




Behaviour and Exclusions

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Contents

1. Aims.....2

2. Legislation and statutory requirements2

3. Definitions.....2

4. Bullying3

5. Roles and responsibilities4

6. Pupil code of conduct6

7. Rewards and sanctions6

8. Behaviour management8

9. Pupil transition12

10. Training.....12

11. Monitoring arrangements12

12. Links with other policies12

 Appendix 1: written statement of behaviour principles13

 Appendix 2a Recording of Physical Interventions - Actions, Physical Intervention used, First aid check, parental contact and DSL/ DDSL audit

1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions

2. Legislation and statutory guidance

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

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › This policy complies with our funding agreement and articles of association.

3. Definitions

Our main aim is to support all pupils to develop their independence skills and to make the right choices by demonstrating our PRIDE values. We expect all members of the school community to encourage pupils to 'work towards independence with PRIDE' and uphold the PRIDE values:

Peace, Respect, Independence, Determination and Equality.

A further aim is to promote a whole school approach to positive behaviour that is supported and followed by the whole school community including parents, staff, pupils and governors. Children will be rewarded for positive behaviour and encouraged to take responsibility for their own actions. We aim to teach, throughout the school, positive attitudes and values towards themselves and others. Further, we engage in learning about respecting everyone, regardless of gender, faith or culture.

Our Code of Conduct reflects the ethos and values of the school.

They are:

- Respect yourself, the pupils, staff and other adults
- Respect your own and other people's property
- Take responsibility for your words and actions
- Be courteous and mannered

- Be honest, trustworthy and hardworking
- Be friendly and co-operative
- Abide by the policies
- Show tolerance towards others and their differences

Hope House School aims to provide a caring and calm environment where everyone feels valued, secure, and able to learn. Our behaviour and exclusion policy is based on the premise that pupils respond positively to praise and encouragement; we use a system which uses a positive and proactive approach to behaviour management and de-escalation in order to:

- Meet the needs of the pupil with a primary need of Autism
- Support pupils to find effective ways to communicate their needs
- Identify and meet individuals' sensory needs and diet
- Ensure the environment is suited to individual needs and preferences and that they have structure and meaningful activities in their daily lives
- Use proactive strategies to manage and support behaviour
- Provide strategies and experiences for our pupils to manage behaviour successfully and establish appropriate and meaningful relationships.

Emphasis will be placed on positive rather than negative behaviour and we aim to reward good behaviour and performance. Unfortunately, there may be occasions when discipline and / or sanctions are necessary, but we will always consider the pupil's autistic behaviour and make a judgement as to whether an incident is due to this or a deliberate act of misbehaviour. Whichever is the case we will always promote and teach the behaviour that is expected in the society within which we all must live. A positive and proactive approach is vital to anticipate potential triggers for behaviour that challenges, and minimise the likelihood of, or avoid the need to use, restraint. Where use of restraint is necessary to safeguard children, young people, and others from harm, it should be consistent with clear values and sound ethical principles, comply with the relevant legal requirements and case law and be consistent with obligations under the European Convention on Human Rights, the UN Convention on the Rights of the Child, and the UN Convention on the Rights of Persons with Disabilities.

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school also recognises that nationally Safeguarding of peer and peer abuse is serious and needs careful additional training, monitoring, and reporting. Therefore, the school adopts the Nottinghamshire Guidance and recognises the need to safeguard against:

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

5. Roles and responsibilities

5.1 The Trustees

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

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with pupils to meet their needs, and will monitor how staff implement this policy to ensure it is applied consistently.

5.3 Staff

Staff are responsible for:

-
- All staff will ensure that all pupils are treated fairly, with respect and understanding while having regard for their rights and responsibilities.
 - To work with always the best interests of the pupil in mind, having high expectations of their behaviour and to ensure that all pupils work to the best of their ability.
 - To assist all pupils to manage and improve their behaviour as part of everyday activities.
 - To read and understand the risk assessments / individual behaviour plans; consistently applying strategies to reduce challenging behaviours and promote desired behaviours.
 - 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 behaviour incidents, both positive and negative on the school systems and where appropriate, the pupil Daily Report and CPOMS.
 - To contribute to the development of the pupil's risk assessments / individual behaviour plans .
 - To report any changes, they notice in the individual's response to their individual plans to the staff supporting them.
 - To follow and engage with the school's supervision and performance management process to confirm their understanding of this policy and to seek any further explanation or personal development, as necessary.
 - To take part in training in supporting pupils who display challenging behaviour. This will be ongoing inhouse training as well as externally accredited training Safety Intervention by CPI. Staff are expected to implement the approaches and strategies that they have been taught in training when supporting a pupil.
 - To support other staff in the team and demonstrate confidence in each other's skills and abilities to support pupils. Supporting behaviour is the responsibility of all, however there may be times when staff seek help and potentially withdraw themselves from a situation in order to de-escalate. It is not a sign of failure to do so and in some cases, the staff member may be the trigger. Ensure any intervention is recorded correctly on CPOMS and correct recording on Safety Intervention/Physical Intervention paperwork.
 - Staff need to reflect on their own practice to consider the approaches they have used. Staff should consider what they could do differently should a similar situation occur again.
 - If applicable, wear clothing to help protect them when working with individuals in crisis as specified on pupil plans. This will be decided on a case-by-case basis, having regard to the dignity of the individual pupil and the safety of the staff. If protective clothing is required, it shall be as neutral and non stigmatizing as possible.
 - To make judgements 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 judgement and experience when supporting pupils. Staff will be supported when action in good faith follows such judgements. The following judgements can be reasonably expected of staff.
 - Deciding on the best course of action to keep the pupils 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 behaviour incident that gives rise to it
 - Considering the age and understanding of the pupil in deciding on the degree of 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.
 - Emotional debrief must be offered on the day of the incident in order to support the staff member before they go home. A reflective debrief will follow as soon as possible. The recipient can express a choice of who debriefs and the information for the emotional debrief will be kept confidential unless there is 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 supervision, training, and appraisal.

5.4 Parents

It is the expectation that parents, and carers are to work collaboratively with Hope House School so that pupils receive a consistent message about appropriate behaviours.

They are encouraged to:

- take part in a supportive dialogue with the school about the pupil's behaviour, each informing the other promptly if there are causes for concern or celebration.
- be familiar with and support the pupil's risk assessment/behaviour plan, contributing to its development if possible, through the ongoing consultation process.

If parents or carers have concerns over the school's management of their child's behaviour, they should raise the matter with the pupil support manager in the first instance. If the concern remains and/or the issue cannot be resolved, the complaints procedure can be used.

6. Pupil code of conduct

Pupils are expected to:

- Respect yourself, the pupils, staff and other adults
- Respect your own and other people's property
- Take responsibility for your words and actions
- Be courteous and mannered
- Be honest, trustworthy and hardworking
- Be friendly and co-operative
- Abide by the policies
- Show tolerance towards others and their differences

7. Rewards and sanctions

7.1 Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Special certificates in assembly

At Hope House School, any consequences used are personalised and appropriate to the individual pupil. As a result, consequences may well be different for different pupils in similar circumstances. They are restorative in nature, to help pupils to recognise the impact of their behaviour on themselves, other pupils, staff supporting them and on the wider school community.

In some cases, it will be important for children to make reparation or amends in some meaningful form, to anyone impacted by their behaviour. This may take the form of an apology or other appropriate action. Staff have the necessary training and knowledge of the pupil to help support them with this and carry it out at an appropriate time. We are fully committed to working with the pupils' parents/carers in order to prepare them for life outside and beyond the school. A key part of this is developing an understanding of societies rules and laws and where appropriate, the impacts of behaviours in school will be related to societies rules, expectations, and the real consequences that these bring.

There may well be occasions where support is sought from external sources, including Community Support Officers and the Police. There may also be a financial contribution requested or making good completed if there is damage to the school building or site.

We do not believe that exclusions are the most effective way to support pupils with autism, and we will always try to adapt and personalise provision for all of our learners in order to ensure that they are able to access education. This may take the form of a bespoke programme or personalised curriculum.

In exceptional circumstances it may be necessary to exclude a learner for a fixed term period and this would always be considered very carefully.

Exceptional circumstances include:

- Incidents where the safety of the learner, other learners or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of serious sexual violence, sexual harassment or peer on peer abuse as defined in the Child Protection and Safeguarding Policy
- Incidents of significant deliberate damage to property
- Intent to supply illegal drugs.

This is not an exhaustive list. If a pupil has caused significant or has potential to cause significant harm to others and cannot be managed within the school normal procedures of risk assessment. One of two actions may result:

1. An Annual Review of EHCP because the school feels they cannot continue to meet the needs of the young person.
2. A permanent exclusion because all other options cannot be utilised. In this case the Headteacher and Chair of Trustees will follow the procedure as laid out in national legislation, going beyond what is expected from an Independent School.

The context and the pupil's ASD profile and behavioural responses and any known factors concerning sensory difficulties will always play a key part in the decision-making process. The decision to exclude a child for a fixed period or permanently is a last resort. Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have an impact and provide a learning opportunity for the pupil. The Headteacher will be responsible for authorising any exclusions within the school and communicate this with the Chair of Trustees. Where the school has concerns about behaviour, or risk of exclusion, the school will work closely with others (parents/Local Authorities/external professionals) to consider what additional support or alternative placement may be required. Permanent exclusion is a final consequence when the school has exhausted all means at its disposal to meet a pupil's needs. The school must be convinced that to keep a pupil on roll would seriously impair the education and/or safety of other pupils/staff. There may also be rare cases when a single incident may cause the principal to recommend a fixed term or permanent exclusion to the board of Trustees.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis
- Based on the needs of the young people involved

Responses for sexual harassment and violence may include:

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help

- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information and the Nottinghamshire Guidance for Peer-on-Peer Abuse.

7.3 Off-site behaviour

A review may happen where a pupil has not behaved as expected off-site:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

A review may also be applied where a pupil has not behaved as expected off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Constitutes criminal or potential criminal activity

A review will involve reviewing individual risk assessments and where appropriate determining whether to:

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

7.4 Malicious allegations

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

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

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

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

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

8. Behaviour management

A variety of factors may influence a person's behaviour and contribute to incidents of challenging behaviours. Autism itself is not a cause of challenging behaviour. Rather the impact of being on the autistic spectrum, within this social world combined with other factors, such as those highlighted below, come together leading the individual to respond differently and display behaviours which challenge others. Autism is a lifelong developmental condition which results in "hard wired" differences in how parts of the brain are structured. Autistic people are likely to perceive, interpret, process, and experience the world in a different way. Many of our pupils will also have co-morbid conditions or mental health issues that can affect behaviour. All autistic people have a dyad of impairment as set out in DSM-5 (08/2015) that affects everyone to a greater or lesser extent. These impairments outlined in detail below.

Social Communication and Social Interaction

Many autistic people tend to develop a "Theory of Mind" at different times or to a different degree as the rest of the population. This means that it is difficult for autistic people to understand that others have independent thoughts and thus different perspectives from their own. This can cause a variety of problems in terms of interacting with others as an autistic person will be at the very least delayed in their ability to understand others point of view, or struggle to realise that communication is necessary for others to understand and meet their needs. Some autistic people find it difficult to process and understand the social world. Social

rules and conventions that most people learn intuitively often need to be explicitly taught and even then, may not be fully understood and applied. Many autistic people want social relationships, but most struggle to know how to interact, and experience high levels of anxiety and stress in social situations. Some people with autism may find the social environment so confusing that they withdraw from interacting with others.

Restricted, repetitive patterns of behaviour, interests, or activities Some autistic people have difficulty with flexibility of thought. Some people with autism may find it difficult to shift the focus of their attention and may become stuck/fixated on a particular item or topic of conversation. They are likely to find dealing with new/unfamiliar situations challenging due to difficulties with generalising skills and experiences learnt from other situations. Often autistic people can find change and transition problematic, e.g., transitioning from home to school, transitioning between lessons / areas of the school or changes to expected activities or staff. This can contribute to a reliance upon routines and predictability.

Sensory Issues

Many autistic people also experience differences in the way their sensory processing systems work. Some may be particularly (hyper) sensitive to noise so may hear, become upset or distracted by noise that neurotypical people would barely notice. Conversely others may be under (hypo) sensitive to touch so may need to exert extra pressure when touching objects or other people to receive the same sensory feedback. Most autistic people have issues with sensory processing and integration meaning that they may struggle to process and understand the information coming in from a variety of sensory modalities. They may struggle to filter out irrelevant information and to concentrate on what is necessary.

Additional stressors

While we must always recognise a person's, autism is likely to pose the above challenges, individuals with Autism are just as likely to be affected by other factors which impact upon their mental health and emotional wellbeing as the rest of the population and are sometimes at increased risk. Lack or poor emotional literacy/regulation difficulties can also significantly contribute to incidents of challenging behaviours. These can fit into social communication and sensory needs. Autistic people are also at risk of developing mental health difficulties especially anxiety disorders which again can contribute to the onset of incidents of challenging behaviours.

Other factors

Autistic people, like others, are affected by life events and experiences such as bereavement including changes (losses) of people supporting, moving to a new house, loss of a pet, going through puberty, family breakdown etc. Illness and pain can affect how a person behaves especially if unable to properly communicate this pain or unable to read the physiological signs that they are ill. Autistic people may also suffer from low self-esteem, school placement breakdown, exclusions, and social isolation.

Autistic people often experience high levels of stress. This is true for autistic people across the spectrum – those with limited verbal expression may experience stress and anxiety related to difficulties and differences in comparison with other people their own age. Individuals may present as a confident speaker, but this can often mask their reduced understanding. Those supporting them may overestimate their abilities and hence not always provide effective support.

Principles of the positive and proactive behaviour support

Staff are trained to support our pupils to ensure they are kept safe. Staff work within the Safety Intervention principles (CPI Training) as a way of reducing risks surrounding behaviours of concern. This training educates and empowers staff, creating safe and respectful school environments. As a nationally recognised and leading programme, Safety Intervention is a behaviour management system that teaches skills for assessing, managing, and responding to risk behaviour.

The focus is on verbal de-escalation, prevention, and early intervention. Safe physical intervention options are also taught, to be used only as a last resort. Staff learn the keys to defusing difficult and challenging behaviour. It provides four key learning objectives:

- I. Identify behaviour that indicates an escalation towards aggression and violence, and take appropriate measures to avoid, decelerate and/or deescalate crisis situations.
- II. Assess the level of risk associated with crisis behaviour and make appropriate decisions to manage such risks.
- III. Use suitable and acceptable physical interventions (if required as a last resort) to reduce or manage risk behaviour.

- IV. Identify the impact of crisis events and describe post-crisis responses that can be used for personal and organisational support and learning.

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules and the values of PRIDE Force
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Pupil Risk assessments and Behaviour Plans

Individual pupil risk assessments and behaviour plans provide detailed information outlining known or historical behaviours, associated triggers, and strategies for staff to use in order to support the pupil and the management of their behaviour. It should inform lesson planning and any off-site visits. These plans are regularly monitored, reviewed, and updated by the key worker in conjunction with the Education Manager, Pupil Manager, Wellbeing and Learning Practitioner, wider staff team and parents/carers.

The document is signed and agreed with parents. This will be routinely reviewed at each annual review and regularly throughout the academic year. Historic behaviours will remain on the individual plans, as some behaviours may re-surface later.

Reactive strategies

The overemphasis of the role of physical interventions as a “management tool” for supporting those displaying challenging behaviours may be counterproductive to the cause and increase risk to vulnerable people. Reactive strategies are used once a behaviour of concern has occurred with the primary aim to de-escalate the situation as quickly as possible. Reactive strategies may include:

- Reducing demands and requests
- Removing triggers
- Distracting and motivating
- Listening, hearing, and acting
- Redirecting – providing an exit
- Diverting the focus of attention
- Controlling sensory input in line with the child’s needs (e.g., using a fiddle toy, reducing noise, light and talking to the child).

On some occasions when there is no alternative and as a last resort, it may be necessary to use a restrictive physical intervention (in line with Safety Intervention training) to keep the pupil displaying challenging behaviours which harm or those around them safe.

Self-injurious behaviour

Self-injurious behaviour is when a pupil physically harms themselves and is often referred to as self-harm. This could be displayed through head banging, biting, hair pulling, eye gauging, slapping, skin picking, scratching, or pinching. In a minority of cases of self-injurious behaviour, the tissue damage from any one incident is serious but for most the injuries are minor e.g., bites that do not break the skin or head tapping. However, the cumulative effect of many instances of behaviours such as dropping to the floor on knees, hand biting or head banging could result in permanent tissue damage, so all instances of self-injurious

behaviour must be carefully recorded, understood, and analysed and inform appropriate individualised positive strategies/interventions to minimise the risk of harm.

Hope House School recognises that self-injurious behaviour can be one of the most difficult behaviours to support. These behaviours may take place for many reasons. They may be a way of communicating a want or need, to seek attention or act as a sign of anxiety or excitement. 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, less damaging, ways to meet his or her needs.

Management of Self-injurious Behaviour (SIB)

- Good quality functional assessment based on incident data/feedback and any further recording should inform strategies that are adopted. These strategies should be in line with positive behaviour support principles.
- In the first instance staff have a duty of care to intervene to reduce damage caused by these behaviours.

However, sometimes the best support strategy to prevent increase in potential injury is to ensure that the individual is as safe and as comfortable as possible but make no direct intervention and/or contact, especially trying to stop the behaviour, until the episode is over. This can result in shorter episodes with less likelihood that the self-injurious behaviour will escalate and result in more serious injury. Such supervision without direct intervention should be agreed with relevant external parties such as parents.

- Pain relief and medical investigation should be considered in the presence of new self-injurious behaviours but always agreed as part of a multidisciplinary intervention.
- Chewy tubes, apples, oranges or similar may be offered as safe alternatives to those who may bite themselves.
- Pillows or cushions may be used to reduce impact of head banging behaviours.
- Increased structure, extra sensory opportunities, teaching self-regulation and relaxation strategies, and physical exercise can all help reduce frequency and intensity of self-injurious behaviour.
- Staff should try to respond in a calm neutral manner in the presence of SIB and reward and praise appropriate behaviours wherever possible.
- 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.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

Behaviour incidents should always be recorded on a CPOMS before the end of the school day by staff involved in the incident and a Physical Intervention/Safety Intervention form completed fully and uploaded to CPOMS. Reporting and monitoring are important for staff and pupils because it ensures their safety and protection. It also allows the school as a whole to keep a record of the number of incidents occurring and to examine patterns of behaviour and their possible functions. These incidents will be regularly monitored by the senior leadership team. Any intervention where a member of staff removes themselves from harm or uses an intervention has to be recorded on CPOMS and an intervention sheet completed. Compliance Form to be used in debrief with SLT. Appendix 2a, 2b, 3

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach is always tailored to the need of the pupil at Hope House School.

The school's special educational needs co-ordinator will evaluate a pupil to determine whether they have any underlying needs that are not currently being met. We have a Wellbeing and Learning practitioner who works with the school leadership team to advise and help on medical issues, mental health and wellbeing of all our young people.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, speech and language therapist, occupational therapist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

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

9. Pupil transition

To ensure a smooth transition to the next year stage of learning all documentation that supports a pupil will be shared to enable smooth transitioning into a new class or setting.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and ongoing training in the school as part of Safety Intervention delivered by Crisis Prevention Institute.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and trustees annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Antibullying Policy
- Child protection and safeguarding policy
- Special Educational Needs and Disability Policy

Appendix 1: written statement of behaviour principles

Hope House school is an independent special school that caters for pupils with a diagnosis of Autism and related Special Educational Needs. In order to communicate their needs, our pupils may behave in a way that challenges. This can have a negative impact upon the pupil, upon others, their environment, their relationships, and their quality of life. Each pupil has an individual behaviour plan and risk assessment designed for their specific needs.

At Hope House, we believe that all behaviours are a communication. Behaviours that challenge may be used to express and communicate a wide variety of things, for example: not understanding an instruction or task, a dislike for something; a want or need; anxiety or stress, illness, or pain; and emotions such as anger or frustration linked to the pupil's autism or other co-conditions.

'Such behaviour may be perceived as 'naughty' or 'bad' if the child or young person is unable to follow instructions or fit in with existing rules and structures and it can be a form of communication for children and young people who are unable to communicate verbally. The likelihood of such behaviour can often be anticipated by those who know the child or young person well. Measures to understand the range of communication used by children and young people to express emotions, including distressed behaviour, should be put in place. Measures to identify triggers of distressed behaviour and to prevent or address it should also be developed with the involvement of the child or young person and their family, and careful assessment, with multi-agency planning and support to create the right environment for education, care and support'. From Reducing the need for restraint and restrictive intervention p8. Reducing the need for restraint and restrictive intervention (publishing.service.gov.uk)

This policy has been written with due care and respect to the rights and individual needs of our pupils with a positive and caring attitude to working with them, to overcome their challenges, learn more effective ways of expressing themselves and to build a happy and purposeful life. We are committed to understanding the function of the behaviours our pupils present in order to support them to learn an alternative, functionally equivalent, and more socially acceptable ways of expressing themselves.

Therefore the following principles underpin our behaviour policy:

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

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

This written statement of behaviour principles is reviewed and approved by the Trustees annually.

Appendix 2a:

Recording of RPIs:

All RPI's are recorded on CPOMS by the person who completed the dynamic risk assessment and made the decision that a physical intervention was a reasonable, necessary and proportionate response to the incident taking place.

The screenshot shows a web-based form for recording an incident. The form is organized into several sections:

- Student:** A dropdown menu with the placeholder text "Begin typing a student's name".
- Incident:** A large text area for entering the incident details.
- Categories:** A list of checkboxes for incident types. "Physical Intervention" is selected. Other categories include ASD, Attachment, Attendance, Behaviour, Bullying, Cause for Concern, Child Contact, Child Protection, Communication, Contact with External Agency, DSL Case Supervision Meeting, Intervention, LADO, Legacy, Medical, and Parental Contact.
- Physical Intervention Subcategories:** A list of checkboxes for specific intervention types, such as Figure of four guide, Figure of four seated, Friendly guide, Guide/Escort, Half shield, One person double elbow, One person single elbow, Seated one person single elbow, Seated two person single elbow, Small child, Two person double elbow, and Two person single elbow.
- Time of Intervention:** A date and time picker showing "dd/mm/yyyy --:--".
- Other Staff Involved:** A text area for listing staff members.
- Reason for Intervention:** A text area for the reason for the incident.
- De-Escalation Strategies Used:** A text area with a note: "Please tick all de-escalation strategies used before Intervention".
- Length of Intervention:** A dropdown menu.
- First Aid Check Completed by:** A text area for the name of the staff member.
- First Aid Check completed at:** A date and time picker.
- Linked student(s):** A dropdown menu with the placeholder text "Begin typing a student's name" and a note: "Type a student's name to link them to this incident".
- Maps:** A small icon representing a body map.
- Date/Time:** A date and time picker showing "11/03/2024 12:27".

The log contains a narrative of the incident, including de-escalation strategies prior to the physical intervention, the intervention used (including those where a pupil has been guided), the time that a first aid check took place, the name of the person conducting the check and a body map to record any reported marks.

Compliance:

Parent communication is added to the log as Parental Contact and is also recorded on Arbor, by the person initiating the contact with the parent. Communication is ALWAYS by telephone or Face-to-Face contact when an RPI has taken place. This communication may be added as part of the original CPOMS incident log where it has occurred prior to the information being recorded, or be added as a further action.

The DSL and DDSs are alerted to all Physical Interventions on CPOMS and audit these logs as they come occur. Individual risk assessments are reviewed to ensure that they reflect the behaviours identified in the log.

Appendix 2b:

A staff debrief takes place following any physical intervention using the following model. Outcomes may be recorded as actions on CPOMS or, where a significant incident has taken place and notes have been taken, these will be added to the CPOMS log.

<p>DATE _____ Debrief The COPING Model – Questions to answer</p> <p>C – CONTROL ensure that emotional and physical control are regained (acknowledgement of feelings of those involved)</p> <p>O – ORIENT understanding of basic facts, what happened, when it happened, who has been affected, why it happened, where did it happen? Is there anything we need to talk about with regards the intervention used.</p> <p>P – PATTERNS Is this the first time the individual reacted this way, or has it been a recurring event?</p> <p>I – INVESTIGATE how can we strengthen our responses, what solutions do we have? What changes could we consider?</p> <p>N – NEGOTIATE is there anything we could do differently?</p> <p>G – GIVE support and encouragement</p> <p>Record significant notes below</p>
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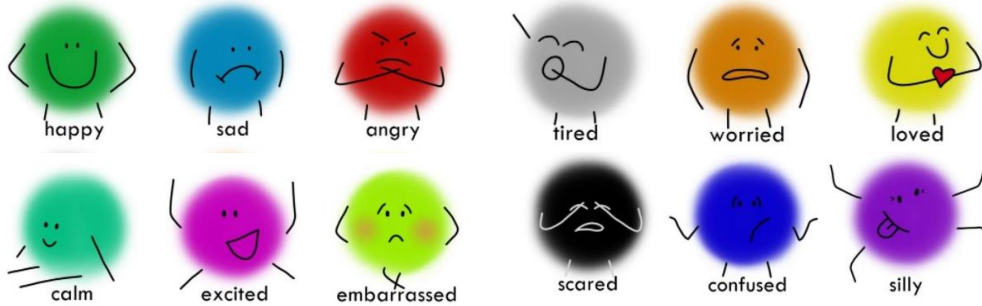
Where possible, the pupil's voice will always be sought, although this may not always be on the same day. We recognise that for some of our pupils, re-visiting an incident that they have already mentally moved on from, may escalate them again and we use our knowledge of the pupils to make an informed decision as to when the following should be completed. This is then uploaded to the original CPOMS log.

Young Person Voice

My name is _____

On _____ There was a physical intervention.

Before it happened, I felt....



After it happened, I felt....



I have spoken to and I know why it happened

Yes No

Now I feel



I need some more support with this Yes No