therapy support
- Speech and Language Therapy support
- Child Psychotherapy support
- Child and Adolescent Mental Health Service (CAMHS) support
- School Nurse

Extremism, radicalisaiton and criminal activity

We have a duty to safeguard children, young people and families from violent extremism.

We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of students being drawn into terrorism.

School personnel must be aware of the increased risk of online radicalisation, and alert to changes in student's behaviour.

Any concerns will be reported to the Designated Safeguarding Lead or, in their absence, to any member of the school's Safeguarding Team.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and

we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote students' welfare. Within this environment we work hard to build students' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want students to develop their knowledge and skills in order to challenge extremist views.

We understand that 'Headteachers and school personnel authorised by them have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item'.

We have decided that the following items are prohibited in this school, namely:

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- e-cigarettes, tobacco and cigarette papers,
- fireworks,
- pornographic images – which may be stored on mobile phones or other electronic devices
- any item that could be used to commit an offence or personal injury or damage to property.

Any student found in possession of them will be supported to comply with the school's repossession of the items, and with learning to understand that they may be subjected to criminal charges and prosecution.

Child on Child Abuse

We place great importance on creating a safe, happy school environment in which all students are able to thrive. This can only be achieved by ensuring that child-on-child abuse is not tolerated.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online.

All staff should be clear as to our Child Protection and Anti Bullying policies and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in our school, it does not mean it is not happening. It may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to the designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys

being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party'
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. Upskirting is a criminal offence. And;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Families' Information

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.'

Parents have a duty to ensure their children attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.

We are aware that 'parenting contracts, orders and penalty notices for irregular attendance apply only to students of compulsory school age who are registered at a school' but they can also be applied to students outside compulsory school age such as KS5 students or students at Early Years Foundation Stage.

'Penalty notices for parents of students found in a public place during school hours after being excluded also apply only to children of compulsory school age who are registered at a school.'

Student voice and rights

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

Our Continuous School Development

We aim to be judged at least good in all school inspections by ensuring that standards for all students are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Suspensions and Permanent Exclusions

We work hard to promote a non-exclusion practice as we do not believe exclusions are effective in helping build one's self-esteem, confidence or better coping strategies.

That said, the Governing Body has decided that in exceptional circumstances exclusion may be used as a sanction either as a:

- fixed term suspension or
- permanent exclusion.

The Governing Body has delegated the authority to use these measures on fixed term or permanent basis - to the Headteacher.

Should the Headteacher decide to suspend or exclude a student, they will use the latest DfE guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

We will inform those with parental responsibility of the reasons for their decision.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and students are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link Safeguarding governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the nominated senior leaders;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure that the behaviours, at all times, understood as communication
- ensure that students with Autism are not discriminated on the grounds of their Autism-related communication and interaction needs
- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, students and parents are aware of and comply with this policy;
- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- prevent all forms of bullying among students by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of students' behaviour,
- ensure school personnel apply this policy consistently;

- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among students;
- ensure school take individual students to the calm spaces to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- ensure that all members of the Leadership Team:
  - maintain a regular visible presence throughout the school day and especially when students arrive and leave, at break times and lunchtimes
  - ensure students move around the school in an orderly manner
  - praise good behaviour
  - celebrate successes
  - families
  - ensure school personnel promote and praise good behaviour
  - ensure school personnel understand the additional needs of all students in their care
  - monitor behaviour support by individual school personnel
  - have in place clear strategies for students who are likely to present challenging behaviours
  - ensure school personnel build and maintain positive relationships with the parents of all students and particularly those whose behaviour causes concern

Role of the Deputy Headteacher

The Deputy Headteacher will:

- lead the implementation of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- track students through CPOMS
- deal with external agencies;
- ensure the health, safety and welfare of all students in the school;
- work with the School Council to promote Golden Rules ©
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- monitor the effectiveness of this policy by analysing:

  ☐ student attitudes to school and learning

- the views of students, parents, school personnel and governors
- the number of fixed-period and permanent exclusions
- incident logs on CPOMS
- the number of reported cases of bullying
- strategies to improve behaviour and self-discipline

- make effective use of relevant research and information to improve this policy;
- report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome students into the classroom;
- have in place clear classroom routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- promote self-discipline amongst students;
- deal appropriately with any challenging behaviour;
- stay calm when dealing with challenging behaviour;
- apply any behavioural plans of individual students;
- be aware of and understand the additional needs of students in their care;
- have in place and will refer to a visual timetable;
- discuss student behaviour support regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good self-discipline;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the students in their care;
- report any concerns they have on any aspect of the school community.

Role of Students

Students will do their very best to:

- support the school Code of Conduct: The Golden Rules ©

- Be here. Every day
- Work hard and be nice
- Never give up on yourself or others
- Stay positive and be happy!

- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the staff;
- ask for and accept further help if they do not understand;
- treat others, their work and equipment with respect;
- and guidance necessary to ensure the smooth running of the school;
- observe all health and safety regulations in all areas of the school;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

Role of Families

Families are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good attendance and positive behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct: The Golden Rules © and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School website and social media
- Meetings with parents such as introductory, transition, parent-teacher consultations and any parental workshops;
- Staff meetings, briefings and training
- Head's Weekly Newsletters
- Written communications with home raising awareness of various behaviour-related matters

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:

  - Promotion and importance of positive role modelling of exemplary attitude to school and its members
  - Maintaining good order and students' self-discipline
  - Safeguarding students, including through effective PSHE, RSE and other curricular focus on teaching safeguarding
  - The use of restorative practice
  - The use of reasonable force/restraint
  - Dealing with bullying
  - Students at risk of disengagement
  - Student and family support programmes

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher, Deputy Headteacher and the Head of Therapies, with an input from the nominated governor, as needed.