

POSITIVE BEHAVIOUR MANAGEMENT POLICY

This policy applies to all provision delivered by Imperial Oak School, including any alternative provision or off-site settings operating under the school's oversight.

The Policy is available to the school staff on the 'Staff Share'

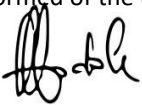
We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (pupil protection). Our fundamental priority is our pupils and their wellbeing; this is first and foremost.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Proprietor and Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Signed



Chizzy Chukwukere
Headteacher

Review date April 2026

Next review April 2027

Aims: In accordance with the Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (32) (3) (a) of the Education (Independent School Standards) (England) Regulations 2015, all independent schools are required to have policies on pupil discipline and exclusion, which are to be made available to all parents and prospective parents. This Policy has been developed upon the document *Behaviour and Discipline in Schools (2014)*.

This policy aims to ensure a common understanding across the school regarding autistic individuals' experience of the world around them and why people behave in the ways that they do, considering the impact of autism alongside an individual's own life events and experiences.

The purpose of this policy is to:

- To state the Imperial Oak School philosophy towards behaviour support practice(s) within the relevant legal and regulatory framework.
- To provide staff with explicit guidance regarding the positive behaviour support practices that should be embraced and those which are never acceptable and the reasons for this.
- To protect and advocate for the rights and dignity of children and young people in our school, even when behaving in a physically challenging way.
- Identify the roles and responsibilities of people in our school community.

The policy ensures that all aspects of behaviour support help to create a safe and fair living and learning environment. It aims to describe a range of factors that are important to consider in understanding behaviour that autistic people may present with.

Imperial Oak School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Consequently, this knowledge will guide the development of proactive and integrated strategies that effectively cultivate a secure and positive learning environment.

'It is an eternal truth that all behaviors are communications'
Imray and Hewett, 2015

Introduction: Autistic pupils can see and experience the world in ways that are sometimes very different to those without autism. A consequence of this is that autistic people may behave in ways that are different to what some people might consider 'socially appropriate and socially acceptable' (National Autistic Society, 2023).

Our primary objective is to empower individuals by providing them with the necessary skills to engage with the community and attain a high quality of life. We achieve this by implementing evidence-based and socially validated support systems. Simultaneously, we are committed to raising awareness and actively promoting a shift in societal attitudes towards autistic individuals, especially those whose behaviour may be perceived as unconventional or distinct.

Our central focus revolves around developing safe and effective methods to support behaviours of concern, leading to a reduction in their frequency. By doing so, we facilitate skill acquisition and implement a wide array of positive strategies, ensuring that the individual remains regulated and capable of coping effectively.

Positive Behaviour Support (PBS) is a widely used and person-centred approach to supporting people who are struggling to live safely, for instance, if someone is distressed and at risk of harming themselves or others. PBS is most commonly used to support people with learning disabilities, some of whom may also be autistic.

Our School Ethos: Imperial Oak School follows an ethos to provide an environment that will foster and develop a loving, caring community where everyone feels respected and valued, as included in our mission statement. Imperial Oak School also supports SMSC, British Values, the Prevent Strategy for Schools and the UN Convention on the Rights of the Child.

At the heart of our method lies the commitment to enhance the quality of life (QoL) for autistic young individuals during their time in our settings and sustain this improved quality as they transition into adulthood.

The values of SPELL are central to our ethos and ensure a low arousal, non-confrontational approach with empathy for and understanding of, the young person.

Through the "Supporting Positive Behaviour" framework, we aim to create an all-encompassing structure that addresses behaviours of concern by promoting a higher Quality of Life (QoL), fostering inclusion, and encouraging active participation. This framework places emphasis on comprehending the underlying function or reason behind specific behaviours, enabling us to develop appropriate, evidence-based plans tailored to each individual's requirements.

In addition, we aim to increase independence and reduce anxiety using the strengths of autistic individuals, for example, routines and consistency.

Supporting positive behaviour procedures: We follow an ethos of supporting positive behaviour as a whole school approach. Our approach is non-aversive, focusing on highlighting the positive behaviours, strengths, and skills of autistic individuals. We employ rewards and teach functionally equivalent new skills to foster growth and development.

To better understand behaviours of concern, we utilise high-quality functional assessment methods, such as incident forms, observations, and evidence-based tools, to identify their function and/or communicative intent. We prioritise teaching functional communication that is relevant and beneficial to each individual, such as helping a young person request a break when feeling overwhelmed in the classroom.

The environment, encompassing physical and social aspects, is taken into consideration, alongside individual differences and preferences, to create a supportive setting. We focus on identifying antecedents to behaviours and work on minimising their effects, enabling pupils to learn coping strategies and develop appropriate responses.

Our emphasis lies in enhancing community presence, promoting choice, facilitating participation, and building skills while adopting a

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person-centred approach to behaviours rather than solely pursuing behavioural change.

General Preventative and Proactive Strategies: A diverse range of autism-specific strategies can be employed, focusing on the inherent strengths of autistic individuals and aiming to alleviate heightened levels of anxiety and distress. It is essential to customise these strategies to meet individual needs and include them in the individual's positive behaviour support plans.

Some of these strategies include:

- Engaging curriculum: motivators and play-based pedagogy.
- Implementing clear visual supports to enhance understanding and communication.
- Utilizing concise and simple language, using only the necessary words to convey messages effectively. For instance, instead of saying "Time to put your shoes on," we may opt for "Shoes on."
- Structuring the environment in a visually clear manner to promote predictability and reduce uncertainty.
- Using structured approaches to help individuals comprehend their activities, duration, and future plans.
- Establishing consistent plans to aid pupils in coping with changes as they occur, such as employing visual timetables, social stories, or communication through a timetable to convey changes.
- Employing planned transitions for all changes, which may involve the use of pictorial or written timetables, objects of reference, photographs, or timers.
- Creating low arousal environments to minimise sensory overload and promote a sense of calmness.
- Introducing new skills in a calm and low arousal environment, utilising visual supports, and gradually generalizing them to real-life situations.
- Clearly explaining the reasons behind decisions, boundaries, and expectations to foster understanding and cooperation.

Rewards: We endeavour to create a climate that has a positive effect on pupils' learning and behaviour. We believe that it is important to celebrate pupils' successes/achievements as this will nurture their self-esteem, motivate and encourage positive behaviour. Praise can be given in many ways. This list is not set out in any order of priority, nor does it prevent staff adopting individual strategies that might be of benefit to the individual child.

- A pictorial/graphic representation as a positive comment on the pupil that is directly and clearly attributable to some notable achievement of the pupil.
- A visit to a more 'senior' member of staff for commendation.
- A public word or sign of praise in front of the class or school.
- Public written acknowledgement through a special merit record of some kind.
- Public acknowledgement by presentation at assembly or by giving special responsibility.
- A behaviour reward system, with or without public acknowledgement.
- Marks, grades and assessments for behaviour as well as work.
- School badges or certificates, formally presented or otherwise, for good behaviour, community support or a positive approach.
- Prizes which reflect endeavour, especially by way of service to the community (starting with the class and school).
- Use of school reports and diaries to comment favourably, but always factually on behaviour and attitude.
- A letter or commendation to parents informing them of special achievement.
- Affording pupils the opportunity to undertake specific areas of responsibility.

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

Positive Handling (Use of reasonable Force): All staff members receive training in positive handling techniques, with regular and frequent refresher courses. New staff and others who have not been trained, for whatever reason, should not engage in positive handling unless necessary (under a general duty of care). The use of physical restraint must be recorded on CPOMS and reported to families.

Restrictive practices and physical interventions are strictly limited and reserved as a last resort, adhering to the '**There Is No Alternative' (TINA) principle**. We encourage a culture of reflective practice that fosters positive and proactive staff support, utilising strategies informed by autism awareness.

Restrictive practises and physical interventions should:

- Be used to prevent self-injury if there is no alternative (*see self-injurious behaviour SIB section*), injury of others and severe property damage.

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- Be applied by Team Teach trained staff who will use 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
- Be appropriate and proportionate to the risks that it presents
- Be recorded as soon as possible within 24 hours (CPOMS)

Sanctions, exclusions, and suspensions do not constitute part of our standard practice, as they are not aligned with our positive behaviour procedures, ethos, or philosophy. In our educational institution, we understand that, due to the nature of our learners, every behaviour represents a form of communication. Our objective is to support our learners and equip them with the necessary tools to navigate their environment effectively. By implementing exclusion or suspension, we would hinder our ability to collaborate with them in achieving this goal.

Exclusion is not a standard practice and is only used in exceptional circumstances where a pupil's behaviour presents a significant risk to themselves or others, in line with statutory guidance.

- Is seriously detrimental to the learning of others
- A high risk of injury to themselves and others.

Team Teach: Team Teach provides an accredited training framework designed to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk, and restraint reduction. It incorporates a full range of Positive Handling strategies and interventions that are non-physical, such as:

- Use of space
- Changes to the environment
- Stance and posture
- Facial expressions
- Intonation
- Simple positive messages

If reasonably, proportionate, and necessary, physical intervention may include:

- Prompts/Guides (minimal resistance)
- Escorts (moderate resistance)
- Restraints (rigorous resistance), Escorts, Holds

As a school, it is important to highlight that prompts and guides (minimal resistance) can be used daily to help with transitioning.

Examples include:

- Holding hands
- Friendly Hold
- Guiding with 'Caring Cs'
- Guiding with a Help Hug
- Turning and guiding

Any other physical intervention will always be recorded on CPOMS. In the event of a restraint being used, parents will be contacted. Named Restraints Used in School:

- Two Person Single Elbow
- Two Person Figure of Four
- Two Person Double Elbow
- Single Person Double Elbow
- (Single Person) Half-Shield

Any regular physical intervention/contact will be highlighted in the pupil's specific Relationship Plan. It is emphasized that physical interventions are a last resort after non-physical strategies have been employed. This follows guidance from the DfE document, *Use of Reasonable Force – Advice for headteachers, staff, and governing bodies* (July 2013), which states:

When Can Reasonable Force Be Used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.

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- In schools, force is used for two main purposes: to control pupils or to restrain them.
- The decision to physically intervene is based on the professional judgment of the staff member and depends on individual circumstances.

Examples of situations where reasonable force can be used include:

- Removing disruptive children from the classroom when they refuse to follow an instruction.
- Preventing a pupil from behaving in a way that disrupts a school event, trip, or visit.
- Preventing a pupil from leaving the classroom when it would risk their safety or disrupt others.
- Preventing a pupil from attacking a staff member or another pupil or stopping a fight in the playground.
- Restraining a pupil at risk of harming themselves through physical outbursts.

Schools Cannot:

- Use force as a punishment – it is always unlawful to do so.

Support Following Incidents: While physical techniques aim to reduce risk, there is always a possibility of accidental injury during physical interventions. Team Teach techniques prioritize avoiding injury, but bruising or scratching may occur as an infrequent side effect of ensuring safety.

Any injury to staff or pupils must be reported on CPOMS. Staff and pupils may visit the school First Aider if necessary.

Support for pupils Following Incidents:

- Quiet time engaging in a calming activity.
- Quiet time away from the incident/trigger.
- Resuming usual routine/activities as soon as possible, especially for pupils with Autism Spectrum Disorder, to avoid revisiting the behavior or trigger.
- Debriefing with a member of staff, if appropriate, using alternative or augmentative communication (AAC).

After a serious incident, staff and pupils should have time to recover. During recovery, the priority is to reduce risk and calm the situation. Staff should ensure they are fully recovered from the incident before resuming duties. Colleagues are encouraged to seek and provide support when necessary.

Physical Contact with Children: It is unrealistic to suggest that physical contact between staff and pupils only occurs in emergencies. Touch is one of the most important senses in our early development and is vital for the development of the brain in general. Through touch, children can learn about themselves and their surroundings, and this sense is essential for their cognitive development (Brenner, 2017).

In addition, autistic learners might be still developing their self-regulation skills, heavily relying on adults to provide emotional (mutual) regulation (Prizant, Wetherby, Rubin & Laurent: SCERTS Model, 2016). However, staff must ensure that actions are not misinterpreted.

In responding to a pupils who indicates a need for physical contact/comfort, due consideration should be given to these guidelines:

- The level and type of physical contact should meet the educational and social needs of the pupils (e.g., during PE, drama, or personal care activities).
- Consideration should be given to the pupil's age, gender, and culture, ensuring appropriateness of physical contact.
- Physical contact should not occur in private or isolated settings.
- If a staff member is alone with a child, safeguarding measures such as open doors and notifying other staff should be implemented.
- There should be no general expectations of privacy for the physical expression of affection or comfort in any circumstances.
- Staff must not be alone with a student in such a situation.
- If in the unlikely situation you are alone with the child then every safeguarding aspect should be adhered to ensuring risk is reduced for both parties, i.e. ensuring doors are left open and other staff made aware of the situation.

How To Use Touch?

Hugging: At this school, we encourage staff who are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

Hand-Holding: We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. We encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required. In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap-Sitting: At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a child attempts to sit on your lap, try to use an alternative (e.g. redirect them to seat next to you).

Parents/carers are informed of all policies and procedures regarding behavior management to ensure transparency.

Risk Assessment: When physical intervention techniques are used the appropriate steps must be taken to minimise the risk to both staff and pupils. The main risks include the risk of injury or the intervention causing pain, distress or psychological trauma to either party involved.

In the case of emergency interventions, the staff will make a dynamic risk assessment at the time taking into consideration the risks associated with the intervention compared with the risks of not intervening.

Corporal punishment and restraint: In accordance with the Law the school does not use Corporal punishment.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children*.

Emotional Regulation Support Plans (ERSP): Pupils, we support will have, where appropriate, an Emotional Regulation Support Plan (ERSP) to assist in the management and support of their anxiety, distress and dysregulated arousal levels. We use the term 'support' as we recognise behaviour results from either, but not solely, as a skill deficit or due to the environment in which it occurs. Therefore, we should focus on skill building and improving the environmental context, not solely on the behaviour causing concern.

The intention and aims are for pupils to be increasingly more independent in the self-regulation of their own behaviour, learning and developing their well-being. All ERSP should be written in line with the following principles:

- ERSPs are drawn up by the staff who know the person well, with advice from other staff responsible for behaviour management. Drawing information from previous assessments, information from the previous placement and the admissions meeting with parents/carers, the pupil supported and other stakeholders are also consulted and contribute to these plans. These need to be regularly monitored by the local school's senior leadership team for quality assurance.
- ERSPs alongside Engagement Profiles should identify motivators (likes), causes/ antecedents/ cues/ triggers/ dislikes and sensory issues as relevant. The plan should list potential behaviours that may occur (as detailed in paperwork and incident recording) as well as specific strategies. They should be written alongside the Risk Assessment. The ERSP should be concise, clear and functional to ensure that consistent behaviour support is achievable across different settings and with different staff.
- Where appropriate, it would be best practice to include a young person or adult in compiling their ERSP. This can assist with our overall aim of helping autistic people to manage their own behaviour. Where an individual supported has the capacity to do so, making contributions as they can (e.g. talking mats) and that staff would advocate for them, including their strengths and aspects that are important to them, they should have an input into their ERSP. Where they do not have the capacity, the plan should be agreed upon as in their best interest and agreed upon by relevant people who are involved in that person's support (family/parent/carers/care manager / social worker / key support staff/stakeholders etc.)
- Each person's ERSP is reviewed as and when required according to individual needs. The relevance and effectiveness of each ERSP will be assessed as a minimum termly and modifications made as necessary. In addition, in response to each incident of behaviour, the class teams, and PBS teams, will also review local documentation as and when needed.
- Strategies and all interventions used will be evidence-based and data will be used to ascertain the effectiveness or otherwise of these.

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- Within 2 weeks of a placement starting an initial ERSP should be put in place where required. These will be written from information collated throughout the assessment and previous reports. This should be reviewed regularly during the baseline period and a final ERSP should be in place by 6 weeks after the placement starts. The longer-term support for that individual must include strategies for proactive intervention that will reduce and ideally eliminate the need for any restrictive practices.
- All staff have a responsibility to read key documentation including ERSP before starting to work with pupils and the documentation ought to be used as a live document.

Self-Injurious Behaviour (SIB): Children and young people may at some time exhibit self-injurious behaviour of varying degrees of intensity. All instances of self-injurious behaviour must be carefully recorded, understood, assessed and analysed and inform appropriate individualised positive strategies/interventions to minimise the risk of harm.

All incidents of self-injurious behaviour should be recorded including details of the severity of each self-injurious behaviour to help monitor changes over time. Care needs to be taken over the recording of self-injurious behaviour to ensure that persistent low-intensity self-injurious behaviour, which could lead to long-term damage, does not go unrecorded. Parents and carers should be informed of any significant incidents involving self-injurious behaviour with the individual's knowledge, where appropriate and possible.

Self-injurious behaviour should be supported using the same analytical, positive and low arousal approaches as any other behaviour that gives rise to concern. The function of the behaviour should be ascertained if possible and the individual taught alternative ways to meet his or her needs.

The following points must be considered when devising an individual support plan for self-injurious behaviour:

- Physical health problems such as headaches, stomach ache, tooth ache or generally feeling unwell can be a trigger for self-injurious behaviour. Appropriate clinical investigations should be sought whenever behaviour changes or intensifies, without there appearing to be a cause.
- Pain relief should be considered in the presence of new self-injurious behaviours but always agreed as part of a multidisciplinary intervention
- Ritualistic, rigid behaviours are often connected with self-injurious behaviour. Physically intervening to stop self-injurious behaviour that is part of a routine can be counterproductive as the person being supported will try to complete the routine later, often when they are in a heightened state of anxiety resulting from the previous prevention.
- The use of headgear such as wearing a helmet can lead to seeking more sensory input, increasing the risk of injury when not wearing the headgear. This is considered a mechanical restraint. These should only be used where there is no other strategy and only following a multi-disciplinary/transdisciplinary agreement.
- Self-injurious behaviour can be a coping mechanism that an individual engages in to help them cope in difficult situations. At times allowing a small amount of behaviour can de-escalate the situation, compared to stepping in immediately (unless there is an immediate risk of serious harm). ERSPs should set out graded responses depending on the severity of the SIB and the most likely outcome of the behaviour for the individual i.e. further escalation or de-escalation.
- Some people who display self-injurious behaviour also have a history of behaviour which harms, sometimes resulting in serious injury. Any direct staff intervention, including the use of a planned Restrictive Physical Intervention (RPI), must be carefully assessed in these cases and the risk of greater injury to the person concerned or to staff associated with intervening balanced against the risk of not directly intervening
- People who display self-injurious behaviour often have lower levels of functional communication. Teaching functional communication skills at the appropriate level is a key strategy in trying to reduce self-injurious behaviour.

We recognise that staff supporting people who show self-injurious behaviour are in a potentially vulnerable position. Imperial Oak School must ensure that staff are appropriately trained, supported and prepared to deal with challenging situations and at the very least must make sure they are aware of and understand the ERSP of each person for whom they have responsibility.

The Senior Leadership Team needs to ensure that the staff supporting people who exhibit more intense self-injurious behaviour have sufficient competence in their ability to fulfil their role.

In an emergency, staff can only fall back on their professional experience and judgement of the situation, their training, their common sense, the 'best interest' principle and their overriding duty of care to wherever possible prevent harm to a vulnerable person.

Provided staff act reasonably, proportionately and in the best interest of the person, their actions will be supported. Any such emergency action must be carefully recorded on an incident form/child protection online monitoring system (CPOMS).

Providing treatment, support and care for people who exhibit self-injurious behaviour is emotionally demanding. Not all staff are equally confident in managing self-injurious behaviour and some find it more distressing to observe than others. Staff teams should recognise these differences and support their colleagues by providing timely debrief opportunities.

Home and School: Some pupils display similar behaviours at home and at school, while others can show very different behaviours in different environments. For this reason, it is very important for staff to have regular contact with parents and carers to ensure that we are all working together to address these behaviours so that where possible there is a consistent approach to positive behaviour support between home and school and in line with our Quality of Life framework. Pupils who engage in behaviours of concern will have a Emotional Regulation Support Plan (ERSP) which will be formulated in collaboration with parents/carers and where possible, the pupil.

Staff Training: Imperial Oak School ensures that all staff receive the appropriate training (regular training on augmented communication skills such as Makaton, PECS, TT training, etc) to equip staff with the skills and knowledge needed to support pupils' behaviour. Staff will complete Ask Autism Modules online training as part of their induction.

Staff will receive appropriate training either delivered internally by the Positive Behaviour Support/Practitioners/Coordinators and Speech and Language and/or Occupational Therapy teams or other professionals with relevant experience in autism and positive behaviour support within the school; additional specialised training will be sourced externally when the need arises.

Reporting recording and monitoring: Behaviour of concern will be recorded using incident recording systems, CPOMS or other data-gathering methods to assist in monitoring behaviours, functional assessment, and to ascertain the effectiveness or otherwise of behavioural interventions. Where behaviours are recorded routinely, data should be monitored regularly to ascertain trends and patterns.

Unexplained or sudden changes or increases in concerning behaviours should always be investigated. Regular reports on the incident data for services should be made to the SLT.

Results from behaviour recording or behavioural interventions should be shared with parents and carers, and external agencies such as funding authorities where appropriate. Parents/carers should be informed of all incidents where restrictive practices have been used.

Every use of a restrictive physical intervention (RPI) arising from a behavioural incident must be recorded and reported to Senior Management Team, as required.

Injuries or accidents arising from behavioural incidents must be recorded in accordance with the relevant policies and monitored. In some cases, an individual may display behaviours that staff are not able to manage with the skills they have been taught or within the environment the person is being educated or living. Staff should gain additional support to help them support the person who is engaging in behaviours of concern.

Staff should follow internal systems to gain additional support/input, review and modify ERSP and access further training. If the situation does not improve it is essential that an emergency annual review /care review meeting is called with representation from the family, local authority and the School to review the support package and agree on future interventions.

Bullying, Cyberbullying, Sexual Harassment and Violence: Bullying by staff members or pupils is not tolerated at Imperial Oak School. We take any form of bullying very seriously (*please refer to the Anti-bullying Policy*).

Imperial Oak School will ensure that universal and systematic child protection mechanisms are in place that oblige all those working with pupils to identify, respond and report incidents of abuse and harm that occur both face to face and online. All incidents of interaction difficulties / bullying should be recorded using the school's reporting system (CPOMS) which enable monitoring of interactions over time.

Following an incident occurring, a thorough process of debriefing, incident analysis, support and learning ought to take place with all involved in ensuring positive outcomes and skills are taught and acquired in support of the individual(s) involved. Imperial Oak School will commit to develop Internet safety messages and materials, which reflect local cultural norms and laws and ensure that these are efficiently distributed and appropriately presented to all key target audiences.

Sexual violence and sexual abuse can happen anywhere, and all staff working with pupils are advised to maintain an attitude of 'it could happen here'. Imperial Oak School and colleges should be aware of, and respond appropriately to all reports and concerns, including those outside our schools or colleges, and or online.

Additional barriers can sometimes exist when recognising abuse in autistic pupils. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's disability without further exploration;
- the potential for autistic pupils being disproportionately impacted by
- behaviours such as bullying and harassment, without outwardly showing any signs; and communication barriers and difficulties overcoming these barriers.

Any reports of abuse involving autistic pupils and with SEND will therefore require close liaison with the designated safeguarding lead DSL (or deputy) and the special educational needs co-ordinators (SENCOs) or the named person with oversight for SEN. (Sexual violence and sexual harassment between children in schools and colleges (from September DfE, 2021)

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the pupils concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, and by providing pastoral support (COP, 2020). If circumstances require and when an identified allocated Social Worker is available, they would be informed.

Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Monitoring and evaluation: At Imperial Oak School School, we use CPOMS to record and monitor behaviour as well as a Behaviour Log. All staff can access CPOMS and the class teacher will monitor incidents involving their named class pupils. SLT meet regularly to monitor and quality assure this data. The headteacher will report on any issues relating to pupils' challenging behaviour to the advisory board each term.

Roles and responsibilities of:

The Advisory Board: The Advisory Board is responsible for monitoring this Relationship policy's effectiveness and holding the Headteacher to account for its implementation.

Headteacher: It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour management, and by supporting staff in the implementation of the policy. This includes the policy's effectiveness in addressing and understanding any Autism - related drivers of behaviours of concern.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints policy
- Ratification and review of the policy on the management of positive behaviour in our school
- Ensuring the allocation of internal and external resources, including clinical and counselling, to address the needs of children/young people, and staff with regard to the implications of more serious or prolonged behavioural challenges.
- Ensuring and supporting the implementation of this policy in their service.
- Ensuring that a comprehensive recording and reporting process relating to behaviour support is in place and is regularly reviewed.
- Ensuring that the behavioural support systems in place in the service are used competently through regular monitoring and training of staff.

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- Ensuring that support teams develop risk assessments and individual behaviour support plans which detail behavioural support strategies.
- Ensuring plans are shared with the individual, using the method of communication most appropriate to them, parents/advocates, purchasers and other interested agencies, recognising the importance of consent in terms of the fundamental issues of respect and dignity and mental capacity.
- Ensuring that ERSPs are regularly reviewed and updated in light of pupils' development and progress.
- Ensuring that staff have access to advice and support from specialists in behaviour support where necessary. This can be from within services, such as PBS specialist, psychology staff and positive behaviour coordinators, transdisciplinary teams, and/or through using external consultants.
- Ensuring that parents and carers are kept regularly consulted on their child's response to his or her ERSP and that any significant events are communicated promptly.
- Ensuring that training in the management of the behaviour of pupils is provided for staff. Where specific training needs to help particular staff support people's behaviour have been identified, ensuring that those staff have access to the advice, training and development opportunities appropriate to their needs.
- The Headteacher keeps records of all reported serious incidents of misbehaviour through CPOMS.
- The Headteacher has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The Headteacher liaises with external agencies, as necessary.

All School Staff: We familiarise new staff members with the school's behaviour policy. It is responsibility of all school staff:

- To implement the behaviour policy consistently.
- To treat all pupils fairly, with respect and understanding while having regard for their rights and responsibilities.
- To assist the pupils we support to achieve, ensuring access to strategies that help them to manage and remain regulated as a part of their daily lives.
- To thoroughly familiarise themselves with the current behaviour and person-centred support plans for the pupils they support and consistently apply the strategies described.
- To satisfy themselves that they are clear on what they may and may not do in terms of behaviour support, and to seek clarification as necessary;
- To record and report behavioural incidents as required, using the organisation's systems currently CPOMS.
- To contribute to the development of positive behaviour support plans (ERSP) where applicable, advocating for the voice of the individual and their family where they may not be able to.
- To listen to and advocate on behalf of other individuals within the school/environment who may be adversely affected by the pupil's behaviours of concern and help develop support plans to reduce the impact of those behaviours.
- To report any changes, they notice in the individual's response to their ERSP to the team supporting them and update relevant documentation as needed.
- To use staff review, reflective practice and professional supervision sessions to confirm their understanding of this policy and to seek further explanation or personal development as necessary.
- To take part in training and implement in their practice, for example, "TEAM TEACH".
- Use Practice Leadership, reflective practice and supervision to support other staff in the team and demonstrate confidence in each other's skills and abilities to support pupils.
- To provide appropriate models of behaviour for pupils, they support at all times.
- Personal likes and dislikes and values with regard to culture, age, sex, and religion, must not influence staff's approaches.
- To dress appropriately whilst at work and to adhere to service dress codes when asked
- To wear clothing to help protect them when working with individuals in crisis as specified on individual Risk Assessments. This will be decided on a case by case basis, having regard to the dignity of the individual and the safety of the staff. Protective clothing shall be as neutral and non-stigmatizing as possible e.g. caps for tying hair back, discreet arm guards and shin guards etc.
- To make judgments in the light of this policy and to act within the school's procedures on managing behaviours of concern. However, as no policy or procedure can cover every eventuality, staff are expected to use their professional judgment and experience when supporting individuals. Staff will be supported when acting in good faith following from such judgments. The following judgments can reasonably be expected of staff:
 - Deciding on the best course of action to keep the people they are supporting, and staff, including themselves, safe.
 - When deciding on the need for action, however rapidly, considering the risk of immediate danger to persons or property.
 - Deciding on the appropriateness of intervention in keeping with the behavioural incident that gives rise to it.

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- Considering the age and competence of the individual in deciding on the type of support strategy and intervention necessary.
- Whether to intervene in an incident even if the member of staff has not signalled they need assistance.
- Senior staff are responsible for ensuring staff support systems are in place and are being used. This will include ensuring that post-incident debriefing is offered to the staff involved.
- Debriefing should be sought and offered on the day of the incident, the recipient can express a choice of who debriefs and the information will be kept confidential (unless it raises a safeguarding concern).
- Senior staff have a responsibility to demonstrate trust and confidence in the staff's ability to manage the pupils, they are supporting. If shortcomings in such management are identified, senior staff have a responsibility to address these through reflective practice, support and supervision and appraisals.
- Staff are expected to implement the approaches and strategies they have been taught in training when supporting an individual who is displaying behaviour of concern.

Parents: All families will be given a copy of the school's Positive Behaviour Management and Restrictive Practice policy prior to admission to the school. This helps pupils and their families to know how we work together to create a safe and positive living and learning environment.

The success of this policy requires a positive collaboration between staff and families. To help this we provide information about behaviour in a variety of formats and at regular intervals.

Regular communication between teaching teams, care teams, positive behaviour support teams, keyworkers and families is critical in helping pupils learn how to positively develop their coping strategies, ensure they acquire alternative skill set, and self-regulate.

To work collaboratively with the School so that the pupils being supported receive consistent messages about appropriate behaviours. To take part in a supportive dialogue with the service about the individual's behaviour, each informing the other promptly if there are causes for concern or celebration.

Families will be familiar with and support the strategies in the individual's behaviour support plan, contributing to its development if possible through the ongoing consultation process.

Families and where possible, the individual should be involved in designing and reviewing the personal learning plans (PLPs), which teach the individual different skills to address the areas of concern across their home and school life.

If parents or carers have concerns over the school's management, to raise the matter with the School in the first instance. If the concerns remain and/or the issues cannot be resolved the complaints procedure can be used.

Pupils: Every pupil's voice matters and their views taken into account through school councils and assemblies. Their opinions are considered when creating rules.

Treatment rules: It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism are acceptable.

Safety rules: These cover the use of equipment, protection of property, and safe behaviour in certain classes or contexts. Specific rules might be put in place for science, food technology and physical education. The safety of pupils and staff is of paramount importance.

Offsite behaviours: Schools will commit to ensuring support, monitoring, safety and appropriate and proportionate responses are taken to behaviours that take place outside the school day and beyond the immediate grounds of schools' gates.

Offsite behaviours such as peer on peer abuse or cyberbullying will likely impact on wellbeing and also the pupil's ability to feel safe and concentrate in school which will follow their respective Safeguarding Policies and actions taken by the school could include:

- making arrangements if the pupils involved are likely to come into contact (same class / assemblies etc) and may feel threatened or unsafe
- support and debriefs for pupil(s)
- planning, preparation, transition support of all parties involved

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- additional programmes of learning and training
- clear open and transparent communication with staff involved as to what has happened by following schools' protocols and procedures for reporting and recording
- clear, open and transparent communication with parents
- reporting to external agencies where appropriate for example social care

Search and confiscation: If the school has reasonable grounds for suspecting that a pupil is in possession of a prohibited item, which can potential result in immediate harm to the pupil or others, schools' staff can make a search for any banned item, if the pupil agrees. Consent will be sourced depending on pupil's age and other factors.

The member of staff must be the same sex as the pupil and another member of staff should act as a witness. However, a search can be carried out by a member of staff who is of the opposite sex to the pupil and without a witness where the staff member reasonably believes that there is a risk of serious harm to a person if such a search is not carried out immediately and it is not reasonably practicable to call another member of staff. In such cases, staff should consider the increased expectation of privacy for older pupils. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control of the pupil e.g. on school trips in England or in training settings.

Section 91 Education and Inspections Act 2006 gives schools power to discipline pupils which enables a member of staff to confiscate, keep or dispose of pupil's property as a disciplinary measure where it is reasonable to do so. Staff have a defence to any complaint provided they act within their legal powers. The law protects members of staff from liability for any loss of or damage to any confiscated item, provided that they have acted lawfully.

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, e-cigarette and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

Conducting a Search: When conducting a search, staff must be the same sex as the pupil being searched. An additional member of staff should act as a witness. They should be, where possible, the same sex as the pupil being searched. An exception to this rule is if it is reasonably believed that 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 possible to summon another member of staff. The teacher must use their professional judgement in each case to decide what constitutes reasonable grounds for suspicion. This may be after observing suspicious behaviour or after hearing other pupils talking about a prohibited item.

Pupil Transition: We work as a team to aid progression of classes through the school. Staff will share details of pupils needs and abilities with their new teacher and highlight any specific behaviour issues or techniques which work well to support pupils. Pupils have a transition morning where they meet their new teacher and begin to familiarise themselves before they move to the new class. To ensure continuity and support for pupils who are moving on from our school, we will share information relating to learning needs and behaviour with new settings. We discuss any behavioural issues in our safeguarding section of the staff meeting in our weekly staff meetings so that everyone is aware and can be consistent in their approach.

Staff training: Staff regularly discuss behaviour management and strategies in staff meetings. They share methods that work effectively with specific pupils and share good practice.

Equal opportunities: In accordance with the equalities act 2010 the school uses reward and sanctions fairly and consistently to ensure all pupils have the opportunity to feel safe and learn at Imperial Oak School School.

Complaints: Individuals using our school, their parents, friends or family have the right to offer comments and refer to the Complaints Procedure in the case of any disagreement in the management of behaviour. Please refer to the Compliments, Comments and Complaints Policy for further information.

Whistleblowing: Employees have a duty to voice any concerns over care practice. Please refer to the Policy on Whistleblowing for further information. We are committed to supporting staff who engage in whistle-blowing in good faith.

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

- Behaviour and discipline in schools, 2016
- Children Act 1996, 2002, 2011
- Children Online Protection (COP) 2020
- Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) 2015
- DfE (2021) Sexual violence and sexual harassment between children in schools and colleges (from September 2021)
- Education Act 1996.
- Education Act 2011, part 2
- Education and Inspections Act 2006
- Equality Act 2010
- Guidance – The use of force to Control or Restrain Pupils, 2010
- Guidance - Use of reasonable force in schools, DfE, 2013
- Guidance for Restrictive Physical Interventions 2002, 2003
- Human Rights Act 1998.
- Joint Guidance – Guidance for Restrictive Physical Interventions 2002, 2003
- Keeping Children Safe in Education (2021)
- NICE Guidelines (2015) Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges.
- NICE Guidelines (2018) Learning Disabilities and behaviour that challenges: service design and delivery.
- NICE Guidelines (2020). Assessing behaviour that challenges shown by people with learning disabilities.
- Reducing the Need for Restraint and Restrictive Intervention
- Rights, Risks and Limits to Freedom, Mental Welfare Commission for Scotland, 2006
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Section 21 of the Education Act 2002 as amended by section 38 of the Education and Inspections Act 2006.
- Section 550A of the Education Act 1996
- Sections 88-94 of the Education and Inspections Act 2006
- Sections 89 and 93 of the Education and Inspections Act 2006
- Searching, screening and confiscation at school, 2018
- Special Educational Needs and Disability (SEND) code of practice, 2015.
- The Care Standards Act 2000 (with the associated regulations and national minimum standards)
- The Education and Inspections Act 2006
- The Equality Act 2010 and schools, May 2014
- The Equality Act 2010
- The Education Act 1996.
- The Education Act 2011, part 2
- The Guidance – The use of force to Control or Restrain Pupils, 2010
- The Special Educational Needs and Disability (SEND) code of practice, DfE, 2015.
- The joint Guidance – Guidance for Restrictive Physical Interventions 2002, 2003
- The Children Act 1996, 2002, 2011
- The Education and Inspections Act 2006
- Use of Reasonable Force – Guide for Head Teachers, Staff and Governing Bodies, 2012, Department for Education

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In addition, this policy is based on:

- 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.

Links to other policies: This behaviour policy is linked to the following policies:

- Safeguarding (Child Protection) Policy
- Anti-Bullying Policy and Strategies
- Use of reasonable force
- Staff Behaviour Policy (Code of Conduct)
- Searching, screening and confiscation policy
- Special Educational Needs and Disabilities Policy
- Online Safety Policy
- ICT Acceptable Use policies
- Single Equality Policy
- Positive Mental Health and Wellbeing Policy
- Physical, Social, Health and Economic Education
- Spiritual, Moral, Social and Cultural (SMSC) Development (including British Values).

As a SEND school, we recognise that pupils may have additional communication, sensory and emotional regulation needs. Behaviour support is adapted to meet individual needs through personalised and therapeutic approaches.