

# **BEHAVIOUR** SUPPORT

# **Policy**

## **Ref: S05**

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**Frequency of Review: Annually**

**Policy Review Dates:**

<b>Date</b>	<b>Changes made</b>	<b>By whom</b>
September 2019	Yes	Stuart Harris
September 2020	Yes	Stuart Harris
September 2021	Addition section 'Seclusion' added	Stuart Harris
September 2022	Critical updates as per DfE Revised behaviour in school's guidance and suspension and permanent exclusions guidance	Andy Richardson-Rafey

## RELATED POLICIES AND GUIDANCE

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Preventing Bullying Policy](#)
- [Exclusions policy](#)
- [Child protection and safeguarding policy](#)
- [Physical Restraint & Handling Policy 2022](#)

## **AT GRANGE SCHOOL WE ARE COMMITTED TO THE FOLLOWING PRINCIPLES:**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **RATIONALE**

Behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual.

What is unacceptable behaviour to one person is not necessarily unacceptable behaviour to another. Because changing behaviour is acting against a person's personal choices it is therefore ethically more defensible to operate within the context of positive, supportive programmes. The function of most behaviour is legitimate, e.g., there is nothing wrong with asking for attention. Most behaviour serves a communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and stop a behaviour by using aversive techniques (punishment). Positive procedures are constructive, in that they teach alternative responses and build self-esteem.

The term *behaviour support* is used in this document, as opposed to behaviour management as it implies the need to consider all aspects of each student's behaviour rather than just those identified as 'problem or difficult'. Passive, non-assertive behaviours restrict a student's independence and learning as much as those which are perceived as being 'problem' behaviours. Behaviour that challenges serves a necessary purpose for an individual, as it is largely learned through a history of interactions between the person and the environment. A single behaviour

may be maintained by more than one outcome and a group of behaviours may be used to achieve a single outcome.

Grange school provides a caring and supportive learning environment that encourages positive behaviour and where all members of the school community feel valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence and community participation.

## **AUTISM AND BEHAVIOUR**

People on the autism spectrum are likely to have impaired communication and social skills, a lack of empathy, over or under sensitivity to sensory stimuli and damaged self-esteem. For a variety of reasons people with autism are likely to experience high levels of anxiety. Behaviour that challenges may be a reaction to these difficulties and an attempt for the individual to control a situation, regulate their emotions and/or communicate fear, distress or frustration. People with autism can behave in ways that hinder their access to opportunities, restrict their social inclusion and adversely affect their quality of life. Working with families to enable the children and young people we support to learn to behave appropriately in different situations is central to achieving our aim of their acceptance and inclusion

### **1. AIMS AND VALUES AT GRANGE SCHOOL**

Grange School is a specialist school for children and young people with autism where we respect one another:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- 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. LEGISLATION, STATUTORY REQUIREMENT AND STATUTORY GUIDANCE**

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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](#):

- 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

This policy complies with our funding agreement and articles of association.

### **3. WE VALUE EVERYBODY**

At Grange School we strive to provide a calm, safe and nurturing environment for all those who attend, work in or visit our school. We believe that it is important that:

- Behaviours are a form of communication that may not be instantly recognisable as such.
- Adults recognise the importance of their role in helping the young people behave in socially acceptable ways.
- All staff, parents and governors aim to work in partnership sharing responsibility for promoting good behaviour.
- Flexibility is built in when developing and implementing pastoral support and behaviour support plans, taking into account the needs and abilities of the students.
- Staff maintain high expectations for learning and behaviour and behaviour for learning.

- Although children and young people may require different strategies, all staff should be consistent in their management of the individual.
- Strategies pertaining to an individual's pastoral and behavioural support will be shared with people on a need-to-know basis and will be signed by all involved to ensure strategies are agreed and understood.
- We aim to ensure and develop good self-esteem for all in a positive environment
- We will work together to achieve an atmosphere of trust where staff and students know their viewpoints and feelings are valued.
- We recognise that all individuals within the school community share responsibility for the wellbeing of all members of the community.

#### **4. DEFINITIONS**

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Destruction of school property
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

#### **5. HIGH EXPECTATIONS**

We have high expectations of everybody in our school.

- We believe that our expectations will lead to personal achievement and success that is a right for all.
- We strive to have a can-do attitude.
- We recognise and value the contribution of all members of the school community.

## 6. BULLYING

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

- Bullying is, therefore:
  - Deliberately hurtful
  - Repeated, often over a period of time
  - Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> </ul> 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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

## **7. SCHOOL ENVIRONMENT**

At Grange school we strive to maintain a teaching environment which enables the young people to achieve and value their learning. We do this through:

- Reducing anxieties through routine, preparation for change and developing flexibility
- Reducing sensory overload through calming environments
- Calm spaces
- Emotional regulation tools
- Clear and appropriate displays in every class
- Standardised use of visual support
- Clear, daily routines

## **8. ROLES AND RESPONSIBILITIES**

### **8.1 The Governing Board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **8.2 The Headteacher**

The headteacher should take responsibility for implementing measures to secure acceptable standards of behaviour:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor or challenging behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are appropriate and applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing 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



- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the IRIS behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy:
  - Recording Procedures
  - Observation of pupils' behaviour and recording of significant features is a strategy used in School. If pupils are presenting difficult or challenging behaviours, careful records are kept of any incidents. An accident Book is kept on IRIS recording any incident involving staff or pupils which results in a physical injury.
  - All serious incidents (those incidents involving physical intervention, use of the Calm Room or Safe Space by a student in crisis, or physical assault) must be recorded in the appropriate section on IRIS safeguard both staff and pupils. Serious incidents are signed off by a senior member of staff.
  - All other incidents of a less serious nature are to be recorded also on IRIS.
  - All records of incidents will be regularly reviewed (and where necessary archived) by a member of SLT or the Behaviour Support Team. They shall be responsible for working with class teams to plan any action that may arise from such reviews of incidents.
  - Following any serious incidents staff will have a debrief meeting with a senior member of staff and a record will be kept as part of the report on IRIS.
  - A record is kept about any concerns relating to individual children in terms of Child Protection Procedures, as part of the school's Safeguarding function in CPOMS.

### 8.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils

- Establishing and maintaining clear boundaries and teaching self-regulation
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on IRIS

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### 8.4 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following unwanted behaviour (for example: attending reviews of specific behaviour interventions)
- 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

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and work in collaboration with them to tackle behavioural issues.

#### 8.5 Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy
- The school's key rules and routines

## 8.6 School Behaviour Curriculum

### Aiming for Positive Behaviour for Learning

- We aim to put the emphasis on praise and reward for good behaviour. By praising and rewarding acceptable behaviour, such behaviour may then become the norm. We will avoid, where possible, giving attention to negative behaviour.
- We aim to involve staff and pupils in determining school and classroom rules.
- We aim to involve parents in supporting the development of a whole school approach to promoting personal behaviour.
- We aim to encourage all children who can, to realise that they each have a part to play in the life of the school.
- We aim to foster a positive attitude to learning in pupils by recognising and regularly rewarding good work, good attitudes, and behaviour.
- We aim to encourage excellence in pupils' performance and behaviour by praising pupil achievement and attainment in all their experiences.
- We aim to give pupils a clear and concise statement of rewards related to their behaviour and effort.
- We aim to encourage staff to adopt a consistent approach to classroom management.
- We aim to secure the orderly atmosphere necessary for effective teaching and learning to take place.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Use the Zones of Regulation to communicate how they are feeling and use planned strategies to regulate and return to baseline behaviour
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform

- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## **9. PROCEDURES**

At Grange School our aims and values promote a high standard of behaviour through the use of:

- Code of Conduct
- Behaviour Support Plans (BSP), including details of appropriate physical intervention (where appropriate), reviewed every year at the annual review meeting and signed by all parties (teacher, AHT/DHT, parent or carer and pupil)
- Delivery of a broad ranging curriculum based on the National Curriculum for England and Wales, delivered in such a way that it is accessible by all pupils.
- The School Council
- Staff training and continued support through the use of Support for Learning and other agencies as appropriate
- An approach to Behaviour Management that incorporates the principles of Team Teach.

## **10. CODE OF CONDUCT**

Staff, pupils, and parents have worked together to produce a code of behaviour which is regularly reviewed by the behaviour support coordinator, behaviour support team, tutors, and department staff.

The following code of conduct is in place for all students, with appropriate consideration given to the communication needs of our pupils:

1. Walk in the corridors (Good Walking)
2. Be polite to other people
3. Take turns and share (Good Sharing)
4. Take time to listen (Good Listening)

5. Respect other people's space
6. Do not hurt other people (Kind Hands/Feet)
7. Ask for help if you need it (Good Asking)
8. Give help if it is asked for
9. Look after our school.

Some groups have additional specific behaviour guidelines, as part of the class management strategy for that group.

The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **11. MOBILE PHONES**

Pupils are not allowed to have mobile phones with them on-site. Any pupils that have mobile phones during travel time must hand them to a member of staff at the beginning of the day and collect them at the end of the day.

## **12. RESPONDING TO BEHAVIOUR**

### **12.1 Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Promote Zones of Regulation to support and teach the skills of self-regulation.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons

- Establishing clear routines
- Communicating expectations of behaviour in the child's preferred way, for example, visually, signing, social stories
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 12.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's challenging behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## 12.3 Responding to good behaviour

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Rewards are more important than sanctions in our behaviour policy. We believe that good behaviour should be recognised and rewarded. The staff within the Trust agree to:

- Recognise and highlight good behaviour as it occurs
- Ensure that children are praised for behaving well / appropriately.
- Explain, and importantly demonstrate, the behaviour we wish to see. We will recognise that our behaviour will influence the behaviour of the child.
- Encourage children to be responsible for their own good behaviour.
- Reward individual children and groups for behaving well.
- Let parents and carers know about their children's good behaviour.

Some groups and individual students in school have more formal systems of reward, targeting behaviours by allowing the student to gather points for good behaviour which count towards a specified reward.

#### 12.4 Responding to challenging behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of challenging behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that negative behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When considering behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use a range of planned sanctions in response to unacceptable behaviour, including but not restricted to:

- A quiet word from the teacher in private, sterner words to show displeasure.
- For a child to work apart from their group in the classroom for short periods of time.
- Loss of privileges.
- Loss of access to preferred activities (not linked with the curriculum)
- Involvement of senior management and other agencies.
- Where any significant damage occurs students may be asked to carry out some form of 'community service', to create a logical consequence to redress damage as a result of their behaviour.
- Suspension
- Permanent exclusions, in the most serious of circumstances. When a pupil is suspended or excluded, parents must be notified "without delay" and the Local Authority notified, regardless of the length of the suspension.

- Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 12.5 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

School has a policy that allows dangerous pupils who are an immediate risk to themselves or others to be placed in isolation/seclusion away from other pupils for a limited period. This sanction would only be used as a last resort, is planned into a student's BSP and is agreed across a multi-agency approach. The use of isolation/seclusion is always used reasonably and proportionately in all cases and is only to be used when it is in the best interests of the child and other pupils and all other options have been explored, evidenced and exhausted.

Use of the SafeSpace must always be in line with a pupil's BSP and with agreement from parents.



Any use of isolation that prevents a child from leaving a room of their own free will is only to be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others.

As per Ofsted guidance October 2021 (Positive environments where children can flourish) whether an act is called seclusion or isolation should not be our focus. Children's experiences are what matters.

On some occasions, a child may find that time on their own is a positive intervention at times of distress, but these interventions should be used sparingly, and the situation must be managed sensitively. Long-term isolation and segregation are never acceptable for children.

When children are using any kind of additional equipment, such as sensory tents, weighted blankets etc. we expect staff to observe them constantly for signs of distress and take prompt action to alleviate their discomfort. If children cannot easily leave equipment such as sensory rooms or tents, or staff actively discourage them from leaving, then that could become a restriction. We expect to see detailed care plans that set out how such equipment is to be used. The plans should be regularly reviewed with the child, parents, and carers by an appropriately qualified person.

## 12.6 Off-site behaviours

Sanctions may be applied where a pupil has behaved negatively or dangerously off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## 12.7 Online Behaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

#### 12.8 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, or their proxy, will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

#### 12.9 Zero-tolerance to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

## 12.10 Responding to an Event

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

## 12.11 Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **13. SERIOUS SANCTIONS**

### 13.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

- Removal can be used to:
- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space (if stated on pupil's BSP)

Pupils who have been removed from the classroom are supervised by staff. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so.

The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently displaying challenging behaviours:

- Meetings with teachers/SLT
- Use of teaching assistants
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the IRIS behaviour log.

### 13.2 Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

When a pupil is suspended or excluded, parents, social worker, local authority and virtual school heads (if applicable) must be notified “without delay”.

#### **14. RESPONDING TO CHALLENGING BEHAVIOUR FROM PUPILS WITH SEND**

##### 14.1 Recognising the impact of SEND on behaviour

The school recognises that pupils’ behaviour may be impacted by a special educational need or disability (SEND).

When incidents of challenging behaviour arise, we will consider them in relation to a pupil’s SEND, although we recognise that not every incident of challenging behaviour will be connected to their SEND.

When dealing with challenging behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school’s policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of challenging behaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

##### 14.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for our pupils we will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

We will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

#### 14.3 Pupils with EHC Plans

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **15. SUPPORTING PUPILS FOLLOWING A SANCTION**

Following a sanction, the school will consider individual strategies to help pupils to understand how self-regulate in the future and make different choices.

### **16. PUPIL TRANSITION**

#### 16.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

#### 16.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **17. TRAINING**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Team Teach Accreditation

- Zones of Regulation
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## **18. MONITORING, EVALUATING, REVIEWING AND RECORDING**

Managing and promoting positive behaviours and attitudes are the responsibility of all staff. A named member of the senior leadership team takes responsibility for monitoring yearly reviews of Behaviour Support Plans (BSP).

### **MONITORING WILL FOCUS ON:**

- Incident and Physical Intervention reports as logged on to the IRIS system
- Attendance, permanent exclusions and suspension
- Incidents of searching, screening and confiscation
- Behaviour Support Plans (BSP)
- The nature and number of reported incidents.
- Bullying incidents.
- Racist or Homophobic incidents.
- Incidents of Peer on Peer Abuse
- Incidents of a sexual nature, serious or otherwise.
- Physical intervention training (Team Teach), induction, introduction, refresher courses for all staff as appropriate.
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

### **ANALYSING THE DATA:**

The data will be analysed as per the LGB workplan and be analysed from a variety of perspectives including:

- At school level

- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **REVIEWING WILL FOCUS ON:**

- Yearly reviews of Behaviour Support Plans (BSP), signed as read, agreed and understood by the pupil (where appropriate), the class teacher, the AHT/DHT and the parent or Carer
- Highlighting achievement and rewarding success
- Involving parents in celebrating achievement and target setting

### **RECORDING WILL FOCUS ON:**

- The production of incident reports to record major incidents such as any physical intervention requiring a two-person escort or other restrictive intervention, absconding from school premises, absconding while attending an off-site visit, physical assault on another young person or adult or serious damage to school property.
- The production of behaviour reports on IRIS ADAPT. As many of the young people at Grange have behavioural issues alongside their ASD diagnosis challenging behaviours should be logged as they happen
- Involvement of young person with multi-agency support network (this information is strictly on a need to know basis)

### **DOCUMENTS USED FOR RECORDING AND MONITORING:**

- IRIS Adapt System

### **FUNCTIONAL ANALYSIS TO UNDERSTAND BEHAVIOUR**

- As a school we need to determine the reasons (**function**) of the behaviour and this may involve monitoring and observing behaviours to identify triggers, difficult areas of the



school and curriculum, levels of anxiety, etc. To achieve and record this we use the S.T.A.R. approach to research behaviours and evaluate the response plan put in place. These documents are filed with the children or young person's Behaviour Support Plan documents on the school system.

- Representatives from the Behaviour Support Team and Support For Learning Team hold a weekly clinic for teachers to attend to seek support for challenging behaviour. At these clinics the team will investigate and analyse using the **S.T.A.R.** document to help determine function of behaviour and provide information and strategies for managing and supporting the teaching team and the pupil involved.

## **19. MULTI-DISCIPLINARY TEAM APPROACH**

The school works closely with a range of outside agencies to help support the young people and their families. In addition to this at Grange School we have professionals on-site to assist the young people and the staff they work with to achieve their goals. Some of these professionals include:

- On-site school nurse
- On-site Speech and Language Therapists
- Educational psychologists
- Occupational Therapists
- CAMHS (Child and Adolescent Mental Health Services) to support parents understanding of behaviour
- Riding the Rapids courses for parents and extended families

## **20. STAFF TRAINING**

Staff training supports staff in the management of challenging behaviours. This training includes:

- Induction and introduction to strategies for supporting pupils who display challenging behaviours.
- Team Teach training for staff where appropriate
- Ongoing staff training to promote good practice and reduce instances of challenging behaviour. This includes training on Zones of Regulation.

## **CODE OF CONDUCT**

Grange School expects and promotes the highest behaviour standards from all staff, children and young people, whilst understanding that children and young people with different levels of understanding may need differentiated support to achieve their potential. The code of conduct below is applicable to all classes and can be adapted to suit each class group and pupil need.

### **EVERYONE IS EXPECTED TO:**

- Be kind and respectful, polite, co-operative and considerate to all.
- Look after the school and property of others
- Celebrate success

### **THE FOLLOWING CODE OF CONDUCT IS IN PLACE FOR ALL PUPILS:**

- Keep hands and feet to yourself
- Always try your best
- Care for your belongings and the belongings of others
- Be as independent as possible
- Be helpful and kind to others
- Tell teachers or staff if anything is worrying you
- Come to school every day (unless you are sick/poorly)
- Do not leave the school premises without permission
- If mobile phones are brought to school, they should be handed to the head teacher or deputy head teacher on arrival to be locked away for safe keeping and collected at the end of each day. Likewise, any valuables such as jewellery, iPads or games consoles are to be discouraged in school, but if they are brought in, they must be kept with mobile phones as stated above.
- Bringing toys or electronic games into school is not allowed unless previously arranged with the class teacher, the deputy head or the head teacher.

### **CELEBRATING AND REWARDING GOOD BEHAVIOUR**

All students are encouraged to behave appropriately around school and each class will devise their own reward systems. Rewards are more important than sanctions in our behaviour policy. We believe that good behaviour should be recognised and rewarded. A positive and supportive school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in

helping the children and young people to realise good behaviour is valued. Integral to the system of rewards is an emphasis on praise, both formal and informal to individuals and groups.

### **THE STAFF AT GRANGE SCHOOL AGREE TO:**

- Recognise and highlight good behaviour as it occurs.
- Ensure that pupils are praised for behaving well.
- Explain and demonstrate the behaviour we expect to see and recognise that our behaviour will influence the behaviour of the pupils
- Encourage pupils to be responsible for their own good behaviour
- Reward individual pupils and groups for behaving well
- Let parents and carers know about their children's good behaviour

Some groups and individual students in school have more formal systems of reward, targeting particular behaviours by allowing the student to gather points for good behaviour which count towards a specified reward.

### **CONSEQUENCES**

Consequences are used to emphasise and reinforce the need for good / appropriate behaviour around school. Pupils must understand the concept of consequences for them to work as a tool for behaviour management. As a school we understand that this is not always possible due to the needs of our pupils and as such consequences should be used sparingly and only with those children and young people who are able to understand.

### **THE BEHAVIOUR SUPPORT TEAM**

The Behaviour Support Team consists of the SLT lead for behaviour, the SLT safeguarding lead, The SENDCo Lead, the Support for Learning Lead, the Lead TA4 for Behaviour Support and up to three TA1s for the staff team. The team meets regularly and provides a weekly clinic for teachers and TAs to attend to seek advice on behaviour support in school.

# **BEHAVIOUR** SUPPORT POLICY

## **APPENDIX A - PHYSICAL INTERVENTION**

See Grange School Positive Handling Policy

### **THE SCHOOL ENVIRONMENT AS A TOOL TO PROMOTE POSITIVE BEHAVIOUR.**

Pupils in anger or distress may need to leave a classroom to calm. Calming spaces or short-term activities may be used. The emphasis however is on returning to task as soon as the pupil is able to. There are a range of indoor and outdoor calming spaces available, however all strategies for the use of clam spaces outside the classroom must be risk assessed and monitored for their appropriateness and effectiveness in enabling the pupil to calm and return to the class.

### **RECORDING PROCEDURES**

Observation of pupils' behaviour and recording of significant features is a strategy used in School. If pupils are presenting difficult or challenging behaviours, careful records are kept of any incidents using the **IRIS Adapt** system. An Accident Book is also kept online on the IRIS system recording any incident involving staff or pupils which results in a physical injury.

All serious incidents (those incidents involving physical intervention, use of a Safe Space such as the Sensory Garden by a student in crisis, or physical assault) **MUST** be recorded on the IRIS system to safeguard both staff and pupils. An email alert for each of entry will be sent to the class teacher and all members of the Behaviour Support team. Parents are to be informed of such incidents before the close of the school day and all such incidents are signed off by a member of the Senior Leadership Team.

All other incidents of a less serious nature are also to be recorded onto the IRIS system.

All records of incidents entered on to IRIS, either as serious incidents or as ongoing behaviours will be regularly reviewed by a member of the Behaviour Support Team. They will be responsible for working with class teams to plan any action that may arise from such reviews of incidents.

It is important that all incidents are recorded using language that is appropriate and professional.

Following any serious incidents staff will have a debrief meeting with a senior member of staff and a record will be kept as part of the report on the IRIS system.

All incidents of Racist and Homophobic language are to be logged on the IRIS system as Serious Incidents. This will generate an alert for the head teacher who is required to keep a log of this type of incident. The head teacher will also receive an alert for all serious incidents that have required the use of physical intervention.

## **COMMUNICATION**

We recognise the importance of establishing effective communication links in school between all adults who are involved in working with our pupils. This includes bus escorts, lunchtime organisers, visiting specialist teachers, office staff, medical staff, drivers, cleaners, the kitchen staff and caretaker as well as all classroom staff. Teachers have a responsibility to ensure that information regarding behaviour for learning is communicated to all relevant staff; the class teacher will act as a reference point for staff if they are unsure about how to employ the behaviour policy with a particular pupil. The Support for Learning Team meet on a weekly basis and staff should attend this as a forum to discuss particular issues regarding behaviour.

## **SUPPLY STAFF AND OTHER VISITORS TO SCHOOL**

All visitors to the school are issued with a leaflet outlining their responsibilities as guests in the school. Supply staff are informed of the relevant procedures for intervention and the reporting of challenging behaviours and an explanation of on-call system. (SEE APPENDIX C.)

# BEHAVIOUR SUPPORT POLICY

## APPENDIX B - HOME / SCHOOL PARTNERSHIP AGREEMENT

### THE SCHOOL WILL:

- Provide a safe, happy and stimulating environment in which students are encouraged to reach their full potential and are well cared for physically and emotionally.
- Offer the best possible education which is right for the children and young people's needs within a broad and balanced curriculum.
- Put individual target setting, individual education plans and individual behaviour plans in place to help the young person to thrive
- Recognise and reward achievement
- Share information with parents/carers by a range of means: home-school books, telephone contact, annual review meetings and parents' evenings.
- Welcome opportunities to communicate with parents including school visits (where appropriate), telephone contact, home-school books, etc.
- Maintain confidentiality around sensitive information about the child or young person and their family.
- Work with other professionals to consider the 'whole child'.
- Tell parents what is going on at school by way of termly newsletters, the school website and home-school books

### THE PARENTS / CARERS WILL:

- Ensure your child/young person is in school every day (illness / sickness / prearranged appointments not withstanding)
- Keep the school informed about the child's / young person's health and any reasons for absence and inform school as early as possible (before 9.00am) on the first day of absence. **(N.B. medical appointments are classed as an absence, as such please inform the school office prior to the day of the appointment)**

- Support the school in any way you able to.
- Take an active interest in the progress of your child / young person.
- Work with the school to promote positive behaviour.
- Encourage your child / young person to do well at school and make sure they have the items they need for the day (PE/Swimming kit, etc.)
- Share any concerns you may have about your child / young person as this will help us to care for them and educate them properly.
- Attend meetings and parents' evenings relating to your child.

**THE CHILDREN / YOUNG PERSON WILL (WITH HELP FROM HOME AND SCHOOL):**

- Always try to do my best
- Care for my own and others belongings
- Care for equipment and our school
- Bring what I need for the school day (PE/Swimming Kit, etc.)
- Be ready for the bus / transport in the morning
- Be helpful and kind to each other
- Tell their parents/carers, teachers/TAs if anything is worrying them.

# BEHAVIOUR SUPPORT POLICY

## APPENDIX C – SUPPLY STAFF AND VISITORS

### INFORMATION FOR SUPPLY TEACHERS

*(This document is available for supply staff in the form of a leaflet handed to all visitors upon arrival)*

Good morning and welcome to Grange School.

We are a special school providing education for children and young people with autism from the ages of 3 – 19 across all key stages through EYFS, primary, secondary and on to 6th form. We have a number of young people who display challenging behaviours who need support and understanding from the adults they are in contact with.

The teachers, TAs and leadership team are all here to provide support and learning opportunities for the young people and believe that the ASD condition should not prevent the young people at our school from experiencing and accessing the curriculum, nor be denied any extended learning opportunities such as trips and visits.

Below you will find a very brief outline of our behaviour policy and the steps we take to support the young people at our school. If at any time you feel you need support to carry out the role of supply class teacher or supply TA please do not hesitate to ask a member of the class team or any of the staff in the wider school. If they are not able to answer your question, they will be able to direct you to someone who will.

We use a behaviour management approach called Team Teach and all the permanent staff at the school are well trained in this. As a supply teacher/TA you are not authorised to perform any restraint or physical intervention on any pupil in the school, even if you have training in a different approach from a previous establishment. If you require assistance with a pupil call a member of the class team, or if you find yourself in a situation where you feel you need extra support you will find an alarm button by the door inside the classroom. Press the red button and leave the room if necessary. This alarm will be responded to by a senior member of staff who will take over and manage the situation. Alarm calls are quite rare in school; however, they are there to be used if you need them, please do not worry about pressing it unnecessarily, press it if you feel you need to.

Please enjoy being a part of our team at Grange. The children and young people here are among the nicest, most responsive, honest, charming and caring children you will teach. Many do display challenging behaviours but remember; this behaviour serves a function and should never be seen as just 'being naughty'.



## **BEHAVIOUR** SUPPORT POLICY

### **APPENDIX C – CONFISCATION, SEARCHES, SCREENING**

#### Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. [Searching , Screening and Confiscation -Advice for Schools -June 2022]

#### Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

#### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy)

or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil and parent why they deem a search necessary
- Explain to the pupil what a search will entail – e.g. I will ask you to turn out your pockets and remove your scarf using their preferred method of communication.
- Explain how and where the search will be carried out
- Give the pupil and parent the opportunity to ask questions
- Seek the pupil's and parent's co-operation

If the pupil and/or parent refuses to agree to a search, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) to try and determine why the pupil and/or parent is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil, this may involve support from the police. Staff should be confident all other appropriate and less invasive approaches have been exhausted before involving the police. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. At least two other people must be present with the child throughout the search, one of which must be an appropriate adult.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers

- Bags

A pupil's possessions can be searched for any item if the pupil and parent agree to the search. If the pupil and/or parent does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

- The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected

item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

#### Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

#### Who will be present?

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken

## **BEHAVIOUR POLICY – *in brief***

### **APPROACH**

- The approach we use at Grange is called Team Teach
- It is a non-invasive, positive approach based around teaching proactive strategies to help the young people manage their behaviour. If these strategies are followed it will help the young person to communicate their needs. Proactive strategies are listed on the pupils Behaviour Support Plan (ESP).
- All behaviours are FUNCTIONAL, they communicate a need, once this need has been met the behaviour reduces. The proactive strategies enable the young person to communicate effectively and appropriately without the need for challenging behaviour to communicate that need.
- If a young person becomes anxious, they may require reactive strategies. These help the young person to calm and return to their baseline behaviour. We use a variety of calming and distraction methods, which can be found on the young person's ESP.
- Should a young person become agitated and the reactive strategies are not working the young person may require an active strategy. These strategies are listed on the pupil's Behaviour Support Plan (BSP), however if one of our young people are in this phase of arousal then an experienced member of staff will intervene, or in the unlikely event of finding yourself alone with the pupil, press the alarm for assistance. **DO NOT ATTEMPT TO RESTRAIN OR PHYSICALLY INTERVENE WITH THE YOUNG PERSON IN ANY WAY.**

### **RECORDING INCIDENTS OF CHALLENGING BEHAVIOUR**

- Here at Grange we use a system called IRIS Adapt to record incidences of challenging behaviour. Not all incidents need to be recorded as we have what we term as 'expected behaviour'. Please consult the support staff in the room you are working in or discuss with the SLT with responsibility for the class as to whether or not the behaviour you have witnessed needs to be recorded. The staff member will then assist you to record it as appropriate. All recordable behaviour **MUST** be recorded on the same day before you leave.

### **BEHAVIOUR SUPPORT PLANS**

- All of the pupils at Grange have Behaviour Support Plans (BSP) which outline in detail the pupil's behaviour pattern, their triggers for challenging behaviour and the reactive strategies used to support them with their behaviour management. Please ensure you read the copies that are

available in the classroom you will be working in before the pupils arrive in the morning. The class team will give you all the support they can, and the senior team are also on hand throughout the day if you require any further support to help you teach the pupils in our school successfully.

## **REFERENCE DOCUMENTS**

- DfES 2002 – Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorders.
- DCSF 2007 – School discipline and pupil-behaviour policies: guidance for schools
- DfE 2012 – Behaviour & Discipline in Schools – a guide for head teachers and school staff
- DfE 2012 – Behaviour & Discipline in Schools – Guidance for Governing Bodies
- DfE 2012 – Use of Reasonable Force – Advice for head teachers, staff and governing bodies

