
BEHAVIOUR MANAGEMENT POLICY

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1. Purpose

- 1.1 Good behaviour in schools is central to a good education. At the heart of Jigsaw's behaviour management policy is the principle of respect for oneself and others. We recognise pupil achievement and good behaviour that encourages a positive attitude.
- 1.2 This Policy provides a framework for pupils, teachers, and parents on how behaviour is promoted. The aims of the policy are:
 - To provide a safe, calm and caring environment that facilitates learning
 - To ensure consistency, fairness and clear expectations
 - To promote and reinforce respect for others, caring and co-operative behaviour
 - To enable pupils to develop social skills and moral values in the context of the school as a community
 - To increase attendance and engagement in classes

2. Definitions

- 2.1 'The school' and 'Jigsaw' means Jigsaw CABAS® School
- 2.2 CABAS® is an acronym for Comprehensive Application of Behaviour Analysis to Schooling.
- 2.3 PROACT-SCIPr-UK® is an acronym for Positive Range of Options to Avoid Crisis and use Therapy, Strategies for Crisis Intervention and Prevention

3. Scope

- 3.1 This policy and related procedures are designed to safeguard both the pupils and the staff and aim to support and promote good practice. The Safeguarding and Child Protection Policy and Health & Safety Policy are always observed when supporting a pupil who is exhibiting behaviour that challenges.
- 3.2 This policy applies to all pupils and staff at Jigsaw.
- 3.3 The DfE guidelines on Behaviour in Schools (July 2022) sets out the parameters within which school staff are permitted to work.
- 3.4 The Association of Professional Behaviour Analysts (APBA) also provides guidelines for the use of restraint and seclusion.
- 3.5 Staff at Jigsaw adhere to both sets of guidelines.
- 3.6 The School Management Team will ensure that the relevant procedures are followed.

4. The Policy

- 4.1 Jigsaw is an independent special school which provides education for primary, secondary and sixth form age autistic children and young adults with an Educational Health care Plan (EHCP). The nature of their disability means that autistic children and young adults may not have sufficient understanding or awareness that certain behaviours they emit or certain behaviours that are directed towards themselves and others are not safe, kind, or respectful. When pupils emit unsafe, disruptive, or unkind behaviours they are not aware of their actions and consequences and therefore this is not viewed as 'misbehaviour'.

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- 4.2 The school follows the Comprehensive Application of Behaviour Analysis to Schooling (CABAS®) methodology. The CABAS® system is designed to approve positive behaviours and attitudes rather than disapproving other behaviours. The curriculum is designed to emphasise teaching through positive reinforcement. The school creates the environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. The creation of pupil motivation is essential to the implementation of the principles of positive reinforcement within the CABAS® system.
- 4.3 The school adheres to the principles outlined in the Equality Act (2010) believing that all children and young adults have a right to be safeguarded. The prime concern always must be the welfare and safety of the pupil(s).
- 4.4 Typically, pupils at the school lack communication skills. The principal aim of a verbal behaviour approach is to provide our learners with functional communication skills. The pupils are taught these skills so that they have the tools to communicate their needs (vocally, through sign, through PECS/ WECS (Picture/Word Exchange Communication System), through ProLoquo2Go® software on an iPad®/iPod® or gestures) rather than emitting behaviours that challenge.
- 4.5 There is regular communication between all the staff and the parents for each pupil to ensure consistency of approach.

5. Jigsaw's Golden Rules

- 5.1 Members of the School Council worked together to produce six golden rules which are displayed around the school. These rules are:
- We are positive
 - We are gentle
 - We are kind
 - We are helpful
 - We listen
 - We share

6. Reinforcement

- 6.1 Teaching through positive reinforcement will provide strategies for preventing and 'de-escalating' behaviours that precipitate the use of physical interventions.
- 6.2 There is a continuous focus on reinforcing positive behaviours. A wide range of positive tactics are used to increase these behaviours (and therefore decrease the behaviours that challenge)
- 6.3 Further tactics are used to increase positive behaviours, such as teaching pupils skills in self-management, reinforcing them for following classroom rules and the use of behaviour contracts or home-school agreements.

7. Function of Behaviour

- 7.1 It is important to ascertain the function of behaviour prior to implementing tactics to

reduce target behaviours; it is important to understand why the behaviour is occurring. Once the function of a target behaviour has been identified, strategies can be implemented to reduce future occurrences.

- 7.2 The function of behaviour can be determined from data collected on target behaviours and information collected from ABC charts (collecting more in-depth information on the behaviour and what precedes and follows that behaviour). When required, more in depth functional behaviour assessments and functional analyses are completed.

8. Behaviour Guidelines & Risk Assessment

- 8.1 Individualised behaviour guidelines are written for all pupils to ensure a consistent approach. A full risk assessment is completed, and data collected to determine the efficacy of these behaviour strategies and changes are made accordingly.
- 8.2 Behaviour guidelines and individual risk assessments are continuously monitored. They are updated at least termly and more regularly if changes are required.

9. Ethics Committee

- 9.1 The school has an Ethics Committee which provides additional oversight on the use of restrictive practices in the school to manage behaviour that challenges.
- 9.2 The Ethics Committee includes members of staff across the school including a member of the School Management Team, a member of the safeguarding team, a member of the therapy team, the PROACT-SCIPr-UK Instructors and teaching staff at different levels (e.g., Supervisor, Lead Teacher and Teacher). A CABAS® Consultant is also a member of the Ethics Committee and attends meetings when onsite.
- 9.3 The Ethics Committee meets half-termly and meeting minutes are distributed to the full staff team.
- 9.4 The Ethics Committee provides additional oversight for ensuring good practice across the school.
- 9.5 Restrictive practices are reviewed by the Ethics Committee, e.g., use of seclusion, use of physical interventions, pupils working in isolation, use of response cost.
- 9.6 Emergency unplanned procedures are reviewed by the Ethics Committee along with any concerns raised by staff regarding behaviour management practice in the school.

10. PROACT-SCIPr-UK®

- 10.1 PROACT-SCIPr-UK® – Positive Range of Options to Avoid Crisis and use Therapy, Strategies for Crisis Intervention and Prevention – is a person – centred approach to support the pupils, the staff, and the organisation.
- 10.2 PROACT-SCIPr-UK® is a values-based approach with an emphasis on being proactive – getting it right for the person, rather than being reactive or responding to an episode of behaviour that challenges. The aim is to raise the person’s self-esteem, improve quality of life, empower them, and enable them to live a more independent and fulfilling lifestyle.
- 10.3 The approach promotes a gradient model where most of the support we provide (at least 70%) is proactive. However, it is acknowledged that individuals may require additional

support to keep themselves and others safe. To ensure that this is addressed, additional more restrictive techniques are included within the overall approach to ensure that it has the capacity to cover a wide range of situations and minimise the risk of injury to both the staff member and the individual.

10.4 There are five accredited PROACT-SCIPr-UK® Instructors on the staff team:

- Kate Hewett (Head of Behaviour Support/ABA Consultant)
- Chloe Mason (Supervisor)
- Rhys Jones (Supervisor)
- Jack Barsby (Lead Teacher)
- Lorren Reader (Trainee Instructor; Lead Teacher)

10.5 All teaching staff and therapy staff receive training in PROACT-SCIPr-UK® procedures and this training is regularly updated. New staff complete a 2-day Introductory course, and all staff undertake a 1 day refresher course annually. An annual audit of the restrictive interventions used in the school is carried out by the Head of Behaviour Support. This audit determines the training requirements of the staff and allows senior staff to review the procedures in place for individual pupils.

10.6 The five PROACT-SCIPr-UK® Instructors are part of the Behaviour Support Team along with further fully trained members of staff. The Behaviour Support Team can be called by any staff member see 'requesting additional support for behaviours which challenge' below.

11. Managing Behaviours that Challenge

General Guidelines

11.1 Any pupil with a language disorder will find expression of needs, wants and feelings difficult at the best of times. In an extreme situation, when the pupil is frustrated, such an expression of feeling may be virtually impossible. Additionally, the pupil is likely to be confused and not capable of complex reasoning.

11.2 The consequence of this frustration and inability to self-express may lead to behaviours that challenge. It is likely that a pupil displaying behaviours that challenge could be:

- having difficulties communicating his/her needs
- seeking a very high level of individual attention
- seeking to escape from the current task
- expecting some form of adult intervention and reaction
- expecting the adult to offer an alternative which will relieve the situation
- showing a lot of aggression reflective of the emotion which the pupil is trying to display. This may manifest itself in a 'rage'
- being aggressive towards themselves or another pupil or person or property.

Restrictive Interventions

11.3 The terms restrictive interventions and restraint are used interchangeably in this policy.

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- 11.4 The term 'restrictive intervention' is defined in the June 2019 DfE guidance 'Reducing the Need for Restraint and Restrictive Intervention' as:
- Planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently; and
 - The sub-categories of restrictive intervention using force or restricting liberty of movement (or threatening to do so).
- 11.5 These sub-categories include:
- Physical restrictive intervention: a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person.
 - Chemical restraint: the use of prescribed medication for the purpose of controlling or subduing disturbed/violent behaviour.
 - Withdrawal: removing a child or young person involuntarily from a situation which causes anxiety or distress to themselves and/or others and taking them to a safer place where they have a better chance of composing themselves.
 - Seclusion: supervised confinement and isolation of a child or young person, away from others, in an area from which they are prevented from leaving, where it is of immediate necessity for the purpose of the containment of severely disturbed behaviour which poses a risk of harm to others.
- 11.6 The Ofsted guidance 'Positive environments where children can flourish' (2021) also includes psychological restraint and defines it as depriving a person of equipment or possessions, for example removing glasses so that they are unable to see to leave a room. This is never acceptable at Jigsaw.
- 11.7 Where there is clearly documented evidence that sequences of events rapidly escalate into serious aggression the use of a restrictive intervention at an early stage may be justified provided that it is clear that:
- Proactive tactics have not been effective.
 - Risk assessment is carried out.
 - Other appropriate methods have been tried without success.
- 11.8 If a physical restraint is necessary then the following guidelines must be followed as closely as the situation allows:
- Members of staff are not allowed to become involved in a physical restraint unless they have had direct training within Jigsaw.
 - Members of staff must understand that physical restraint of a pupil must be seen as an EXCEPTIONAL intervention and will not be regarded as a matter of routine.
 - Full records of the physical restraint must be logged on SchoolPod including whether additional support was called.
- 11.9 Only physical interventions that are specified and approved by Loddon Training and Consultancy are to be implemented. They should be clearly documented in the pupil's

behaviour guidelines. All these interventions are moving interventions and we would never hold a pupil in one place to restrict them moving. If a pupil requires restrictive interventions or seclusion as detailed in their behaviour guidelines there needs to be a plan for decreasing the use of restrictive interventions and data to demonstrate the effective use of restrictive interventions. This plan needs to be explicit and a considered approach and should be part of the pupil's behaviour guidelines.

Use of Aversives

11.10 Aversives are unpleasant stimuli that are used to attempt to decrease the future occurrence of a behaviour. Aversive stimuli result in discomfort or pain including extreme heat or cold, loud noises and bitter flavours.

11.11 The use of aversives is not permitted under any circumstances at Jigsaw.

Non-aversive Strategies for Decreasing Behaviour that Challenges

11.12 Non-aversive strategies can be used to decrease episodes of behaviour that challenges. These strategies include planned ignoring, contingent observation, and time out from positive reinforcement. These strategies are included within the pupil's individual behaviour guidelines and are used alongside strategies to teach replacement behaviours.

Sanctions and Response Cost

11.13 A sanction is a threatened penalty for disobeying a rule.

11.14 Sanctions taken against a pupil, for whatever reason, are not permitted at Jigsaw.

11.15 It is the school's policy to teach pupils high standards of behaviour and for pupils to conform willingly to normally accepted and recognised social codes. This aim is achieved by always emphasising the pupils' strengths and through positive interactions with the staff.

11.16 A sanction can be distinguished from the behavioural procedure, response cost. Response cost is the removal of a positive reinforcer contingent on the occurrence of a target behaviour. This subsequently results in a decrease in that behaviour. One common situation in which a response cost is used to decrease target behaviours is in a token economy system. A token economy is a system for rewarding behaviours by delivering symbols/tokens/ticks etc. which can be exchanged for other reinforcers. A response cost can be implemented where these tokens are removed contingent upon the occurrence of a target behaviour. Response cost is only used in pre-planned guidance to address target behaviours. The Ethics Committee is required to approve strategies such as the use of response cost.

Staff Interaction

11.17 Staff must not personalise any verbal or physical behaviours that challenge that are directed towards them. If a member of staff feels that (s)he is being emotionally affected and therefore upset by the behaviour that challenges being displayed, then the pupil is likely to be at greater risk. In these circumstances the staff member must hand over to another member of staff and withdraw.

11.18 Listen to what the pupil says. Do not ignore or accept any further verbal challenges. Try to divert the pupil's attention into a distraction of more positive behaviour. If a pupil makes a

threat, divert the threat. Do not leave the pupil in the position where you have not offered an alternative. If no alternative is offered the pupil may have to carry out the threat.

- 11.19 Behaviour that challenges, involves the pupil AND the respondent. Ensure that your own behaviour or use of language does not provoke the pupil or escalate the situation. Be prepared for an intervention to go on for a long time. Do not allow yourself to become emotionally involved.

Requesting additional support for managing behaviours that challenge

- 11.20 The tannoy (*1) can be used to call for help across the school.
- 11.21 Staff should call for behaviour assistance if they require additional support when active strategies are being employed with little or no impact.
- 11.22 Staff should call for help from the Behaviour Support Team in the case of the escalation of a behaviour that challenges that directly impacts the safety of the individual, other pupils and/or members of staff.
- 11.23 The PROACT-SCIPr-UK instructors should be called if the behaviours that challenge are continuing for a prolonged period (over 30 minutes) and/or when it is not possible to follow behaviour guidelines or behaviour guidelines are not having the required impact.
- 11.24 Child on child abuse: Refer to Safeguarding and Child Protection Policy

12. Reasonable Force

- 12.1 There are circumstances when it is appropriate for staff to use reasonable force such as a degree of physical contact to safeguard pupils. A restrictive intervention must employ the minimum amount of force needed to avert injury, damage to property or to prevent a breakdown of discipline and be applied for the shortest period.
- 12.2 Underpinning principles:
- The use of force must, wherever possible be avoided.
 - There are occasions when the use of force is appropriate.
 - When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.
 - The scale and nature of any restrictive intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- 12.3 The use of force is likely to be defensible when it is required to prevent:
- Self-harming
 - Injury to other pupils, teachers, or staff
 - Significant damage to property, e.g., breaking furniture or IT equipment
 - An offence being committed
 - Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils

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- 12.4 The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it and it is no more than is needed to manage or control the situation
 - 12.5 When considering using reasonable force, staff will recognise and consider the risks, pupils' vulnerabilities including their SEND, mental health, and medical needs.
 - 12.6 June 2019 DfE guidance provides some clarification: 'There will be times when the only realistic response to a situation will be restraint or restrictive intervention. In a school, if a young child is about to run into a busy road, for example, or a pupil is attacking a member of staff or another pupil and refuses to stop when asked, then reasonable force to stop this may be necessary. But wherever possible, it should be avoided; and proactive, preventative, non-restrictive approaches adopted in respect of the behaviour that challenges.'

13. Chemical Restraint

- 13.1 Staff will administer medication as prescribed, but a child's placement at Jigsaw would be reviewed if the child is requiring increasingly frequent use of medication to manage behaviours that challenge.

14. Seclusion

- 14.1 Seclusion is a form of restraint referring to the supervised containment and isolation of a pupil away from others, in a room/area from which they are prevented from leaving.
- 14.2 Seclusion must only be used to contain severe behaviours including those likely to cause harm to others and/or themselves.
- 14.3 Seclusion must be used for the minimum time necessary.
- 14.4 Seclusion takes place within a quiet room. There are quiet rooms located within each building of the school. Some quiet rooms are also used as sensory rooms or quiet teaching areas. They are also used as rooms for pupils to withdraw or calm and in these cases, pupils are not secluded as the door is open and they are not prevented from leaving. In some cases, a pupil may close the door, but this is still not seclusion as they are not prevented from leaving the room.
- 14.5 If a pupil is emitting behaviours that challenge and all measures for reducing this behaviour have not been successful then they can be moved to a quiet room (if safe to do so).
- 14.6 Pupils are not locked in rooms alone. There are exceptional circumstances where a pupil will be left in a room alone and a teacher remains on the other side of the door. The pupil can be always seen through a viewing window and the handle is held to prevent them from leaving temporarily if the pupil's behaviour poses a risk to other pupils or themselves.
- 14.7 There is also a release lock on the doors of each of the quiet rooms. These function in the same way as holding the handle of the door and automatically release (unlock) if the member of staff lets go of the lock. If a pupil is left in a room alone and the handle or lock is held then this a written incident record should be completed.
- 14.8 These incidents are reviewed regularly by senior staff. It should also be noted that all quiet rooms have star locks to prevent pupils accessing them when they are empty/not in use.

The star lock should never be used when there is a pupil in a quiet room.

- 14.9 Staff must offer the pupil a drink at scheduled times (at least every 20 minutes). If the incident occurs over the lunchbreak, then lunch must also be offered.
- 14.10 If the pupil asks to use the toilet, then staff should aim to facilitate this request while considering the safety of the pupil and others.
- 14.11 Please note that seclusion can be clearly distinguished from:
- Time out from positive reinforcement. Involves restricting the pupil's access to all positive reinforcement as part of the behavioural programme.
 - Withdrawal. Removing a pupil from a situation which causes anxiety or distress where they can be continuously observed and supported until they are ready to resume their usual activities.
 - Working in isolation. Working with a pupil alone in a classroom to reduce risk to pupil and others. If a pupil is working in isolation, then there needs to be a plan for decreasing isolation. This plan needs to be explicit and should be part of the pupil's Individual Learning Plan or behaviour guidelines. This needs to be a considered approach.
- 14.12 Seclusion is not to be used with pupils in Early Years or Key Stage 1.

Sub-type of Seclusion: Evacuation

- 14.13 Evacuating a classroom or area of the school (e.g., office or part of a corridor) is a sub-type of seclusion if the pupil is then alone in this area and they are prevented from leaving.
- 14.14 If a pupil emits behaviours that challenge in their classroom, or another area of the school then other pupils need to be safely removed from that area. If the pupil's behaviour continues, then staff can consider evacuating the area as well.
- 14.15 If required for safety reasons, they can close the door behind them and keep the pupil inside the room/area of the school (e.g., corridor). They must be able to see the pupil (e.g., via a viewing window). They can hold the door and prevent the pupil from leaving the room/area if they or others are at risk by the pupil leaving. They must record the duration of time that the pupil is alone in the room/area. They must be clear as to when they will re-enter the room/area (e.g., once pupil is sat down/away from door/calm) and they must offer the pupil a drink at scheduled times.
- 14.16 As per the guidance on seclusion, the same rules are in place for providing lunch and opportunities to go to the toilet.
- 14.17 The term 'evacuation' should be used when recording these incidents and staff must be clear that this is a restrictive practice and is a sub-type of seclusion.

15. Restricted Access to the Environment

- 15.1 If a child is in a quiet room, classroom, or area of the school alone, but the door is open then this is not seclusion.
- 15.2 The definition of 'the door is open' is that the teacher should be able to stand at least sideways in the space.

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- 15.3 It should be noted, however, that in these cases the pupil has restricted access to their environment as they may be secluded if they approach the door. These incidents should be recorded as restricted access to environment.
 - 15.4 When preventing pupils from leaving an area of the classroom using portable display boards or mats then this is also restricted access to the environment. The pupil is not alone so it is not seclusion.

16. Impact on Pupils

- 16.1 Research shows that the use of restrictive interventions has a significant physical and emotional impact on children. It is therefore imperative that restrictive interventions data are reviewed by the staff team, the Ethics Committee, the PROACT-SCIPr-UK Instructors, and the School Management Team.
- 16.2 The impact on pupils witnessing incidents of behaviour that challenges cannot be underestimated. If appropriate, these pupils must be debriefed by teaching staff following these types of incidents. A follow-up meeting the next morning should also be considered. Staff should report back to parents if pupils have witnessed incidents so that parents can also follow-up and report information back to school as necessary.
- 16.3 If pupils are unable to communicate how they feel then staff must closely monitor changes in behaviour, e.g., not wanting to be near certain pupils, showing signs of anxiety, not wanting to go to certain areas of the school.
- 16.4 If pupils are showing signs of being anxious around certain pupils, then appropriate strategies must be implemented to address this.
- 16.5 Incidents that include the use of restrictive interventions must be minimised and proactive strategies must also be under constant review.

17. Impact on Staff

- 17.1 The impact on staff managing incidents of behaviour that challenges cannot be underestimated. Follow-up meetings must take place between the Line Manager and the member of staff involved. Further support is available from the School Management Team and HR department.
- 17.2 It is important that incidents of behaviour that challenges are not normalised. For further guidance refer to the Staff Wellbeing Policy.

18. Planned Intervention

- 18.1 Pre-arranged strategies and methods, which are based on a risk assessment, are recorded in each pupil's individualised behaviour guidelines. The guidelines are included in each pupil's individual curriculum file. The PROACT-SCIPr-UK instructors, Senior Staff and Parents agree these in advance.
- 18.2 If appropriate, pupils are debriefed following a planned intervention.

19. Emergency or Unplanned Intervention

- 19.1 Emergency or unplanned interventions are the use of restrictive interventions that are not within a pupil's behaviour guidelines. To clarify, if a physical restraint or if seclusion is

used, and this is not written in a pupil's behaviour guidelines, then this is an emergency or unplanned intervention.

- 19.2 Unplanned or emergency intervention may be necessary when a pupil behaves in an unexpected way. In such circumstances, members of staff retain their duty of care to the pupil and any response must be proportionate to the circumstances.
- 19.3 Staff must call the Behaviour Support Team and/or a member of staff from the School Management Team and/or their Supervisor to support with making decisions about the appropriate action to take. Two members of the Senior Team (School Management Team, PROACT-SCIP Lead Instructor, Supervisor) are required to decide about the use of an emergency or unplanned intervention.
- 19.4 Staff must use the minimum force necessary to prevent injury and maintain safety consistent with the appropriate training they have received.
- 19.5 Any emergency or unplanned intervention must be communicated to parents either face-to-face or via a telephone call. Parents should be contacted immediately after the incident or during the incident if it is ongoing. The information must also be communicated to a member of the School Management Team if they were not involved in the decision to use the procedure.
- 19.6 If appropriate, pupils are debriefed following an emergency or unplanned intervention, including the pupils who witnessed the event, but were not involved directly.
- 19.7 If appropriate, staff are debriefed following an emergency or unplanned intervention.

20. Searching Pupils for Prohibited Items

- 20.1 A member of the staff of a school who has reasonable grounds for suspecting that a pupil at the school may have a prohibited item with them or in their possession may search that pupil or their possessions. A search under this section may be carried out only where:
- the member of the staff and the pupil are on the premises of the school; or
 - the member of staff is elsewhere and has lawful control or charge of the pupil e.g., on an off-site visit.
- 20.2 Prohibited items include:
- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- 20.3 Individuals carrying out the search must provide a reasonable level of personal privacy.

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- 20.4 A person may carry out a search under this section only if:
- they are the head teacher or deputy head teacher of the school.
 - they are a member of school staff who has been authorised by the head teacher or deputy head teacher to carry out the search.
- 20.5 Staff have the right to refuse to carry out a search on the request of a head teacher/deputy head teacher and shall receive no sanctions for doing so. A person who carries out a search of a pupil under this section:
- may not require the pupil to remove any clothing other than outer clothing.
 - must be of the same sex as the pupil.
 - may carry out the search only in the presence of another member of the staff who is also of the same sex as the pupil.
 - There are limited occasions where it is possible to carry out a search of a pupil of the opposite sex and/or without a witness present only where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 20.6 A pupil's possessions may not be searched under this section except in their presence and in the presence of another member of the staff. If, during a search under this section, the person carrying out the search finds a weapon or any other thing they have reasonable grounds for suspecting is evidence in relation to an offence, they may seize and retain it.
- 20.7 A person who exercises a power under this section may use such force as is reasonable in the circumstances for exercising that power. A person who seizes knives, weapons, illegal drugs, extreme or child pornography and illegal weapons must deliver it to the police as soon as reasonably practicable.

21. Complaints and Allegations of Abuse

- 21.1 If a pupil is not happy about how an incident has been handled then they can speak to any member of staff (see Complaints Policy) or the Designated Safeguarding Lead (see Safeguarding and Child Protection policy).
- 21.2 If an allegation of abuse by a pupil against a member of staff is determined to be unfounded, false, or malicious then this will be referred to the Designated Safeguarding Lead. The Designated Safeguarding Lead will report the incident to Social Services to determine whether the child or young person concerned needs additional services.

22. Use of Racist Language

- 22.1 All use of racist language must be reported and logged via CPOMS. This behaviour is addressed on an individual basis. The school keeps a record of all racist incidents, and these are addressed by following the procedures described in the Anti-Bullying Policy.

23. Incident Reporting

- 23.1 Written records are held in the form of data sheets and detailed incident reports logged on SchoolPod or CPOMS and are monitored daily. Parents are informed within 24 hours of any incidents involving their child through daily communication books or by phone if

necessary. For further information refer to the Health & Safety Policy, Anti-Bullying Policy or Safeguarding & Child Protection Policy.

24. Staff Training

- 24.1 It is essential that all staff maintain a consistent approach. Full training on Behaviour Management Strategies is provided during staff induction. Each member of staff is thoroughly trained in the CABAS® methodology as part of their individual professional development programme and receives training in PROACT-SCIPr-UK® to provide them with the appropriate level of expertise and support. The CABAS® training provides them with a knowledge and understanding of strategies and tactics that can be used to increase appropriate behaviours and decrease behaviours that challenge.
- 24.2 The School Management Team ensures staff are deployed effectively throughout the day to provide appropriate support and staffing levels to all pupils.

25. Roles & Responsibilities of Staff & Governors

Director of Education:

- 25.1 The Director of Education has overall responsibility for ensuring that this policy is implemented.
- 25.2 The Director of Education and staff will apply the principles identified in this policy when implementing the whole school approaches to positive behaviour.

Governing body:

- 25.3 The governing body will evaluate the impact of this policy by receiving data from the Director of Education and through governor visits to observe procedures.

Head of Behaviour Support:

- 25.4 To provide feedback to staff on incorrect physical interventions implemented by staff and any other physical contact that is not in line with school policy.
- 25.5 Review, monitor and analyse physical intervention data and report trends, significant changes, variables affecting data and concerns to the school management team.
- 25.6 Provide feedback and actions to PROACT-SCIPr-UK Instructors on data collected and reported.
- 25.7 To attend and contribute to Behaviour Support Team meetings, prepare reports and updates where required, check and approve minutes on rotation and provide feedback from any actions from previous meetings.
- 25.8 Ensure that the behaviour guideline and risk assessment format and template is fit for purpose and is in line with best practice and captures the necessary information.
- 25.9 Review training needs for the school and ensure that all staff are sufficiently trained. To run introductory and refresher training for staff.

PROACT-SCIPr-UK Instructors

- 25.10 To provide feedback to staff on incorrect physical interventions implemented by staff and any other physical contact that is not in line with school policy.

- 25.11 Review, monitor and analyse physical intervention data and report trends, significant changes, variables affecting data and concerns to the School Management Team
- 25.12 Monitor the number of physical interventions being used for allocated pupils and report significant changes to Head of Behaviour Support and ABA Consultant of these pupils.
- 25.13 Run staff training for introduction and refresher courses (at least 2 per year)

Teaching Staff

- 25.14 Teachers understand that bullying is unacceptable and anti-social behaviour which affects everyone and will not be tolerated. This includes all forms e.g., cyberbullying, prejudice-based and discriminatory bullying, as set out in the Anti-Bullying Policy.
- 25.15 Teachers are positive role models and promote the school rules by referring pupils to the displayed rules, reminding them of the rules and reinforcing pupils for following these rules.
- 25.16 Teachers should ensure they get to know the pupils well— A strong relationship based on trust and respect is one of the best preventative measures.
- 25.17 Members of staff should involve the pupils in decisions – Discuss with the pupil reasonable limits, appropriate to their age and understanding.
- 25.18 All staff members should teach by example – Modelling respect for the pupils and for each other in all their work.
- 25.19 Members of staff should encourage good behaviour - Notice and respond when pupils are behaving well, or are being helpful and co-operative, or just being quiet and friendly.
- 25.20 Be consistent in their own behaviour - Encourage consistency in the team you work in.
- 25.21 Understand the communication needs of the pupil - Objectives (long-term and short-term) should be set at the right level for each pupil.
- 25.22 Make sure that the pupils understand exactly what is expected of them - Pupils should be attending before they are given instructions and instruction should be set at the right level with clear antecedents.
- 25.23 Debrief - If appropriate debrief the pupil following an intervention (planned or unplanned). This debrief also includes a separate meeting with the staff involved and a meeting with the parents if necessary. As a minimum, parents are informed if interventions are used with their children.
- 25.24 Record of incidents - All incidents should be recorded on SchoolPod, or CPOMS if there is a safeguarding concern.

26. Involving Parents

- 26.1 The Supervisor will ensure that parents are kept updated with changes in pupil behaviour.
- 26.2 Updated behaviour guidelines are sent home in line with any updates and as requested. They are discussed in more detail with parents in 6-monthly meetings (annual reviews and progress reviews) at a minimum.
- 26.3 An increase in behaviours that challenge should be discussed with parents to determine if there are any changes at home and to determine if the same behaviours are being seen at

home.

- 26.4 Any sudden changes in pupil behaviour will be discussed with the parents by the Supervisor or School Management Team and dependent on circumstances, it may be suggested that these be reviewed by a Medical Practitioner to rule out any medical issues.
- 26.5 The School Management Team will determine if a referral to Mindworks (formally CAMHS) is required to provide more support to the pupil and his/her family.

27. Policy Review

- 27.1 This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.
- 27.2 To ensure effectiveness, this policy will be monitored and evaluated through staff training and review of incidents by both the senior management team and at Governors meetings.
- 27.4 This policy was last reviewed in September 2023.

28. Version History

No.	Date	Amendment
1.1	Oct 2018	
1.2	Oct 2019	Updated terminology. Included section to define aversives, a section to define sanction, a section to differentiate between sanctions and response cost,
1.3	Oct 2020	Sections 15-17 relating to seclusion have been clarified and updated; Section 21 emergency or unplanned interventions has been defined, and communication guidelines updated; section 24 tightened reference to Anti-Bullying policy
1.4	Nov 2021	Some formatting changes including information moved to different sections. Terminology updated: Section 7, 'descriptive analysis' replaced with 'function of behaviour'; Section 11 'primary and secondary prevention and diffusion' replaced with 'proactive and active strategies'. Updated and clarified the terminology 'restrictive interventions' and 'restraint'. Section 11.8 has been updated and clarified regarding the levels of support that can be requested. Section 21 updated to include details of prohibited items and clarification of the process for searching for these. Guidance and Legislation updated to reflect changes in guidance.
2.1	Nov 2022 – March 2023	Terminology updated for consistency. Legislation and guidance updated and new guidance added. Policy overhaul.
2.2	March 2023	Further adjustments following governor feedback
2.3	September 2023	Update at 25.14 to reflect KCSIE 2023 update

29. Related Legislation & Guidance

Document	Location
Use of Reasonable Force. Advice for headteachers, staff and governing bodies. July 2013	http://www.education.gov.uk/aboutdfe/advice/fo077153/use-of-reasonable-force
Behaviour and Discipline in Schools. Advice for headteachers and school staff. January 2016. Available from DfE	Behaviour and discipline in schools: guide for governing bodies - GOV.UK (www.gov.uk)
School Standards & Framework Act 1998 (Section 61)	
Education & Inspections Act 2006 (Sections 93-95)	
Violent Crime Reduction Act 2006 (Section 45)	
Reducing the Need for Restraint and Restrictive Intervention. Non-statutory guidance published jointly by the Department for Education (DfE) and the Department of Health and Social Care (DHSC) in June 2019 on reducing restraint and restrictive intervention in health and social care services and special education settings.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf
Reducing Restrictive Intervention of Children & Young People: Case Study 7 Survey Results. The Challenging Behaviour Foundation, January 2019.	
Restraint Reduction Network Training Standards	RRN covers artwork FINAL.indd (restraintreductionnetwork.org)
Special educational needs and disability code of practice: 0-25 years	SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
Searching, screening and confiscation - Advice for schools July 2022	Searching, Screening and Confiscation (publishing.service.gov.uk)
Keeping children safe in Education (2022)	Statutory guidance overview: Keeping children safe in education - GOV.UK (www.gov.uk)

Positive environments where children can flourish (2021)	Positive environments where children can flourish - GOV.UK (www.gov.uk)
Behaviour in schools. Advice for headteachers and school staff September 2022	Behaviour in schools - GOV.UK (www.gov.uk)

30. Related Internal Documentation

Document	Electronic Copy Location
Safeguarding & Child Protection Policy	Common / MyJigsaw /POLICIES / School
Health & Safety Policy	Common / MyJigsaw /POLICIES / School
Staff Wellbeing Policy	Common / MyJigsaw /POLICIES / Trust
Anti-Bullying Policy	Common / MyJigsaw /POLICIES / School
Complaints Policy	Common / MyJigsaw /POLICIES / Trust