

Social and Emotional Learning Policy and Procedures (Incorporating the statutory Behaviour Policy)

Category:	Location Specific Policy
Authorised By:	Regional Director under delegated authority
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Version:	1
Status:	Approved
Issue Date:	November 2023
Next Review Date:	November 2024

Version Control

<u>Ver.</u>	<u>Date</u>	<u>Comment</u>
1	September 2023	Initial document

This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review to reflect changes in legislation, statutory guidance, or best practice (where appropriate).

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1. Aims of this policy

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Describe how the curriculum will provide pupils with opportunities to develop social and emotional skills, including self-regulation
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Eden principles for behaviour

2.1. Our Core Value for Social and Emotional Learning

The core value that underpins our approach to Social and Emotional Learning is Respect for the Individual. This should be reflected in the Social and Emotional Learning policy of every Eden Academy Trust (the Trust) school and in the conduct of every member of staff. All pupils attending a Trust School will be treated as individuals with respect, dignity and individual liberty. Respecting pupils this way will support them to feel secure, enable them to make their best progress, and help them to be their best selves.

Holding this core value in mind, we ask some key questions when considering an individual pupil's behaviour.

2.2. Our Key Questions for Social and Emotional Learning

- What do we know about the individual pupil? How well do we know and understand him or her? How does the pupil see him or herself? How does the pupil see the world? Can we find out more?
- Why is the behaviour occurring? Can we carry out an evidence-based assessment to help us understand what is going on?
- What adaptations can we make? For example, is there something within the learning environment impacting on the pupil's behaviour?
- What do we need to teach? For example, improved sensory or emotional regulation, social skills.
- Who can work in partnership with us on this? For example, family, health, social care.

In the light of those key questions, we expect to see the following approach in all Trust schools.

Our Shared Approach for Social and Emotional Learning

- Understanding how the *Autistic brain* perceives and interprets the world differently from majority of the population; this includes sensory, communication and social routes.
- Clear and high expectations for all pupils, providing reward and recognition
- A clearly understood framework for managing behaviour, supported with sanctions where required
- Staff trained to understand, support and teach social and emotional Learning skills
- Staff providing models of positive, friendly and respectful behaviour towards pupils and each other
- Clear communication between staff and pupils, appropriately supported by clear expectations
- Learning environments adapted to help pupils be understood and overcome learning difficulties
- Learning activities designed to engage and challenge pupils
- Individual strategies designed to meet individual needs
- Early intervention and a proactive approach, to prevent small concerns becoming larger
- A curriculum which includes the teaching of social and emotional skills
- Pupils being prepared for the next step in life
- Partnership working, with families and with other agencies
- Appropriate physical contact to show pupils they are liked and valued
- Physical intervention used as a last resort, in accordance with school policy
- Systems in place to safely and transparently respond to crisis behaviour
- Opportunities for reflection, to repair relationships, put things right and develop positive social and emotional responses for the future

3. Roles and responsibilities

3.1. The Board of Trustees

The Board of Trustees (the Board) is responsible for monitoring this Social and Emotional Learning policy's effectiveness and holding the Head¹ to account for its implementation.

¹ For the purposes of this policy, Head refers to Head, Headteacher or Executive Head as appropriate

3.2. The Head

The Head of School:

- Is responsible for reviewing and approving this Social and Emotional Learning policy.
- Will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Will ensure that staff understand the overarching principles of this Social and Emotional Learning policy, and the importance of maintaining them.
- Will provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Will arrange appropriate training in social and emotional learning, and the impact of special educational needs and disabilities, and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy (see Professional Development cycle in appendix 2)
- Will ensure this policy works alongside the safeguarding policy to offer pupils
- Will ensure that behavioural observations are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

3.3. Staff

Staff will:

- Implement the Social and Emotional policy consistently
- Understand how an autistic brain differs from the *norm*, and how this effects young people in our School
- Create a calm and safe learning environment
- Establish and maintain clear boundaries of acceptable pupil behaviour
- Model expected behaviour and positive relationships
- Provide a personalised approach to the social and emotional learning needs of particular pupils
- Seek to understand what a child's behaviour is communicating
- Record behaviour incidents promptly
- Ensure that behavioural observations are reviewed regularly, to ensure that appropriate support strategies are provided in response
- Actively engage in professional development opportunities, so that they can fulfil their duties set out in this policy

- Endeavour to build positive relationships with parents and carers, working in collaboration with them to support the child's social and emotional learning.

Senior Leaders will support staff to work together in responding to the social and emotional needs of pupils

3.4. Parents and carers

Parents and carers will:

- Know *Rules* for their child's class and will support their child in adhering to them
- Inform the school of any changes in circumstances that may affect their child
- Discuss any behavioural concerns with the class teacher promptly
- Endeavour to build positive relationships with staff, working in collaboration with them to support their child's social and emotional learning.
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

Pupils (with support appropriate to their individual autism, special educational needs and development stage) will:

- Learn and follow their class rules
- Follow the expected routines of their classroom
- Understand and learn to accept that all behaviour has consequences, both positive and negative:
- Know that rewards celebrate positive behaviour, that these are explicit are linked to *me* and what *I do*.
- Know that behaviour that is not *on task* or a *good decision* come with consequences
- Know that staff are available to support them to understand and follow expectations, and to develop social and emotional skills.

4. Social and emotional curriculum

All social and emotional behaviour is a means of communication and has a cause and a purpose. Behaviour that challenges (verbal or non-verbal) may signal a need for support and it is essential to understand its underlying cause. It may, for example, be the result of a medical condition or sensory overload, previous trauma or neglect, or be exacerbated by an unmet need. It may reflect the challenges of communication, or it may occur when confronted with a situation that is not understood, or in an environment in which it is difficult to cope. At Cumbria Academy for Autism, we want our Social and Emotional Learning policy to reflect our insight and understanding of the complex needs of our pupils

and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so that they can be ready to engage with their learning and interacting with the wider world.

The whole school lives under the same umbrella of agreed and commonly held values. These are:

- **Ambition**

- For every student, every member of staff and for the school;
- Believing each individual with autism has the opportunity to make a positive difference in this world;
- Setting challenging goals for students, staff and the school to ensure continuous progress;
- To offer a wide range of academic and 'life-skills' qualifications available to our students reflecting the differing needs of our diverse cohort.

- **Understanding**

- Recognising everyone needs compassion, empathy and patience, promoting tolerance and acceptance.

- **Tenacity**

- To be determined and resilient in character

- **Inspiration**

- Being a positive and empowering school that encourages and celebrates success in all individuals and respectfully promotes autism in the wider community;
- To be a 'centre of excellence' where knowledge and learning is disseminated throughout the locality, with satellites for learning and sharing knowledge, ultimately improving the lives of those with autism

- **Support**

- Being a positive and empowering school that encourages and celebrates success in all individuals and respectfully promotes autism in the wider community;
- To be a 'centre of excellence' where knowledge and learning is disseminated throughout the locality, with satellites for learning and sharing knowledge, ultimately improving the lives of those with autism

- **Morality**

- Creating respectful, honest students with strong British values, to enable them to become respectable adults and good citizens

In order to grow these values within our school, we provide clear rules, expectations and boundaries, which we expect all children to adhere to. We call them Rules and these need to be interpreted by class teachers on occasion so that all pupils can understand them. These rules and boundaries support the rights of children to learn in an environment where individuals can expect to be treated with respect and dignity. There are only six rules, the same six for everyone. They are clear and unequivocal:

- Be gentle, kind and helpful
- Take care of each other
- Listen and ask if you don't understand
- Work hard

- Look after property
- Be honest

Supporting young people's understanding about their behaviour and how autism may affect this.

At our School we work exclusively with young people on the autistic spectrum, this means that for all of pupils the predominate route for receptive language will be through a visual medium; this means we should have visual strategies that support young people.

Rigidity of thought, echolalia and theory of mind must also be considered when helping our young people understand themselves, others or a situation; if one is not autistic we understand the non-neurotypical understanding of the world before we can support young people.

For many of our young people sensory processing is challenging whether this be because hyper or hypo sensitivities; what is clear is that we should provide equipment, timetabling, education and space to ensure that our young people are able to cope with and gain understanding of what sensory processing means for them; consideration will be needed when external professionals such occupational therapists or educational psychologists can be used to support this.

Positive Behaviour Management Plans

To support and teach our young people about appropriate behaviour, it is important we use consistent approaches they can understand and have consistent language, environments and equipment that will enable them.

To ensure this consistency we will use positive behaviour management plans, that will set out the support a young person needs to manage and learn about their behaviour. This should be written with the young person and their family in a format where possible the young person can understand. It is vitally important that this plan is read by and understood by all that work with the young person, it is regularly reviewed

4.1. Implementation

At Cumbria Academy for Autism we expect teachers and all staff to:

- Understand what autism means for each of our individual pupils
- Demonstrate excellence in teaching, minimising social and emotional difficulties through the use of lively, interactive teaching styles, appropriate differentiation and teaching strategies which make sure that children see themselves as successful learners.
- Understand and use appropriate Communication in order to support individual children's needs
- Use social and emotional learning.
- Understand and use Zones of Regulation to support the sensory and emotional needs of individual children.

- Build positive relationships with young people, always listening to children's perspectives and treating them with warmth and respect;
- Understand and empathise with the often-complex reasons for children's behaviour; have realistic expectations founded on an understanding of child development and the different stages that children may be in their learning;
- Use appropriately assertive language, making clear what behaviours are needed to ensure that everyone can learn and making sure that the language used to point out inappropriate or unhelpful behaviour separates the behaviour from the child and builds the child's confidence in their own ability to make appropriate choices in future;
- Use frequent and specific positive feedback related to both work and behaviour.
- Make sure that children understand our Rules and regularly reinforce and reiterate the rules.
- Relate difficulties in social and emotional learning back to our Rules, using them as an opportunity for children to reflect on what has gone wrong and what can be learned from the situation;
- Ensure that children are clear about the consequences if they choose not to follow to our Rules;
- Teach positive social and emotional skills
- Establish clear routines for such things as entering and leaving the classroom, gaining the teacher's attention or help, noise levels for different types of activities, clearing up, transition between activities and so on; spend time on teaching and reinforcing these routines and reviewing with children the effectiveness of their use;
- Employ a range of pre-emptive strategies to manage behaviour, noticing early on any situations that might present problems and taking quiet steps to redirect, help children be aware of the choices available to them and make a more appropriate choice;
- Employ skills in de-escalation, mediation and conflict resolution and seek progressively to develop those skills in children themselves;
- Promote equality of opportunity and address issues of social exclusion.

4.2. Consequences – positive and negative

Extrinsic consequences are based on our rules and are an incentive and an acknowledgement of effort and achievement, or a developmental opportunity to change behaviour which *breaks* a Rule. We must be clear however at all times – does the young person understand them in relation to the situation they are currently in – one of the intrinsic challenges for young people with Autism is the application of social expectations outside of those that expectation was explicitly taught.

While there are systems of extrinsic motivation, appropriate to the age and developmental needs of our pupils, this is coupled with encouragement by staff for pupils to reflect on the intrinsic consequences of behaviour. For example, when a child helps a friend, an adult might support them to identify how this has made their friend feel better (and what better means), how it shows that they are kind and then reward them with a star. Or, if a child has pushed their friend over in the playground, an adult would help them to identify how this has made both children feel, warning that the behaviour should not be repeated, and suggesting alternative ways to play safely. We MUST remember positive and negative consequences must be taught for our young people explicitly for different situations this links firmly to the *Theory of mind*, i.e. how people with autism understand their relationships to others and situations they are linked to.

4.3. Positive consequences, including reward

Good work assembly

This is where we celebrate both individual and group achievements, is where we can teach individual achievements and understand important steps for each person are those which relate to themselves and not others. It is also a place where we can celebrate group achievements and cooperation – for some young people it is also a place where we can teach what a positive consequence is .

Stars, stickers and class rewards

Children can earn stars and stickers for following our Rules and being positive; each class will have an amended version of this depending the group's needs; what is important is that positivity is acknowledge with others as well as the individual. These rewards will culminate in a class gathered *reward jar* so that when this is full pupils can be taught about collective responsibility and positive rewards.

The Head of School also carries a reward system of recognition (again these will be person centric) which can be given for *exceptional* individual behaviour.

To support an individual's understanding of the consequence of positive behaviour these should be fed back to families so that pupils learn that positive behaviour recognition is not *just* associated with a single place.

4.4. Negative Consequences

If a child does understand the principle of negative consequences we must teach them first otherwise learning will never happen and the negative consequence will only ever be negative experience. The consequences must always be understood, proportionate to the circumstance and must always be timely to the individuals understanding.

Examples may include

Privilege time

All children have a regular period of special time called Privilege Time where children are able to choose and take part in an activity that they really enjoy. If a child breaks a Rule they are given a warning - if they do it again they lose a proportion of their Privilege Time. Lost minutes can never be earned back. We guarantee a period of Privilege Time even to children who would have lost all their time.

When it is time for Privilege Time, all work is put away. The Privilege Time activities are brought out and the children who have lost no time can start playing. Children who have lost minutes are supported by an adult to use this time to reflect on how they can work towards keeping the Rules in the future.

Other strategies

For the majority of children, the balance of the positive and negative consequences detailed above, and within the Universal Offer (see appendix 3), will be sufficient. We recognise that in some cases this won't be enough. In these situations, other strategies would be considered to meet an individual pupil's social and emotional learning needs. Collaborative work, with senior leaders, parents and other professionals (therapists or social care for example), to develop an individual Social and Emotional Learning plan.

Confiscation of property and banned items

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to parents after discussion, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. The School also follows the latest guidance from the DfE on not allowing mobile phones in the classroom.

5. Anti-bullying statement

In addition to the sections below, we have a section on child-on-child abuse in the Academy Overarching Safeguarding and Child Protection Policy and procedures (available on the school website and school network).

5.1. Statement of intent

We are committed to providing a caring, friendly and safe environment for all of our pupils and staff so they can work and learn in a relaxed and secure atmosphere.

We must also crucially understand whether a pupil understands the concept of bullying – this can be further understood through our anti-bullying policy and theory of mind policy. One part of the diagnosis is understanding that people with autism have significant difficulty in understanding social rules and what others feel or believe. If a pupil does not understand what bullying is we must teach them;

This school believes that:

- Bullying is undesirable and unacceptable
- Bullying is a problem to which solutions can be found
- Staff, parents and children should work together to protect vulnerable individuals from bullying and other forms of abuse
- All members of the school community will be listened to and taken seriously
- Everyone has the right to work and learn in an atmosphere that is free from fear
- All of us have the responsibility to ensure that we do not abuse or bully others
- Children should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously

5.2. What Is bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can be:

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting
- Physical: hitting, kicking, pushing, taking another's belongings, any use of violence
- Prejudice-based and discriminatory, including:
 - Racial
 - Faith-based
 - Gendered (sexist)
 - Homophobic/biphobic
 - Transphobic
- Disability-based: taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
- Sexual: explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- Direct or indirect verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying: bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5.3. Why is it important to respond to bullying?

Bullying damages in the short and long term. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving and why their actions are not appropriate.

For young people with autism bullying can be a complex procedure to understand, this is under-pinned by practise based understanding such the *Theory of mind*; whereby someone with autism could have considerable difficulty in understanding the perspectives of others, and why their actions could be damaging and described as bullying. Similarly, there is risk that pupils with autism may not realise they are being bullied or incorrectly label an interaction as bullying. Therefore, we must be careful with the *label* bullying, ensuring we fully understand the situation, individuals and the supportive actions we need to use with those involved in such cases.

5.4. Indicators that bullying may be taking place

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Doesn't want to go to school or the school bus
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Runs away
- Begins to do poorly in schoolwork
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

5.5. Procedures

Children and parents are encouraged to report bullying incidents to staff, via face-to-face discussions or via a phone-call. Incidents should not be reported via email, due to privacy concerns.

Incidents will be recorded by staff on school Serious Incident forms, on CPOMs. Staff will follow the social and emotional learning policy to address incidents between pupils.

Parents should be informed and may be asked to come into a meeting to discuss the problem.

Staff and parents should work together to help all children involved to understand the consequences of their actions and to develop their social and emotional skills.

5.6. Prevention

We will:

- Talk about bullying and why it is wrong. We will use stories, role play, circle time and other activities within the curriculum to help children understand what bullying is and the effect it can have.
- Talk about our school values and Rules. Embedding these values and rules in our daily practice, as staff, parents and children, is the best prevention available.
- Explicitly teach what bullying is
- Kidsafe sessions to focus on understand what bullying means

6. Physical touch between staff and pupils

Touch between adults and children can provide encouragement or reassurance. It can signify warmth or friendliness. These guidelines do not prohibit this form of contact. Staff will use their judgement to avoid sensitive situations and will encourage children to develop an awareness of appropriate adult/child contact.

6.1. Guidelines on intimate care

We recognise that there are occasions in school when children need to be assisted in more intimate care. Children are encouraged to be as independent as possible. Where possible, incontinence support should take place with the child standing up and sitting on the toilet should always be encouraged. Children may need the help of one or even, on rare occasions, two adults. If a child regularly needs to be showered or changed by an adult, the team of class Learning Support Assistants should share that responsibility and an Intimate Care Plan should be completed for the child. See Appendix 5.

6.2. Guidelines on physical intervention

Our thinking about managing behaviour must be based on principles of least possible intervention, de-escalation and conflict resolution.

In law, staff may be justified in using physical intervention only when there is a risk to the child and it is reasonable, proportionate and necessary to physically intervene.:

- If it is in the best interests of the young person
- Causing injury to him/herself
- Causing injury to others
- Causing significant damage which is likely to have serious emotional effect or create a physical danger
- Running away and putting themselves or others at risk of harm
- Placing themselves in a position where significant harm may happen

Judging this risk will depend on the individual child's needs and on the context of the incident. In any case, physical intervention should be based on a judgement of last resort or the most-safe option under the circumstances.

Physical intervention should be governed by the principal of what is reasonable, proportionate and necessary in any given circumstance.

6.3. Team Teach training

At Cumbria Academy for Autism, we commit to bi-annual Team Teach re-accreditation for a small group of senior staff. The training involves developing an understanding of why children behave in ways which challenge, and a variety of strategies to de-escalate difficult situations. This includes anticipation, reduction in demand, management of the immediate environment, use of positive and constructive touch, diversion, setting of rules and boundaries, self-regulation and the use of others to support. Staff are also trained in a small number of interventions, some of which and in some circumstances would be reportable as 'Restrictive Physical Interventions'.

Staff should not work outside of the principles learnt and certified as part of training, the methods used within Team Teach are as low risk and as safe as we can make them to step outside of these is not acceptable; the only exception to this is if a member of staff makes a dynamic risk assessment that will reduce harm in a proportionate, necessary and proportionate way, e.g. if a pupil were to step into a road with oncoming traffic on a school trip it could be seen as reasonable, necessary and proportionate to grab them quickly by the coat sleeve and pull them back, it would not be so if a child was refusing to move from a corridor.

6.4. Principles which underly the possible use of physical intervention at Cumbria Academy for Autism

- We should use physical intervention on as few occasions as possible
- We should only use a physical intervention if it is in the best interests of the young person

- Always consider whether there is an alternative strategy available and why we are choosing to use a physical intervention.
- Staff must listen to other staff during physical intervention, and be prepared to swap out under advice; similarly, staff that are supporting a physical intervention should be ready to swap in
- Only use physical interventions when other measures are not appropriate
- Always seek help from another adult if at all possible
- Always announce that you are about to intervene before you do so
- Consider how the young person is perceiving others
- Use the least force for the shortest period
- Only use methods that training has been given for
- Following any incident of physical restraint, there will always be the opportunity for the child to talk about the event, as appropriate, leading to closure and a fresh start
- Restrictive physical intervention will be reported to the Leadership and Management Team as soon as possible and an intervention report will be completed and forwarded through CPOMs
- Restrictive physical intervention will be reported to parents as soon as possible and any response from parents should be noted
- Following any incident of restrictive physical intervention, there will always be the opportunity to engage in professional conversations to reflect back on the incident, support each other and consider next steps
- If physical intervention is a regular occurrence for a young person, they should have positive behaviour management plan. This should if possible be written with the young person and their family. This allows transparent and appropriate support to be put in place for the young person, the plan should as a minimum be reviewed annually at the Educational Health Care Plan review, if not sooner.

6.5. Withdrawal

In some circumstances where a child is not ready to learn with others, it may reduce the risk of further incidents, if the child can be kept in one place with an adult. This decision would always be made by a member of the Leadership and Management Team.

This time and space may also allow the young person time to self-regulate; the method of regulation will be centred around the individual and a generic approach will rarely succeed, so staff should ensure they are well versed in the best support to provide for the young person in these circumstances, if possible the young person should make this decision in partnership with staff.

Similarly, the room or space that is used for the young person should also be considered; for some this may be a small quiet room, for others the sports hall to large physical

movements, whilst for others an outdoor space may be the most appropriate withdrawal space. Staff should make the correct decision involving the young person at the centre of choosing this space.

Under no circumstances will a child be left in a locked room alone

A member of staff may need to wait outside a closed door if their presence in the room is overstimulating the child or causing the child to continue attacking the adult, risking injury to him/herself and the member of staff

Two members of staff may be needed if the child is angry or upset.

A CPOM's report will be necessary if a child is physically prevented from leaving a room.

In the most unusual circumstances where, because of a child's particular special needs, physical intervention is more likely to be needed, the anticipated use of holding or of restraint should be recorded in a Social and Emotional Learning Plan which will be signed off by the Head of School and discussed with parents.

Appendix 1: Legal duties

In their document 'Behaviour in Schools – advice for head teachers and school staff', September 2022, the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents.

Every school must have a Behaviour Policy to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Part 3 of the Schedule to the Education (Independent School Standards) (England) Regulations 2014 (Academies).

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE. (November 2014).

The Trustees of the Academy are responsible for setting general principles that inform the Social and Emotional Learning Policy and procedures. Head teachers are responsible for developing the Social and Emotional Learning Policy and supporting procedures, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules. Whilst the statutory duty to produce a statement of principles and publish it on a school's website does not apply to academies, the DfE would encourage them to do so.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013)' (Part 2 of the Teachers' Standards - Personal and Professional Conduct refers).

The procedures which support the Whole School Social and Emotional Learning Policy must include measures to prevent all forms of bullying among pupils.

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

Cumbria Academy for Autism has drawn these procedures from the guidance issued by the DfE:

- DfE Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies, July 2013
- DfE Behaviour and Discipline in Schools – Advice for Head teachers and School Staff, January 2016

- DfE Statutory Framework for Early Years Foundation Stage, 2017
- DfE Keeping Children Safe in Education, September 2019 and Part 1 of the same guidance Keeping Children Safe in Education – Information for all School and College Staff, September 2019
- DfE Working Together to Safeguard Children, July 2018
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings/Code of Conduct for Staff – May 2019
- HM Government - Reducing the Need for Restraint and Restrictive Intervention (Special Schools only), June 2019

Appendix: Recording and reporting

Staff have a responsibility to record serious incidents and any situation where Restrictive Physical Intervention has been involved. There is also a responsibility to record observations related to a child's social and emotional presentation, as even small observations may contribute to an overall picture about a child's wellbeing. Interventions should be recorded as soon as possible, ideally on the same day or within a maximum of 48 hours.

At Cumbria Academy for Autism, CPOMS is used to record and report Safeguarding, observations, Serious Incidents and Causes for Concern Misses. Below are recording principles for recording. If in doubt about which form to use or whether an incident needs reporting, ask a member of the SLT.

Behaviour recording

We record behaviour incidents to enable us to understand what the behaviour is communicating, we should take the stance that it is better to record something that may be of significance than not. These incidents can then be tracked on a monthly basis (or in some cases shorter intervals) to spot patterns that can then be supported.

Care should be taken to record information about a young person and their interactions with others, i.e. the record should not include information about a linked pupil rather this should be connected and recoded separately using the linked student function in CPOMS.

When recording categories care should be taken to use the correct category, some such as *peer on peer* abuse have specific meanings in KCSiE (23) if in doubt staff should have a conversation with a member of the SLT.

Times, dates and other variables are important to record accurately so that patterns can be mapped and analysed

Language

We must avoid using subjective language or those linked to emotions, i.e. phrases such as *I believe* or *I feel* and only record what we observe or know; it is then when we collate recording that we can as objectively as possible make connections.

Restrictive physical intervention

If a member of staff has had to physically intervene, i.e. use force to overcome or limit a child's movements, then a physical intervention form must be completed on CPOMS and the senior leadership team notified so that parents can be notified on the same day.

Glossary

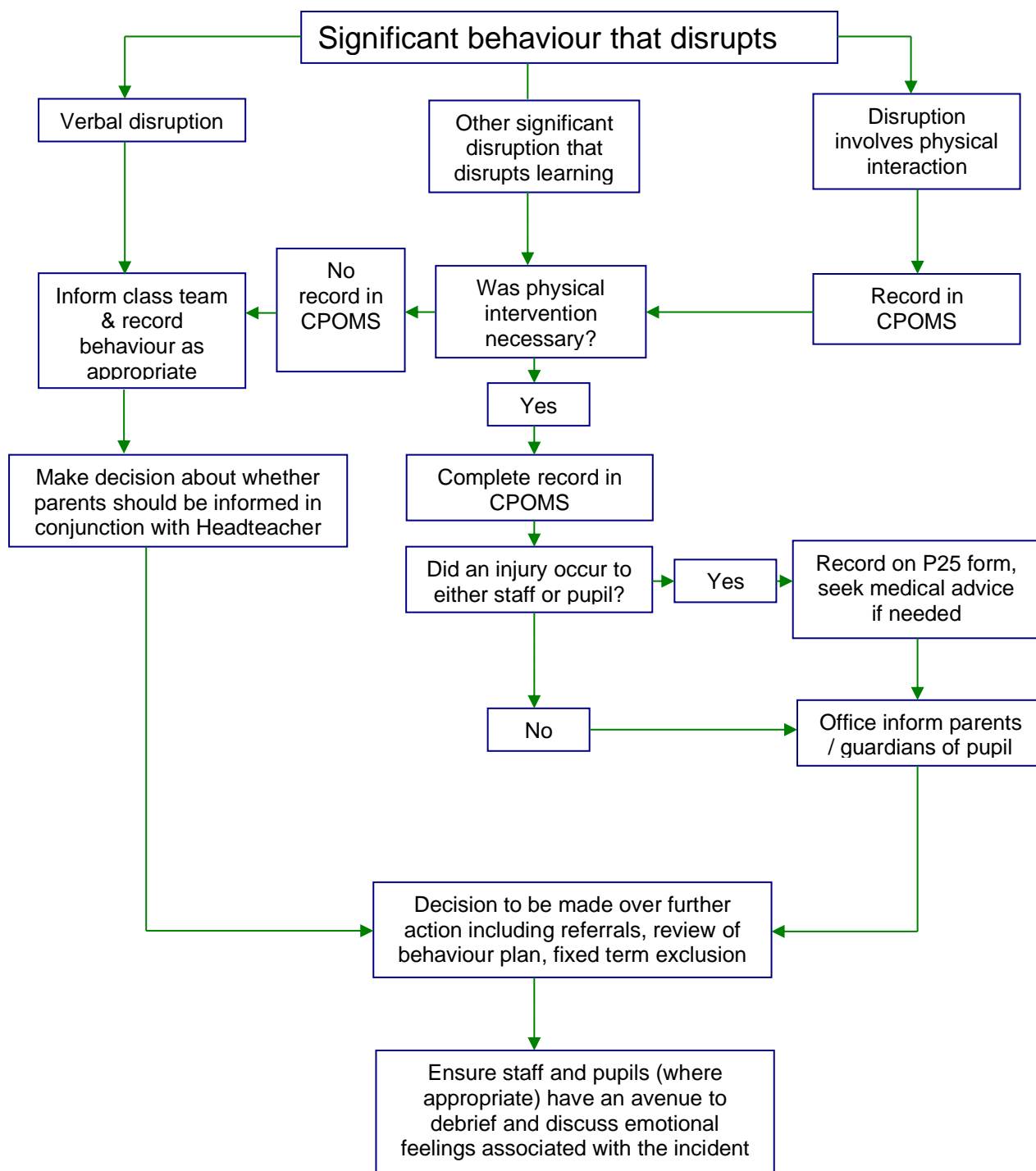
- Advanced skills
- Behaviour
- Behaviour for Learning
- Behaviour Incident Log Book
- Behaviour Review Group
- Critical friend
- Communication
- Children's Services
- Crisis behaviour
- Debriefing, repair and reflection
- Every Child Matters
- Health
- Holistic
- Individual Education Plan
- Minimal discomfort
- Negative and positive behaviour
- Positive behaviour reinforcement
- Positive handling plan
- P25 Form
- Restrictive physical intervention
- Restrictive physical intervention form
- Risk Assessment
- Seclusion
- Social Care
- Team Teach
- Time Out
- Senior Management Team
- Social and Emotional Aspects of Learning
- Withdrawal

Term	Definition
Advanced skills	Techniques that are taught for positive behaviour management by Team Teach outside the normal 2 day training course
ASC	Autism Spectrum Conditions – a range of conditions that is routed in neural differences from the general population
Behaviour	A reaction to stimulus exhibited by an individual
Behaviour for Learning	Behaviour that allows a person to be able to learn to the maximum of their potential
Behaviour Incident Log Book	Where we record incidents of behaviour that cause disruption to a persons learning
Behaviour Review Group	A group that meets in School once a term to discuss behaviour of pupils across the school

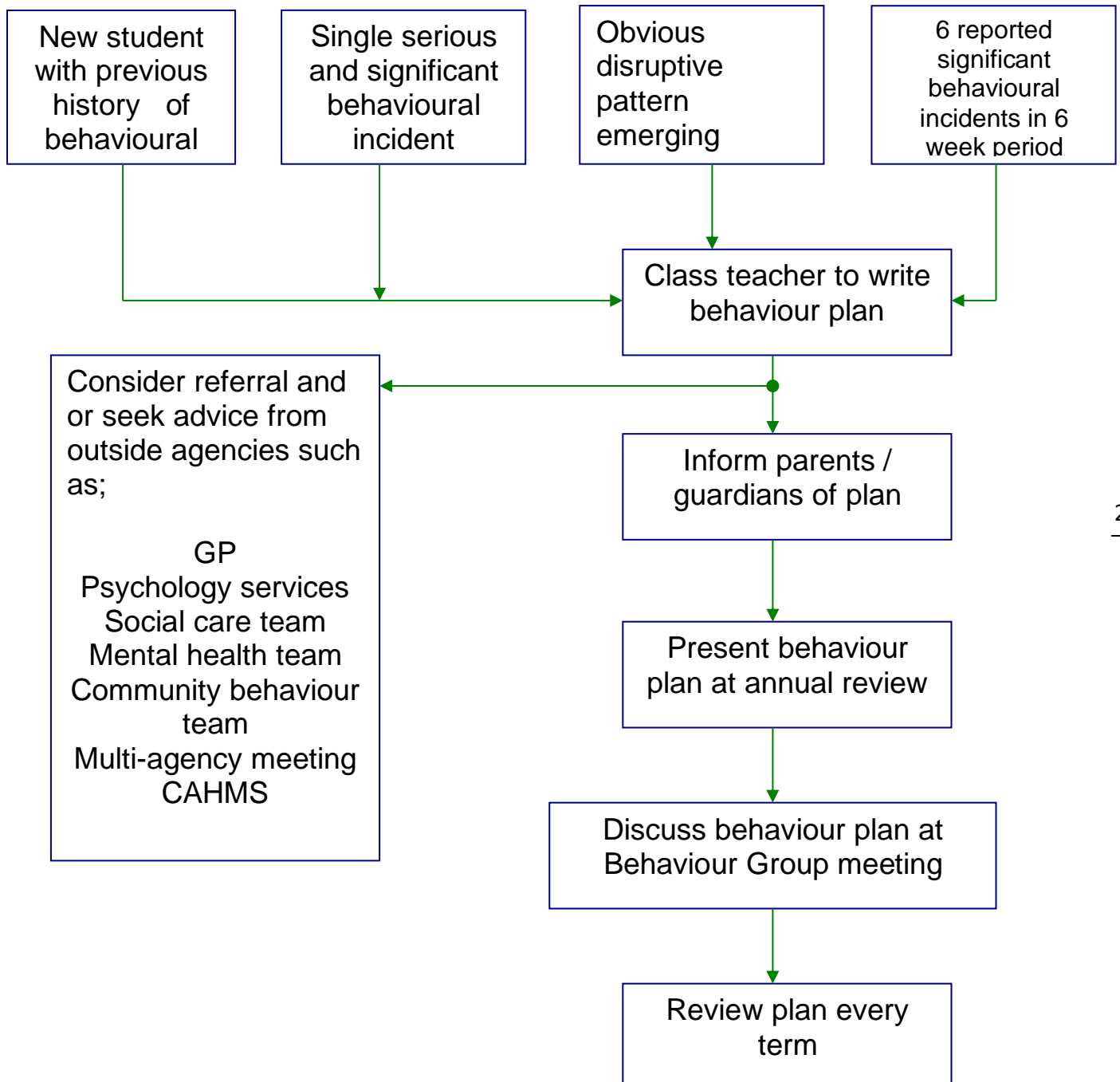
Bullying	The planned direct harassment, singling out or discrimination of a person or group by another person or group, which may take the form of non-verbal, verbal, emotional or physical actions.
Critical friend	A Team Teach term for somebody who advise or take over from the person who is dealing with crisis behaviour
Communication	How we interact with each other, this can verbal or non verbal
Children's Services	The over arching service provided by the local authority to include health, education and social care
Crisis behaviour	When a person's behaviour becomes reactive not proactive, this will appear as if the person in crisis is not able to rationally govern their own behaviour
Debriefing, repair and reflection	The process that people involved with crisis behaviour should go through before their behaviour ca fully return to <i>normal</i>
Health	The part of Children's services that deal with a persons medical well being
Holistic	Looking at a whole person, not just one part of them in isolation
Individual Education Plan	A personalised plan that School has which focuses on targeted outcomes for each pupil and is reviewed every term
Minimal discomfort	In some physical intervention strategies, some discomfort may be felt by the individual in order to help them become safe
Negative and positive behaviour	Behaviour that either stops an individual from learning or encourages an individual to learn
Necessary force	The minimum amount of force required to a young person safe in anyone circumstance
Positive behaviour reinforcement	A strategy which rewards positive behaviour
Proportionate force	The amount of force -which be minimised- appropriate for each individual situation to keep a young person safe.
Positive handling plan	A plan which sets out how to deal with an individual who's behaviour consistently stops them and or others from learning
P25 Form	A form which must be completed each time an injury / assault happens
Reasonable	Proportionate to the circumstances it was intended to prevent in relation to the context in which the action was applied.
Restrictive physical intervention	Where an individual is physically restrained – within this School this intervention must follow Team Teach Guidelines
Restraint	The positive application of force by staff, in order to overcome rigorous resistance; completely by directing, deciding and controlling a person's free movement. The purpose of its application should be to safeguard the person, other people or prevent significant damage to property

Restrictive physical intervention form	A form that must be completed whenever a physical intervention occurs
Risk Assessment	An assessment that should take place to understand risks involved (in this case) where a risk to an individual or others is likely to occur through behaviour
Sensory regulation	A process or activity that allows individuals to regulate the control of sensory stimulation from the wider world.
Safeguarding	The overriding principle of positive handling that the best interest of the child or vulnerable adult take precedence over every other consideration
Seclusion	Where a pupil is kept physically away from people using a physical barrier, this can only happen in an emergency for all other occasions this should be planned and agreed as part of the positive handling plan and is only enforceable through Deprivation of Liberty Orders (DoLs).
Social Care	The department of Children's Services that deals with the social welfare of individuals
Team Teach	An approach to working with behavioural intervention that also includes techniques to be used when individuals are in crisis behaviour
Time Out	A relatively short time away from peers or a situation that is leading the pupil towards crisis behaviour, staff remain with the pupil, the pupil will return to their teaching group relatively quickly – if this is a strategy that used regularly then this should be planned and agreed as part of the positive handling plan.
Senior Leadership Team	A Team that consists of the Deputy Head Teacher, Head of School & Executive Head Teacher
Withdrawal	When a pupil is taken from their peer group; this is normally planned for and may be to avoid trigger situations or to work towards more positive behaviour at a prearranged time.

Flow chart for reporting significant disruptive behaviour at Cumbria Academy for Autism



Flow chart for understanding significant behaviours which disrupt learning over time



Flow chart showing how we analyse behaviour

