LAS005

Promoting Positive Behaviour Policy

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Date: February 2005

Approved by: Advisory Board Date March 2025

Last Reviewed on: March 26 Next review due by: March 2027

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School Ethos

Little Acorns encourages pupils' GROWTH by teaching them to be Generous, Resilient,
Optimistic, Wonderful, Thriving and Honest. We believe in advocating for the pupils' growth
academically and emotionally. We focus on teaching pupils' skills to promote their emotional
regulation so they can lead wonderful and fulfilling lives. Little Acorns pupils learn to be kind,
safe, hard-working and respectful. We support pupil back into the classroom to access
education full-time through a bespoke but structured approach. Each pupil has a personalised
learning plan which enables the pupil to thrive in their learning. Therapies are embedded into
our curriculum to support pupils in communicating their feelings and supporting mental health and well-being. With an offer of outdoor education and individual therapeutic support, the pupils' grow into respectful members of the community.

Adults and pupils have a shared language around the rules for Little Acorns School:

- Kind
- Safe
- Hard-working
- Respectful

These values are embedded in daily language, the reward system, sanctions and reflections.

This policy is designed to be read in conjunction with other Little Acorn Policies, specifically:

- Positive Handling Policy (LAS005a)
- School Ethos and Values
- Health and Safety Policy
- Child Protection Policy (LAS002)
- Anti-bullying policy (LAS004)

1. Aims

At Little Acorns School we recognise and understand that behaviour is a form of communication that requires different approaches to support. The purpose of this behaviour policy is to create a safe, supportive, and nurturing environment for all pupils aged 4 to 14 years old at our therapeutic setting.

Grounded in the principles of PRICE (Protecting Rights In a Caring Environment) and trauma informed practices, this policy aims to promote emotional regulation, personal growth, and positive behaviour while minimising the risk of harm to pupils and staff.

Little Acorns School supports pupils with complex social, emotional and mental health needs requiring a flexible and bespoke individual support plan. Our Positive Behaviour Intervention Support Plans (PIP's) place an emphasis on proactive action to recognise, foster, acknowledge and reward positive behaviour whilst understanding our pupils' and responses required to support behaviours when they are dysregulated and in emotional crisis. All our staff at Little Acorns School are expected to understand and adhere to a pupil's risk assessment, positive behaviour support plan (PIP's) and pupil profiles. Class teachers and support staff both have a responsibility to contribute all necessary updates to have up to date informed understanding of each pupil.

We strive to promote and create responsible citizens who:

- make safe, positive choices and encourage others to do the same
- behave positively
- are kind, considerate and respect themselves, others, and their environment
- work hard to progress emotionally and academically
- have the confidence, tenacity and resilience to attain their ambitions
- are inclusive and embrace differences
- have high levels of engagement
- demonstrate positive learning behaviours
- are role models to others
- Make a positive contribution to the community in which they live, are educated and will go onto work

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)
- Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- Keeping children safe in education - GOV.UK (www.gov.uk)
- School suspensions and permanent exclusions - GOV.UK (www.gov.uk)
- Mobile phones in schools - GOV.UK (www.gov.uk)
- Use of reasonable force in schools - GOV.UK (www.gov.uk)
- Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)
- SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
- Mental Health and Behaviour in Schools 2014
- Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK
- Trauma Informed Approaches
- Behaviour and discipline in schools: guide for governing bodies - GOV.UK
- SEMH-toolkit.pdf
- Mental Capacity (Amendment) Act 2019
- Alternative provision - GOV.UK
- Data Protection Act 2018

As an Independent Special School, this policy is also based on Schedule 1 of The Education (Independent School Standards) Regulations 2014 (legislation.gov.uk); paragraph 7 outlines a school's duty to safeguard and promote the welfare of pupils paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

- BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing and delivering training, 2014 (4th Edition)
- Reducing the Need for Restraint and Restrictive Intervention (HM Gov. June 2019)
- Positive environments where pupils can Flourish (Ofsted March 2019)
- The Mental Capacity (Amendment) Bill HM (Gov.July 2018)
- Children and Families Act, 2014

3. Definitions

3.1 Little Acorn's accepted definition of challenging behaviour is:

"Behaviour of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to and use of ordinary community facilities; or behaviour that is likely to impair a pupil's personal development and family life and which represents a challenge to services, to families and to the pupil themselves, however caused." (Emerson et al 2001)

3.2 Challenging behaviour is used to describe a wide variety of behaviour:

- Distressed
- Disruptive and problematic behaviour
- Absconding
- Disruption in communal spaces, on activities, in lessons, at break and social times
- Non-completion of reasonable requests e.g. completing work, tidying up
- Sexually inappropriate actions/comments/gestures
- Eating inedible objects
- Continual questioning
- Vandalism
- Racist, sexist, homophobic or discriminatory behaviour

3.3 Hazardous behaviour is used to describe:

Behaviours which present a serious risk to well-being, safety and maybe life. We identify any hazardous behaviour that poses a potential risk of significant harm clearly so we can support the pupil to manage the risk safely. These can include: ○ Grabbing

- Hitting
- Kicking
- Biting
- Spitting
- Self-injury
- Smashing inanimate objects/property
- Throwing things
- Use of a weapon
- Threats of violence
- Absconding to an unsafe area
- Fighting
- Bullying peers
- Sexual violence

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images
- Vapes

Any article a staff member reasonably suspects has been, or is likely to be, used to commit a hazardous behaviour, or to cause personal injury to, or damage to the property of, any person (including the pupil).

3.4 PRICE

Every staff member is trained annually by PRICE. PRICE stands for Protecting Rights In a Caring Environment. PRICE Training is a restraint reduction network (RRN) certified training provider with approved curricula for use in education to support how to respond positively to challenging and hazardous behaviours. PRICE Training has developed a system that is rooted in trauma-informed practice and positive behaviour support that places human rights and the well-being of vulnerable children at the very heart of what they do. They help organisations develop strategies for both planned and unplanned interventions to ensure a safe environment and improve the quality of life for child. Only staff with in-date training may use the physical interventions trained by PRICE.

3.5 Physical Intervention

The term physical intervention is used to describe any restrictive intervention. Restrictive Intervention - "Any intervention used to limit a person's liberty" (Royal College of Nursing; 2006):

- Verbal, e.g. "you can't have it"
- Physical, e.g. holding someone preventing free movement
- Environmental, e.g. seclusion, blocking a doorway, removing from outdoor space

The specific physical interventions that have been agreed by school and parents/carers/social workers for the pupil will be listed in the level 3 preventative strategies. These are approved by parents/carers, class teams, SLT and PRICE. Only the agreed restrictive interventions can be used during a behaviour incident. Photos of the correct physical interventions trained by PRICE are included in the pupil's Person-Centered Positive Behavioural Support Plan & Restraint Reduction Strategy (PIP).

4. Bullying

Bullying is defined by the Department of Health, Department for Education as:

"Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves".

Bullying is, therefore:

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

4.1 What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress for the victim. It is often motivated by prejudice against particular groups, for example, on grounds

of race, religion and belief, culture, sex, gender, homophobia, special educational needs, and disability (as defined in the Equality Act 2010), or because a pupil is adopted or is a carer. It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs, and email. Bullying can occur through several types of antisocial behaviour. A feature of bullying in education and residential settings is that its existence is not always immediately known or suspected by those in authority. Bullying can quickly become a safeguarding matter, and it may on occasion be necessary to record it as a safeguarding concern. Please see Appendix 1 for Reporting, Recording and Management of Bullying at Little Acorns School.

Bullying can be:

- Emotional: Being unfriendly, excluding, tormenting. E.g. Hiding books or personal belongings and threatening gestures.
- Physical: Pushing, kicking, hitting, punching or any use of violence.
- Racist: Racial taunts, graffiti, gestures.
- Sexual: Unwanted physical contact or sexually abusive comments.
- Homophobic: Because of or focusing on the issue of sexuality.
- Verbal: Name calling, sarcasm, spreading rumours, teasing.
- Cyber: All areas of internet, e-mail, and chat-room misuse.
- Digital: Threats through social media, SMS or calls, misuse of associated technology such as cameras and voice recorders.

Please see our anti-bullying policy (LAS004) for details of our approach to preventing and responding to bullying.

5. Roles and responsibilities

5.1 Everyone has a responsibility to abide by the Code of Conduct.

5.2 The Headteacher and Senior Leadership Team must:

- Positively model the school culture and values of being kind, respectful, safe and hard-working, ensuring they are understood by all
- Ensure the safety of all pupils at Little Acorns School through ensuring that staff are properly and sufficiently trained and skilled to meet the behaviour support needs of their current cohort
- Ensure local procedures are in place and up to date which support this policy and promote positive behaviour at Little Acorns School
- Ensure that the school environment encourages positive behaviour
- Ensure that staff deal effectively with challenging and hazardous behaviour and seek support from their Line Manager or other members of SLT where required
- Ensure staff recognise positive behaviours and support through positive recognition strategies across the school.
- Regularly monitor the implementation of this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the importance of high behavioural expectations and the importance of maintaining them but also understanding each pupil's needs and support plan
- Ensure new staff are provided with a clear induction into the schools' behavioural culture, ensuring clarity and understanding of school rules, routines, and approaches to best support all pupils to participate fully in learning
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensure that behaviour data is reviewed regularly, including identification of hot spots or areas of concern, to make sure that no

groups of pupils are being disproportionately impacted by this policy

5.3 All Staff must:

- ○Ensure they understand and know the pupils they are working with and their associated plans Behaviour Support Plans, pupil profiles and risk assessments) and actively contribute to any necessary updates and changes to better support the pupil
- ○At all times model positive and appropriate behaviour and create an environment that is kind, safe, respectful and hard working
- ○Build trusting relationships with pupils. Staff will create predictable routines and maintain consistent, respectful communication to establish trust with pupils.
- ○Understand pupils' trauma triggers. PIP's will identify potential triggers and outline strategies for support. ○Offer emotional safety. Staff will ensure pupils will be provided with safe spaces and opportunities to express emotions without fear of judgement or punishment.
- ○Self-Regulation Support. Actively teach mindfulness, grounding techniques, and emotional regulation strategies when pupils are calm and are ready to learn.
- ○Communicate clearly using low demand and low threat language and clear expectations of appropriate behaviour, ensuring that the pupil or pupil understands those expectations in accordance with their age and understanding and pupil needs
- ○Maintain the values of Little Acorns School (Kind, Respectful, Safe and Hard-working) and teach the core values of GROWTH (Generous, Resilience, Optimistic, Wonderful, Thriving and Honesty).
- ○Attend and apply all relevant positive behaviour support training and de-escalation strategies provided to de-escalate incidents following PRICE Principles.
- ○Record and report incidents as outlined in our incident reporting policy using CPOMS
- ○Discuss concerns and ask questions in relation to behaviour support if they are worried or uncertain. This can be done at debrief or seek a member of SLT when needed for support.
- ○Remain professionally curious as to how to best support pupils with behaviour which challenges
- ○Remain professional and always seek support from other staff and/ or SLT.

5.4 Pupils are expected to:

- ○ Indicate or ask when they need support with their behaviour wherever possible and accept support where they are able. e.g. calming toolkits
- ○ Participate where they can in planning and agreeing to their positive behaviour support plans as part of the consultation phase (Admissions Process) and then regularly review changes
- ○ Accept the help and guidance provided in relation to positive behaviour
- ○ Ask questions to understand strategies and their own needs in relation to positive behaviour support if they are worried or unsure
- ○ Where possible, give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy
- ○ Participate in post-incident debriefs (behaviour reflections) when ready to reflect and understand their own behaviours, triggers and responses.
- ○ To complete a reparative task after a behaviour incident.

Pupils will be supported during their transition phase at Little Acorns and through the induction process to identify and understand:

- ○The expected standard of behaviour they should be displaying
- ○That they have a duty to follow the behaviour policy
- ○Little Acorn's key rules and routines
- ○That they can earn rewards as part of the positive behaviour support policy as recognition for

their hard work, safe actions, respect and kindness
- Understand the consequences of challenging and hazardous behaviour for themselves and others
- The support that is available to them to help them meet the behavioural standards

5.5 Parents and carers are expected to:

- Be familiar with the school's positive behaviour support policy and approaches to supporting positive behaviour management, reinforcing it at home where appropriate
- Support their pupil in adhering to the school's positive behaviour support policy
- Update the school of any changes in circumstances that may affect their pupil's behaviour, including events outside of school, medication changes and diagnosis changes.
- Discuss any behavioural concerns with the staff promptly.
- Take part in any post incident meetings following challenging behaviour (for example: attending reviews of specific behaviour interventions) or proactive support meetings where concerns are identified early.
- Raise any concerns about the management of behaviour with the class teacher in the first instance directly whilst working in partnership to support your child
- Embrace the life of Little Acorns and its culture
- The school prides itself on building positive relationships with parents and carers through regular communication, transparency and approachability. The school will keep parents/carers informed about developments in their pupil's behaviour in line with the school's positive behaviour support policy and work in collaboratively with them to respond to behavioural issues

5.6 All visitors, whether parents, carers, visiting professionals or employees are expected to:

- Demonstrate a professional, kind, and respectful attitude around school, modelling positive and appropriate behaviour
- Follow any guidance provided from staff should any incident of a behaviour of concern take place during their visit
- Raise concerns and ask questions in relation to behaviour support if they are worried or uncertain to a member of the Senior Leadership Team or Headteacher directly.

5.7 The Incident and Safeguarding Governor will:

- Review reports from the headteacher and executive headteacher as part of the Governance Committee, questioning recurring themes and trends of behaviour, attendance and safeguarding.
- Ensure Little Acorn's policy and guidance issues relating to managing challenging and hazardous behaviour is in line with up to date practice, that they are relevant and robust in meeting legal and regulatory requirements and the needs of the specific group to which the policy applies.
- Ensure that the learning and development and supervision of staff in managing challenging and hazardous behaviour is appropriate, effective and sufficient to meet the needs of pupils in our care.
- Ensure that there are sufficient resources available to the headteacher and the school to support innovation in developing best practice behavioural care.

6. The Behaviour Curriculum

To realise our values of being kind, safe, respectful and hard-working, everyone working at, attending, living at or visiting Little Acorns School will be expected to behave in accordance with the Code of Conduct:

- Take personal responsibility to make sure their behaviour demonstrates and models the values of Little Acorns School.
- Ensure that everyone is treated with respect, irrespective of differences or protected characteristics
- Respect everyone's personal space, the environment and the community
- Listen to each other and value opinions, even if they are different from your own.
- Ensure wave 1 interventions are in place following a graduated approach and working with SLT to ensure more targeted interventions are in place.
- Undertake regular additional training to support the pupils' special educational needs and social, emotional and mental health. (Thrive, Elklan, ELSA).

6.1 Key success indicators Each of our services can demonstrate:

At Little Acorns School, we can demonstrate:

- Clear Expectations: Behavioural expectations are developmentally appropriate, clearly communicated, and positively framed.
- Reinforcement of Positive Behaviour: Staff will use praise, rewards, and other positive reinforcements to encourage desired behaviours.
- Restorative Practices: When conflicts arise, focus on repairing relationships and understanding the impact of one's actions.
- Personalized Strategies: Each pupil has a pupil profile, containing a risk assessment, personalised learning Plan (PLP), Positive intervention Plan (PIP) and a pen portrait
- Demonstrate mutual respect and positive behaviours that are an expectation for all.
- A positive, safe environment where pupils exhibit pride in being part of Little Acorns School.
- Place collaborative working relationships with parents/carers and stakeholders as a priority in promoting positive behaviour.
- Robust recording and reporting of behaviours of concern using CPOMs, which enables analysis of pupil and group trends to reduce incidents and the use of physical intervention wherever possible

7. Strategies to respond positively to support behaviour

7.1 Positive behaviour management

At Little Acorns School we recognise that behaviour is a method of communication, and this is at the core of our approach. We pride ourselves on building positive relationships and understanding that pupils at Little Acorns are often communicating to meet a need through their behaviour, and we must recognise this to inform our response. At Little Acorns School we work in partnership with pupils, their parents/carers and other professionals to develop risk assessments and Behaviour Support Plans (BSP). This starts as part of our consultation phase and through transition as we build relationships with our pupils and their families. This very early approach forms a positive behaviour support and relational approach which helps pupils understand their own needs as we grow together and develop alternative communication strategies as they

feel safe, heard and understood. We use a range of assessments that focus on the pupils' strengths as well as any concerns, and these are completed using Thrive or observations from trained professionals and considering information from the pupil's EHCP, supporting reports and early consultation with the family. Leaders and staff are responsible for setting the tone and context for positive behaviour around the school. They will:

- Create and maintain a calm, therapeutic and stimulating environment that encourages pupils to create positive relationships and engage in learning
- Read and understand the appropriate positive behaviour support plans, pupil learning plans, risk assessments and other support documentation relating to everyone.
- Act as a role model, modelling the values at Little Acorns School, showing kindness and respect and showing consideration for every pupil while supporting a community spirit

Following a relational approach to develop positive relationships with pupils, which may include:

- Establishing clear routines, structure and boundaries
- Communicating expectations of behaviour in ways other than verbally, such as now and next boards, visual strategy cards and class rules
- Highlighting and promoting good behaviour that also considers the needs of those with PDA traits and needs
- Concluding the day positively using reflective practice and starting the next day as a new day

Having a plan for dealing with low-level disruption

- Using positive reinforcement and trusted relationships to challenge behaviour
- Working as part of the team to develop consistent approaches to promoting positive behaviour and dealing with disruption/incidents
- Record and report in line with requirements any incidents of behaviour or concern and ensure actions are followed up

Every pupil has pupil therapy to support their emotional growth and support the pupil's regulation and processing of ACE's (Adverse Childhood Experiences) that have been experienced.

7.2 Safeguarding

Little Acorns School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection or at risk of neglect or significant harm. Where this may be the case, we will follow our pupil protection and safeguarding policy and consider whether pastoral support, an early help intervention or a referral to social care is appropriate. Where behaviours indicate that there may be a safeguarding concern, staff will log this on CPOMs and the records linked to build a chronology to understand and respond to incidents. Sexual violence and sexual harassment can happen in any setting and staff must have the view that "it could happen here" and take the necessary actions to keep pupils and adults at risk safe, speaking with a DSL and reporting following guidance in this policy. Please refer to our Safeguarding and Child Protection Policy (LSA002). Little Acorns School sets a culture set of zero tolerance towards sexual violence and harassment, taking all reports and victims seriously and following the reporting procedures set out in our Pupil Protection and Safeguarding Policy.

7.3 Recognising and celebrating positive behaviour

Little Acorns School provides a warm, holistic and therapeutic environment that recognises, responds to and celebrates positive choices, promoting good behaviour through an array of approaches including using praise, recognition, rewards, building self esteem and a pupil's sense of worth. We use a variety of reward and recognition systems in line with our behaviour policy, values and high expectations whilst also recognising effort and positive outcomes. Positive reinforcements and rewards will be applied clearly and

fairly to recognise progress, reinforce good behaviour and positive attitude and reinforce the routines, expectations and norms of the school behaviour culture. Examples of rewards at Little Acorns School include:

- ○Verbal praise and time to celebrate with key adults
- ○Rewards via points or other currency within the rewards system (Class dojo)
- ○Communicating praise to parents via a phone call or written correspondence
- ○Pupil of the Term who embodied GROWTH core values
- ○Certificates, prize ceremonies and/or special assemblies
- ○Regulation praise with the use of the school dogs
- ○Positions of responsibility, such as being entrusted with a particular decision or project or school council member/leader ○Access to popular activities, trips or visits earned by spending their dojo points in the Dojo shop

7.4 Preventing and responding to challenging and hazardous behaviour

Understanding behaviour:

In order to prevent challenging or hazardous behaviours, the first step is to understand why the behaviours occur in the first place. Primary preventative strategies focus on the following key areas:

- ○ Identifying the root causes, influencing factors and functions of behaviour and understanding pupil characteristics ○ Ensuring pupil's needs are met so they are less likely to develop distressed or other behaviours of concern ○ The use of evidence-based frameworks such as Positive Behavioural Support
- ○ The use of person-centered approaches
- ○ Reflection and reflective practices

Factors that Influence Behaviour:

- ○ Their socio-economic background
- ○ Education and formative development
- ○ Behavioural phenotype - aspects of a pupil's behaviour that can be attributed to the presence of a specific genetic or biological anomaly or condition e.g. ASD, ADHD, dyslexia.
- ○ Physical or mental health
- ○ Physical impairment
- ○ Peer group pressure
- ○ Communication difficulties
- ○ The environment
- ○ Drugs or medication
- ○ Alcohol or substance misuse

Common functions of behaviour are:

- ○ Escape / avoidance
- ○ Social Attention
- ○ Access to tangibles/activities/people
- ○ Sensory needs

Functions of behaviour are analysed using ABC charts (Antecedent, Behaviour, Consequence) after a pupil has shown an unknown behaviour or repetitive behaviours. The function of the behaviour is discovered, and then a replacement strategy is identified, with strategies on how to teach the pupil whilst they are regulated on a daily basis. These strategies are recorded and monitored on their replacement skills document.

Identifying Causes and Triggers

There are two types of triggers to be aware of when planning to prevent challenging or hazardous behaviour: Slow and fast triggers.

Slow triggers are setting events.

They are prior events or conditions, either external or internal, which influence the probability of the pupil presenting challenging behaviour. These events have often happened in the past and are different to the triggers that are observed just prior to a display of hazardous or challenging behaviour. The slow triggers do not typically cause the challenging behaviour, but their presence makes it more likely for the behaviour to emerge.

These can include:

- Past experiences or previous traumas such as abuse
- Breakdown in relationships
- ACE's
- Life events such as bereavement
- Phenotype behaviour
- Long-term physical and mental health issues
- Sleeping patterns
- Hunger

Fast triggers are the events that happen directly before challenging or hazardous behaviour.

They describe the influencing factors that provide the catalyst or trigger to the change in behaviour and are referred to as the antecedent. These can trigger the pupil to go into a stress response of "fight, flight, freeze, fawn and flop".

These can include:

- Fear or phobias
- Difficulty communicating
- Being restricted
- Perceived loss of control
- Transitions
- Change in routine
- An activity ending unexpectedly
- An injury
- A perceived injustice
- Loss of a game
- Interactions with peers/staff

7.5 Developing Person-centered Positive Behavioural Support Plan & Restraint Reduction Strategy (PIP)

Each pupil at Little Acorn's has a personalised Person-centered Positive Behavioural Support Plan & Restraint Reduction Strategy (PIP). These are written in collaboration with parents/carers and, where appropriate with the pupil to ensure they are the most effective and relevant strategies to support the pupil. This collaborative approach ensures that interventions are person-centered and respectful of the pupil's rights and needs.

Primary strategies – understanding of the pupil to support them to be regulated:

- Trauma informed care
- Phenotype behaviours

- Likes / dislikes
- Communication and learning style
- Functions of behaviour
- Slow and fast triggers with preventative strategies
- Positive behaviour support

Secondary strategies – recognising changes in behaviour and responding to them effectively to prevent behaviour escalating.

Secondary strategies focus on the pupil's early behavioural signs (physical, emotional, communicative, etc.), which can indicate an increase in behavioural disturbance. When we notice a change in a pupil's mood or behaviour, our response is key to the management of that situation. Listed within the PIP are ways in which we can engage with and de-escalate the pupil to try and support their emotional regulation.

Signs of a change in behaviour:

- Changes in their body language
- Agitation
- Red, flushed faced
- Sweaty
- Fixed eye contact
- Making strange/loud/repetitive noises
- Head banging
- Refusal to cooperate or communicate

Escalation Phases and Prevention Strategies

Within the PIP there are 3 levels of escalation with pupil prevention strategies that have been successful at de-escalating that pupil.

Level 1: first signs of a change in mood/behaviour

Level 2: next phase of escalation should the response to level 1 fail

Level 3: next phase of escalation should the response to level 2 fail

Preventative de-escalation strategies used at Little Acorn's:

For more details on each of these de-escalation strategies, please see Appendix 2:

1. Interrupting the Behaviour Chain
2. Structuring
3. Restructuring
4. Active listening
5. Redirect–Reward
6. Delayed Co-operation
7. Distraction
8. Diversion
9. Hurdle Help
10. Directing/Directive Statement
11. Teaching

12. Humour
13. Injection of Affection/Praise (Hypodermic Affection)
15. Prompting/Signalling
16. Proximity/Touch Control
17. Boundary Setting
18. Permitting
19. Re-grouping
20. Bouncing
21. Removal of Person/Audience
22. Reflection Time
23. Leave Option
24. Stimulus Change
25. Consequences
26. Rewards
27. Silence

Calming toolkit

Each pupil has a visual calming toolkit in their learning area. These are adult and pupil identified strategies that support the pupil's regulation. Calming toolkits are to be non-verbal, visual, accessible so the pupil can access them when dysregulated. These are reviewed after every incident and are part of the reflection process.

Emotional check in's

A non-verbal way for pupils to show how they are feeling throughout the day. This supports the pupil to co-regulate with an adult and to work towards self-regulation.

When a pupil indicates that they are not feeling happy or calm, an adult will support them in finding a calming strategy from their calming toolkit to support their regulation.

Little Acorns promotes 3 check in's each day to support pupils to regulate themselves:

- Check in – first thing in the morning
- Check up – in the middle of the day
- Check out – at the end of the day

Therapy

Each pupil accesses pupil therapy to support their emotional regulation, to understand their own emotions and to process traumatic events they have experienced.

Tertiary strategies – strategies to use when all the secondary preventive de-escalation strategies have not been successful.

A tertiary strategy will only be used when it is necessary, proportionate and for the minimal amount of time to ensure the safety of the pupil or others.

These strategies can be separated into two categories: non-restrictive interventions and restrictive interventions. Non-restrictive Intervention:

- De-escalation
- Diversion
- Distraction
- Strategic capitulation

Restrictive Intervention - "Any intervention used to limit a person's liberty" (Royal College of Nursing; 2006):

- Verbal, e.g. "you can't have it"
- Physical intervention, e.g. holding someone preventing free movement
- Environmental, e.g. seclusion, blocking a doorway, removing from outdoor space

The specific physical interventions that have been agreed upon by school and home for the pupil will be listed in the level 3 preventative strategies. These are approved by parents/carers, class teams, SLT and PRICE. Only the agreed restrictive interventions can be used during a behaviour incident. Photos of the correct physical restraints trained by PRICE are included in the PIP.

Least restrictive approach

By following the 3 levels of escalation preventative strategies, we ensure that we always take the least restrictive approach:

- All other options were explored and failed, or the alternatives were deemed to be unsuitable for the level of risk presented
- The minimum amount of force was used for the minimum amount of time
- The response was professionally and legally defensible

7.6 Sanctions

Our pupils are developing and learning their way in the world, learning what constitutes acceptable and non-acceptable behaviours. A lot of our pupils have a considerable number of challenging presentations due to the previous journeys they have been on throughout mainstream schools and other provisions where their behaviours have possibly escalated due to the environmental impacts.

At Little Acorns we need to help them understand their own needs, ways of positively communicating and how to make the right choices and support the development of their ethical compass. As a part of this learning process, sometimes mistakes will be made through their previous ways of dealing with situations, being overwhelmed or struggling with engaging in learning due to academic struggles. We need to help pupils make informed and positive choices, but if poor choices are made, wheather deliberate or intentional, consequences need to be implemented. This will be through behaviour reflections, restorative practice and replacement strategies.

It is the duty of all staff within the school to support pupils and strive to understand the underlying reasons for challenging and hazardous behaviour whilst recognising that pupils should be supported in taking responsibility for their actions. This will be supported by SLT to help recognise where behaviours are a communication, apply appropriate sanctions and escalate where required.

Little Acorns School follows the clear guidance from suspensions and Permanent Exclusions policy when imposing such sanctions, considering sanctions and consequences when a pupil's behaviour falls below the standard that can reasonably be expected of them. Staff will respond in line with the pupil's positive behaviour support plan to restore a calm and safe environment and to prevent recurrence of challenging behaviour. Each behaviour support plan clearly identifies proactive strategies, active strategies, reactive strategies for when in crisis/meltdown, and restorative actions following an incident.

Staff will endeavour to create a predictable, safe environment by following proactive strategies and always praising positive progress and behaviour, challenging behaviour that falls short of the standards, and responding in a consistent, fair and proportionate manner, so pupils know with certainty that challenging behaviour will always be addressed and progress and positive contributions will be rewarded.

Our staff are all trained in PRICE, where de-escalation techniques (see Appendix 2) are key to reducing behaviours actively before reaching crisis point and then strategies to be reactive in crisis point. PRICE will be used to help prevent further behaviour issues arising, such as the use of prearranged scripts and phrases. These strategies will be reflected in pupil positive behaviour support plans. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account supporting a culture of inclusivity and not disadvantaging any pupil as a result of a disability.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future, liaising with SLT for strategies including calming toolkits, break cards and more targeted interventions.

Sanctions should be:

- Relevant to the behaviour presented
- Be seen to be fair in the eyes of the pupil and discussed with them
- Tailored to the pupil and reviewed regularly
- Not seen as a revengeful tactic and not seen as injustice
- Be discussed with the staff team
- Be applied as soon after the event as possible
- Be reviewed for a consistent and appropriate method and involve the pupil in the review

The school considers the use of the following sanctions in response to challenging behaviour (Level 1 & 2):

- Verbal reprimand and reminder of the expectations of behaviour
- Loss of minutes off Personalised Growth Time (PGT)
- Being requested to stay close to an adult to support safety, appropriate behaviours and interactions
- Not being able to use specific resources or equipment due to misuse e.g. not using a laptop or computer
- Helping tidy up mess or put back displays they have damaged

The school considers the use of the following sanctions in response to hazardous behaviour (Level 3):

- Loss of access to school car due to unsafe behaviour
- Reflection time with a staff member with a reparative task (no longer than 10 minutes)
- Spending a period away from their peers until they are able to be reintegrated safely
- Loss of responsibilities – for instance, the loss of school council lead
- Letter or phone call home to parents
- Referring the pupil to a senior member of staff to discuss the behaviours and offer reparation through restorative practice.
- Agreeing a behaviour contract, strategy to learn card and/or non-negotiables card
- Reintegration meetings with parents and pupil
- Sanctions in line with Behaviour in schools: sanctions and exclusions.

The range of sanctions used in any establishment for a pupil must comply with the guidelines set down by

Ofsted in the National Minimum Standards and must not contravene the Pupil's Act 1989. Any sanction imposed beyond those approved will be unacceptable and possibly illegal.

Pupil circumstances of the pupil or pupils are always considered when choosing sanctions, and decisions will be made on a pupil basis, but with regard to the impact on perceived fairness.
Sanctions which are never acceptable are:

- corporal punishment
- the restriction of contact and communication
- the withholding of food or drink, sleep, medication, personal aids and equipment required for a disability, clothes
- the requirement to wear distinctive or inappropriate clothing
- the imposition of a financial penalty other than reasonable reparation
- the imposition of group punishments for the behaviour of a pupil
- the involvement of any pupil in the punishment of another.
- humiliating, belittling or punitive punishments
- those that may appear revengeful

At Little Acorns we believe that regulation comes before reparation. Pupils will be offered a bridging activity before being asked to complete any reflections or restorative tasks. These activities can be found in the pupil profiles displayed in every classroom to ensure consistency across all staff.

7.7 Physical Intervention

Please see Positive Handling Policy for a comprehensive guide Positive Handling Policy July 24.docx (LAS005a). All Little Acorns staff are trained by PRICE. PRICE Principles:

- De-escalation Techniques: Staff are trained in PRICE's methods for recognising early signs of distress and using non confrontational techniques to prevent escalation (see Appendix 2).
- Non-Restrictive Interventions: Physical intervention is used only as a last resort to prevent imminent harm and is always conducted in line with PRICE guidelines.
- Post-Incident Support: After any incident, staff and pupils will participate in a debrief to process the event, restore safety, and identify lessons learnt.

A restrictive physical intervention is defined as a planned or reactive act that restricts a pupil's movement, liberty and/or freedom to act independently and the sub-categories of restrictive intervention using force or restricting liberty of movement (or threatening to do so). (Taken from Reducing the Need for Restraint and Restrictive Intervention). Restrictive physical intervention is always considered to be a very last resort and may only ever be considered when there is:

- All other means of de-escalation have failed
- There is a significant risk of injury to any person, including themselves
- significant damage to property,
- an offence being, or highly likely to be, committed
- no alternative method of mitigating these risks.

Restrictive physical intervention where used must be reasonable, proportionate, and use no more force than is absolutely necessary and follow the PRICE principles. Physical interventions may take the form of an emergency intervention or a planned intervention. Staff are trained and competent to use physical intervention (to be updated on a yearly basis with regular training given on de-escalation and restraint techniques) and must adhere to all safety measures. Staff must only use physical intervention if they have been trained for it and those that are named on the pupil's Personal Intervention Plan (PIP) unless it is an emergency to prevent harm to the pupil or others. All incidents of physical intervention are to be recorded

on CPOMS system on the same day or, at the latest, within 24 hours of the incident taking place. The person who initiated the physical intervention should be the lead in reporting the incident.

Where after a physical intervention there is any concern over the health or wellbeing of the pupil or a staff member, NHS Direct must be called as a minimum procedure. Where advised to seek further medical advice from a GP or from the Accident and Emergency Department of William Harvey hospital this must be completed immediately. A pupil who is complaining of injury must be given the opportunity for medical assistance via the above routes.

Where a pupil complains of not being able to breathe during a restraint, the restraint must be released immediately. Pupils are susceptible to 'positional asphyxia' during restraint situations; this may not be obvious during a restraint. The pupil may still be able to shout and talk; asphyxia can take effect sometime after a restraint has concluded. Therefore, it is vital that any complaint of shortness of breath is heeded and immediate action to resolve the situation is implemented. Where shortness of breath has led to altered behaviours and perceptions, blueing of the lips, face or extremities, lack of coordination or other concerning side effect, medical assistance must be sought immediately through the above routes or with a call to 999 for the provision of an ambulance.

999 may be called for police involvement in disruption of the school in certain extreme circumstances.

7.8 Emergency intervention

Pupils and vulnerable adults could be at risk due to an unexpected incident or response to a new or unexpected situation. Staff may intervene to maintain the safety and wellbeing of the pupil, pupil, adult at risk or themselves if they choose to do so. For example, a member of staff may physically intervene to prevent a pupil or pupils from harming themselves or causing harm to others. Staff must report all unplanned interventions to the Headteacher to justify the action and complete an incident log on CPOMs. The school will assess the incident as soon as possible, and a behaviour support plan will be updated to reflect this and parent/carers contacted. If it is judged that the intervention may be required again, this must be drawn up as part of a positive support plan and then will become a planned intervention.

999 may be called for police involvement in disruption of the school in certain extreme circumstances:

- Where an intruder or trespasser is on site and posing a threat to the school, the property or persons therein.
- Where aggressive behaviours of the pupil are such that the class teacher and other associated adults are together not able to ensure the on-going safety of the pupil without police involvement. This must be with the permission of the Headteacher or, if they are not on site, the Deputy headteacher.
- Where there is an emergency that in all situations requires the involvement of police for its safe conclusion.

However, Little Acorns always seeks to not criminalise Pupil and involves the police in addressing behaviours only when absolutely necessary.

Staff are to be offered a 'debrief' regarding incidents requiring physical intervention. Where this is possible, immediately afterward it should be provided: however, the end of the day is suitable in a group debrief forum. Where a pupil would like an individual debrief that will be provided also. A person senior to those who took part in the restraint should offer the debrief.

Pupils should also be offered a debrief in what is termed a 'behaviour reflection'. This will be to discuss the highs and lows of behaviour and adult responses, what the pupil felt comfortable with and what they did not, and most importantly, what they can

do as a team next time to avoid the need for restraint. The pupil's view from this follow up chat should be noted in brief on the incident record.

Pupils who have witnessed a physical intervention may also require a debrief, this is less formal and takes place as a supportive talk from a suitable and relevant adult.

7.9 Monitoring the Use of Physical Interventions

All incidents involving the pupil educated at Little Acorns School are recorded on CPOMs. These are read and monitored by the Headteacher, Deputy Head Teacher and SLT on a daily basis (Monday to Friday) wherever possible to find patterns, compile learning outcomes and identify strategies to support pupils and identify potential triggers to limit the need for future physical interventions with each pupil. This information is tracked weekly and feeds into the school's physical intervention reduction plan.

The monitoring comments are noted on the actions on the CPOMS incident report with significant themes or learning outcomes fed back through staff meetings and parent meetings. All updated relevant documents, such as PIP's, pupil's reflection and replacement strategies, are uploaded alongside the actions.

Parents and carers are always notified of any incidents of Physical Intervention being utilised on the day the intervention has taken place.

Please see Little Acorns Positive Handling Policy (LAS005a) for more information regarding the use of physical intervention.

7.10 The use of Quiet Spaces

Pupils at Little Acorns School will sometimes require access to a quiet and calm space (this may be, for example, a designated area in a classroom, the lobby or foyer, a regulation room, a therapy room or a designated outside space) to have an opportunity to regulate their feelings and emotions either through self-regulation or co-regulation. A quiet space is a sensory-controlled calming area, and this is an available space. The purpose of a quiet space is not exclusion, isolation or punishment, and it should never be used punitively. Over time it is anticipated that pupils will come to recognise their own emotions and feelings and seek these spaces independently to calm and self-regulate their emotions so that they can then return safely to their activity. The regular use of a quiet space should form part of a pupil's behaviour plan and should be agreed upon by SLT and parents/ carers and their agreement should be recorded.

Pupils will be consulted with for their views as part of their consultation and continual review of support strategies to support learning and positive behaviours. Strategies to use a quiet space will be implemented and reviewed when:

1. When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunity to calm using the strategies detailed in the pupil's positive behaviour support plan.
2. If the behaviour continues to concern and impacts others in the class and/or they become a danger to themselves, other pupils or staff, the pupil may request or staff may suggest the use of a quiet space.
3. As part of a dynamic risk assessment, staff may consider it necessary to escort the pupil to the quiet space using an approved physical intervention (PRICE) in line with policy, which must be recorded.

4. Once in the quiet space, staff involved should try to understand the situation using the techniques outlined in the pupil's positive behaviour support plan to de-escalate the situation.
5. A dynamic risk assessment should be taken to recognise if the pupil needs space, time and quiet. A pupil should not be left unsupervised in a quiet space, and a door must be kept open with a staff member outside, should this be needed. It may be appropriate to allow the pupil to calm down on their own, but staff must still be able to see them in order to ensure their safety.
6. At no time should a pupil be locked in a quiet space or a classroom. Where a pupil is very distressed and at a point of crisis where they pose a risk to themselves or others and are unable to respond to or process requests, staff may need to implement a dynamic risk assessment and use restrictive physical intervention according to the above on emergency interventions.
7. When a quiet space has been used as part of an incident, this must be recorded appropriately in line with policy, and if necessary, risk assessments and behaviour support plans should be updated.

Little Acorns School will not support the restriction of a pupil's right to freely leave a quiet space unless there is an immediate danger of harm to the pupil or others. Any restriction and action will be treated as a restrictive physical intervention by the member(s) of staff involved, and the incident will be reviewed to ensure the event was handled appropriately. All incidents of restrictive practice will be recorded on CPOMS on the same day or within 24 hours.

8. Searches, Screening and Confiscation

At Little Acorns School we have a duty of care to all pupils. Searching, screening and confiscation in our school is conducted in line with the DfE's latest guidance on searching, screening and confiscation to:

- safeguard all pupils by confiscating harmful, illegal, or disruptive items
- ensure the safeguarding needs and wellbeing of pupils suspected of possessing these items

The 'best interests' of the pupil should be your primary consideration. We will only search a pupil if we have good reason to: we are mindful that this could infringe upon their wellbeing and rights in several different ways. For example:

- Physical loss of privacy when clothes, bags, or possessions are searched
- Loss of a sense of security, if they feel they are being monitored and searched without reason
- The impact on a pupil's dignity or reputation if they are unduly searched or suspected of possessing prohibited items

At Little Acorns we treat confiscations as a safeguarding issue. Pupils in possession of drugs, alcohol or weapons should be considered vulnerable and at risk of exploitation. As per KCSIE 2024, we need to consider:

- signs of being drawn in to anti-social or criminal behaviour
- challenging family circumstances, such as drug and alcohol misuse
- misuse of drugs or alcohol themselves

8.1 Searching a pupil or pupil

The Head Teacher and Designated Safeguarding Leads are authorised to conduct searches. In the rare absence of all three of the named people, only those authorised by the headteacher can carry out these searches.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search; where possible the witness should also be of the same sex. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

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

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

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. Any prohibited item found will be confiscated and will not be returned to the pupil.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Vapes

Any article that the member of staff reasonably suspects has been, or is likely to be, used to:

- Commit an offence
- Cause personal injury (including the pupil) or damage to property

This list is set out in The Education Act 1996 and paragraph 3 of the DfE's guidance on searching, screening and confiscation.

The authorised member of staff should assess how urgent the need for a search is and should consider the risk to other pupils and staff. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co operate with the search, the member of staff should consider why this is.

Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or

- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may use an appropriate sanction in line with the school's behaviour policy, escalating to a Senior Leader or DSL. Staff should ensure that they are responding to challenging behaviour consistently and fairly. If the member of staff still considers a search to be necessary, they should seek the advice of the headteacher/DSL. During this time the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in the prohibited items list. This should follow the PRICE (Protecting Rights In a Caring Environment) Training completed by all staff members.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil from harming themselves or others, damaging property or causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil/pupil's outer clothing, pockets, possessions, drawers, cupboards or lockers. Outer clothing includes:

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

8.2 Searching pupil/pupil's possessions

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

- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. Staff at Little Acorns School do not have the power to strip search a pupil and this will only ever be carried out by police.

If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed above) and items identified in the school's rules.

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

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

8.3 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil/pupil was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed above), including incidents where no items were found, will be recorded on CPOMS.

8.4 Informing parents

Parents will always be informed of any search for a prohibited item (listed above). The DSL will inform parents, carers and/or guardians as soon as is reasonably practicable, including:

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

8.5 Support after a search

Irrespective of whether items from the prohibited list are found because of any search, Little Acorns School considers the effect of the search on the pupil and if the pupil/pupil may be suffering or likely to suffer harm. Little Acorns School will offer support where it is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

9. Challenging behaviour 'external to school site'

Little Acorns School considers actions outside of the school site that may have an impact on the school, school environment or pupil within the school and may apply sanctions where a pupil or pupils has shown challenging or hazardous behaviour beyond the school gate when representing the school/college or as part of an activity. This means challenging behaviour when the pupil is:

- Taking part in any school-organised activity
- Travelling to or from school
- Trip
- Therapy offsite
- Taxi
- In any way identifiable as a pupil at Little Acorns School

Sanctions may also be applied where a pupil has shown challenging or hazardous behaviour outside of school, at any time, whether the conditions above apply or not if the challenging behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of staff.
- Could adversely affect the reputation of Little Acorns School

Sanctions will be issued as an appropriate response to the behaviour to support learning. In all

circumstances the Headteacher and SLT should consider whether it is appropriate to notify the police or anti-social behaviour coordinator (school police liaison officer) in the local authority.

If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. Should any of the behaviour link to pupil suffering, or being likely to suffer significant harm, the DSL should be notified and the safeguarding policy followed.

9.1 Online challenging behaviour

The school takes online challenging behaviours seriously and will issue behaviour sanctions to pupils for online challenging behaviour when:

- It poses a threat or causes harm to another pupil or staff member
- It impacts the orderly running of the school, impacting others learning
- It adversely affects the reputation of Little Acorns School
- The pupil is identifiable as a member of Little Acorns School

Sanctions will only be given out within school or when off-site as part of a school activity when the pupil is under the lawful control of a staff member.

9.2 Suspected criminal behaviour

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

When establishing the facts of the suspected criminal behaviour, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher and/or DSL will make the report and inform the Executive Headteacher.

The school will support the police with any investigation and will not interfere with any police action taken. The school may also continue to follow its own investigation procedure and enforce sanctions within school to keep pupils safe, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to Front Door Social Care Team, if appropriate.

10. Zero-tolerance approach to sexual harassment and sexual violence

Little Acorns School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Little Acorns School values being kind, hard-working, respectful and safe and we pride ourselves on a relational approach where 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

Little Acorns School has procedures in place to actively respond to any allegations and/or concerns around a pupil or pupil's safety. We are considerate of the wellbeing of all of our pupils and ensure our pupils understand the consequences of actions as part of our personal development curriculum and daily behaviour support around the school.
Pupils understand that there are clear processes for:

- Responding to a report
- Carrying out pupil risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Seek external support
- Refer to Birmingham Pupil's Social Services
- Report to the police

Please refer to the Child protection Policy (LSA002) for more information.

11. Malicious allegations

If a pupil or pupil makes any form of allegation against a member of staff, and following a full investigation, the allegation is shown to have been of a deliberate malicious intent, the school will consider the next steps in regard to appropriate sanctions in accordance with this policy.

If a pupil or pupil makes an allegation of a sexual nature, including sexual violence or sexual harassment against another pupil or pupil, and following a full investigation and advice from LADO, the allegation is shown to have been deliberately invented or malicious, the school will again consider appropriate sanctions in accordance with this policy.

Where any allegation is determined to be unsubstantiated, unfounded, false or deliberately malicious, Little Acorns School (in collaboration with the local authority designated officer (LADO), where relevant) will consider the context of the allegation through investigation and discuss with the clinical team whether the pupil or pupil who made the allegation is in need of help or if the allegation may have been a cry for help.

If so, further advice and a referral to social care may be appropriate. Additionally, the school will consider the pastoral needs of staff or pupil involved in the allegations and offer support where required.

Please refer to the Child Protection Policy (LSA002) and our Allegations of Abuse Against Staff Policy Handling Allegations.docx.pdf (LAS018a) for more information on our allegations of abuse against staff.

12. Recording and Reporting

After a behaviour incident or physical intervention, adults need to record the facts clearly, accurately and concisely within 24 hours on CPOMS so that any occurrence of challenging behaviour can be looked at with a view to utilising other strategies that are non restrictive and reflect this on their PIP and pupil referral.

The information in these reports includes:

- The antecedent to the incident
- What was each person doing? E.g., managing the left arm with a support hold whilst talking to the person in an attempt to de-escalate
- What primary, secondary and tertiary prevention strategies were used?

- Why was a physical restrictive intervention necessary?
- How did the pupil respond to the engagement of physical intervention? E.g., did they struggle, relax, or become verbally aggressive?
- How long did the intervention last and which physical interventions were used
- What was said during the restriction? Exact wording is used
- Any recordable injuries

Following an incident, parents/carers will be consulted, and copies of relevant documentation will be made available when requested, and all information is shared following a serious incident. Incident reports are important legal documentation and should be treated as such.

12.1 Behaviour analysis

Class teams will debrief and review the following documents after a behaviour incident or physical intervention and during weekly class meetings:

- Pupil profile
- PIP (focusing on secondary and tertiary strategies)
- Behaviour support plan
- Risk assessments
- Calming toolkits

When there has been a new, unusual or serious behaviour incident or physical intervention, the class team will do an in-depth analysis of the incident, creating an ABC (Antecedent, Behaviour, Consequence to identify the function of the behaviour) form and create a replacement strategy to actively teach the required skill when the pupil is regulated.

Senior leadership has a physical intervention reduction plan, which is reviewed regularly with the board of governors. Senior leadership tracks physical intervention weekly to find trends which are shared with the staff team in bi-weekly meetings, this informs our physical restraint reduction plan.

12.2 Monitoring and evaluating behaviour using CPOMS

Little Acorns School will collect data and review data on the following to support the needs of the pupils, support staff and the school environment:

- Behavioural incidents
- Attendance, permanent exclusion and suspension – daily and weekly LA reporting
- The use of Physical Intervention tracked weekly for in-depth analysis
- Incidents of searching, screening and confiscation

The data will be raised as part of the governance agenda at least 3 times per year as part of the school's governance process. The data will be analysed from a variety of perspectives, including:

- By age group
- At the level of pupil members of staff, including those that require additional support
- By time of day/week/term to identify trends and hot spots
- By protected characteristic, including SEND

The school will ensure that the results are reviewed regularly to ensure the school is meeting the statutory duties under the Equality Act 2010.

12.3 Data Protection and Confidentiality

This policy aligns with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, ensuring that all personal data related to pupils, staff, and parents is processed lawfully, fairly, and transparently. Schools have a duty to handle behavioural records, incident reports, and safeguarding information securely, ensuring that access is restricted to authorised personnel only. Data relating to behaviour management, sanctions, and interventions will be stored and shared in compliance with legal requirements to protect privacy while enabling effective support for pupils. Staff are trained in data protection principles to ensure confidentiality and responsible data handling, reinforcing a safe and professional learning environment.

13 SEND

All pupils learning at Little Acorns School have an Educational Healthcare plan (EHCP) These are legal documents that must be adhered to and followed exactly.

13.1 Recognising the impact of SEND on behaviour

Little Acorns School understands that behaviours can present as a form of communication and that behaviour may be impacted by a special educational need or disability (SEND).

All the pupils at Little Acorns School are recognised as having a SEND.

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

Decisions on whether a SEND had an impact on an incident of challenging and hazardous behaviour will be made on an individual incident basis although behaviours will be logged to identify trends and patterns in behaviours for us to be proactive in supporting our pupils.

At Little Acorns School our rules, rewards, sanctions and strategies consider the SEND in school and consider this when dealing with challenging and hazardous behaviour from pupils, especially where their SEND affects their behaviour.

Little Acorns School will balance its legal obligations when making decisions about enforcing this behaviour policy. These legal duties include:

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

Each pupil that is offered a placement at Little Acorns School will have a personalised learning plan linked to their EHCP, positive behaviour support plan and an individual risk assessment, taking into account the pupil's needs, known probable behaviours and strategies to proactively, actively and reactively support our pupil, which includes post-incident management.

Plans are regularly reviewed and will always include pupil and parent/carer input and key professionals where appropriate. Headteachers, Deputy Headteachers and Teachers are responsible for ensuring that all documents are regularly updated and consulted with parents and pupils.

Each pupil should have access to their own plan in a format which is understandable and meaningful to them. Pupil plans include the following key information:

- any diagnoses and diagnoses under assessment
- vulnerabilities
- communication needs, including strategies to communicate
- risk taking behaviours
- triggers – likes and dislikes to be able to plan learning accordingly
- strategies to learn (active, proactive, and reactive approaches and de-escalation techniques)
- physical intervention techniques

This information is pertinent when considering the behaviour sanctions which should be applied for pupils with SEND and the pupil/pupil's understanding of the incident, the rule or instructions, and the level of self-control and aggression due to their SEND.

If the school has concerns regarding the behaviour of a pupil the headteacher will contact the local authority to discuss the issue and any actions or strategies that are required to manage the incident. This can include a request for an emergency review of the EHC plan.

14. Training of staff

Little Acorns School ensures that all staff receive continuous professional development and training to be able to understand the needs of pupils at Little Acorns and how to support pupil needs. Staff will also receive daily information and updates around pupils with strategies to support the management of behaviour and support pupils in their care.

As part of the professional support, all staff will have regular training on:

- De-escalation skills
- Communication skills
- Trauma informed practices
- Active and proactive approaches to support behaviour
- Physical intervention training (PRICE, annually)
- Any specific training around pupil needs i.e. the use of strategy to learn cards, quiet space, and sensory circuits. This may include shared CPD from other colleagues or on courses from external agencies.

15. Monitoring this policy

This behaviour policy will be reviewed and agreed upon by the Headteacher annually or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 11). This will be overseen by the Executive Headteacher as part of the governance process.

Appendix 1: Reporting, Recording and Management of Bullying

1. How to report bullying - pupils

- o Report to a staff member – such as a class teacher or learning support assistant or any other adult you feel safe talking to.
- o Using the anonymous school bullying reporting box located in the office
- o Call Pupil Line to speak with someone in confidence on 0800 1111
- o Talk to your parents/carers who can support you in telling school staff
- o Speak to a friend/peer and seek support together.

2. How staff report suspected bullying

- o Any bullying incidents or potential bullying incidents should be logged as a behaviour incident on CPOMS and raised as a concern to DSL. (Alison Neal)
- o The DSL should be informed by either email or conversation or alerted on CPOMS.
- o The school anti- bullying log should be filled in by the DSL, this is kept in the Designated Safeguarding Lead's office. o If a bullying incident is confirmed, then a bullying log is created by a member of the DSL Team and a CPOMS report is created by a member of the DSL Team to recognise the significance of the incident as a safeguarding concern

3. Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an pupil or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored. These will be recorded and reported onto CPOMS and discussed with the DSL.

4. School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- o A pupil friendly anti-bullying policy ensures all pupils understand and uphold the anti-bullying policy o The PSHE programme scheme of work enables our pupils' opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- o Circle Time/Reflection time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions
- o Whole-school assemblies help raise pupils' awareness of bullying and derogatory language
- o Difference and diversities are celebrated across the school through diverse displays, books and images. The whole school participates in SMSC events including Anti-bullying week, Black History Month and LGBT History Month through Rights Respecting Award
- o The school values of kindness and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- o Stereotypes are challenged by staff and pupils across the school
- o Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups such as School Council and form groups and through the anti-bullying survey
- o Working with parents and carers, and in partnership with community organisations, to tackle bullying

Appendix 2- De-escalation & Defusion: De-escalation Strategies

The quality of relationships is central to the ability of supporting a person's distress, frustration and anger. The nature and quality of relationships will impact and influence the success of all the de-escalation strategies suggested here.

1. Interrupting the Behaviour Chain: Some pupils may have relatively well-established patterns of behaviour which may tend to follow predictable patterns of escalation. If we are aware of these it may be possible to plan for and implement specific interventions for specific points in the incident with the intention of preventing further escalation. By developing good knowledge of the people we support it may be possible to assess an incident at a given point and to have the ability available to consider, from the agreed plans, which strategy might be the most effective one to employ at that point. This may be described more as an approach than a specific 'strategy' in its own right but will help us when completing IBSP's etc. 2. Structuring: establishing consistent, predictable and reliable routines and structures may be highly reassuring for pupils. These structures have to take account of pupil needs and we need to balance the need for them to be robust and stand up to 'testing' whilst ensuring they do not become overly rigid and inflexible. If the structure is fragile this conveys a message of 'out of control', which may escalate challenging behaviour. Sam's (11) foster parents have said they can't watch the film Deadpool as it has a 15 certificate and they're refusing to go to bed until this 'stupid rule' changes – can/ should the usual routine be flexed to accommodate this? David's bedtime is 10pm. The World Cup Final has gone to penalties and won't be finished until 10.15 – can/ should his usual routine be "flexed" to accommodate this?

3. Restructuring: It should be acknowledged that our settings are dynamic, and the needs of pupils and services are constantly changing. On a day-to-day basis restructuring may be seen as dealing with these dynamics and the fluid quality of relationships as in the examples above but more long term the strategy involves ensuring that the routines and structures in place are appropriate to the pupils currently accessing services/ in the home/ class. Through effective recording and data analysis it may be possible to identify any 'hot spots' that are related to the structures and routines of the setting – in line with our principles we should use this information and reflective practice to change cultures where necessary – if we're asked why we do something a certain way the answer shouldn't be as simple as 'That's just how we've always done it...' 4. Active listening: Active listening is a way of listening that keeps you engaged with another in a positive way. It is the process of listening attentively (concentrate fully on what is being said.

Listen with all your senses and give your full attention to the speaker. Interest can be conveyed to the person you are supporting by using both verbal and non-verbal messages such as maintaining eye contact, nodding your head and smiling, agreeing and encouraging them to continue), paraphrasing and reflecting back (e.g. you might say. "In other words, what you are saying is that you're frustrated" or "I'm hearing that you're frustrated about this situation." Summarising or mirroring what the person has said helps them feel validated and understood) and withholding judgment and advice (respond so that the person can trust they won't be shamed, criticized, blamed, or otherwise negatively received). To understand the importance of this, ask yourself if you've ever been engaged in a conversation when you wondered if the other person was listening to what you were saying. You wonder if your message is getting across, or if it's even worthwhile continuing to speak or if it feels like "talking to a brick wall"

and it's something you want to avoid.

5. Redirect–Reward: This strategy is most likely to be successful in the earlier stages of an incident – in particular when levels of arousal have not escalated to such a point that the pupil is unable to communicate rationally or with reason – essentially whilst they are still in the upstairs brain. Redirection may be achieved by changing the activity or environment, suggest something that you know will be more enjoyable. This suggestion may be presented in a questioning style e.g., "Would you like to walk with me to the office to take this folder back" as opposed to "You need to come with me now" – this avoids the message sounding like an 'order' or issue of control. It may be helpful to then 'reward' the pupil for accepting the redirection in order to reinforce the strategy e.g. "Well done for coming with me, you made a really good choice"

6. Delayed Co-operation: Some pupils may require a period of 'take up time' following a request or demand. Providing this time may give them the opportunity to consider a response other than "no". For example, after refusing to get up and get ready for school being told "O.K. Have a minute to wake up and stretch, I'll come back again in a few minutes" may be more effective than persisting and getting drawn into a win-lose type scenario. This strategy also allows other strategies to be considered – for example a different member of staff/ carer going back may defuse the situation and give the pupil the option to now co-operate without feeling like they have "lost-face".

7. Distraction: Similar to redirection – some pupils may benefit from a shift of focus away from a trigger, stressor or interaction. This may be as simple as pointing out something in the environment – "Have you ever noticed how the branch of that tree looks like a cat..." This strategy is not designed to disregard or minimize the significance of the underlying issue or need being communicated but to allow the opportunity for the pupil to shift back into "upstairs brain" functioning. 8. Diversion: may be effective as a primary prevention strategy – when we can predict a potential triggering event before the pupil becomes aware of it, it may be possible to divert away from the event/ situation. E.g., when seeing a dog (the trigger) approaching on the opposite side of the road we may divert the pupil's attention to something in a shop window or turn to walk in another direction.

9. Hurdle Help: The person may become distressed by tasks or situations being too complex and/ or overwhelming. Hurdle help is a technique to reduce the complexity of the situation and to help the pupil get started. For example, the teacher/ TA could do a small piece of the task at hand and break the rest down into smaller, more manageable steps or timeframes and make it less overwhelming, or rather than "Get ready for bed", carers could break this down into pupil tasks – have a bath, put pyjamas on, have a drink, brush your teeth, read a story, settle to sleep only giving the next instruction when the previous task is completed.

10. Directing/Directive Statement: as stress increases, rationale for decisions decreases, which may necessitate provision of direct guidance. This can be a useful technique when a person is demonstrating difficulty in controlling their own behaviour and safety is becoming a concern; it may help bring a sense of control and order. Directive statements may be particularly effective with pupils who respond well to clear, specific requests. However, basic principles of respect, dignity and care should always be held in mind when giving directive statements.

11. Teaching: help people we support learn from experience, use every day experiences and situations as an opportunity for growth and learning. New ways of coping are often best learned through experience and process. We should hold in mind that some of the people we support may have had limited experience of completing a task or facing certain situations and it is not helpful to

make assumptions based on any factors other than those directly related to the pupil. e.g., “Come on, you’re twelve, you should know how to tie your shoes by now...”

12. Humour: an injection of humour can often release the tension out of a situation, divert attention or provide the person with an escape route. As with all strategies, this is not always appropriate. Humour may be less likely to work with high levels of anger and aggression where a pupil may feel their distress is not being taken seriously, they are being mocked or perhaps that the staff/ carer is anxious and, therefore, not able to offer the level of support and containment required. Humour such as sarcasm (which may be at the expense of the pupil) is also unlikely to de escalate as arousal levels increase.

13. Injection of Affection/Praise (Hypodermic Affection): used as a primary strategy this may be an effective method for increasing self-esteem. Generally, people respond better to positive regard, praise and messages as to what they do well and can achieve as opposed to negatives. It may be helpful to hold onto the 1:10 principle. For every negative/ critical message we should aim to provide ten positive or affirming messages. As a secondary prevention strategy, pupils may benefit from expressions of genuine affection for, or appreciation of them or their skills/ positive qualities. This strategy supports the development and maintenance of caring, nurturing relationships and may reduce incidents of challenging behaviour from occurring or reduce the intensity and duration of them. 14. Past Strengths Appeal: Focus centres on how well the person has dealt with similar situations in the past, particularly drawing out the positives as to how they managed their behaviour. This strategy also provides opportunities for the hypodermic praise discussed above as carers can affirm the positive attributes of the pupil.

15. Prompting/Signalling: this strategy may include establishing verbal and non-verbal forms of communication to assist us in supporting pupils who may be becoming, or are, dysregulated. The signal technique lets the person know that they, their responses and/ or actions have been noticed. For example, a teacher who is delivering information to a class may nod towards a pupil who has raised their hand to indicate they have been noticed, even if their query cannot be addressed immediately. In the context of good relationships, this approach can be used to signal approval (e.g., a smile) or to indicate that a behaviour (communication!) has been noticed. When used in this context prompting/ signalling may avoid escalation as it can be done discreetly (e.g., through a “look” or facial expression) and avoid highlighting a behaviour to other service users/ pupil.

16. Proximity/Touch Control: with some people we support whose backgrounds are well known and with whom there is a strong relationship this can be a highly effective approach. It can be supportive to respond to negative behaviours through non-threatening approaches, such as sitting beside them, showing genuine concern. Proximity is about reducing or extending personal space and conveying a message of support and care through body language. Being close to a person who is struggling to stay in control can be a calmer. In some situations, and again with extensive knowledge, touch control can be effective. We must remember that touch may mean different things to an pupil based on many factors – their experiences, their cultural background, the relationship with the other person etc. Extra caution is advised as pupils become more aroused/ dysregulated as their response to touch may change throughout the Stages of an Incident. For example, consider the likely different responses if a parent was to gently rub a pupil’s knee if they had bumped into a door frame as opposed to rubbing the same pupil’s knee if they had fallen and cut their knee badly!

17. Boundary Setting: it may be generally accepted that people require appropriate, clear, consistent

and secure boundaries to facilitate their development. It is important to hold in mind that the purpose of boundaries should be to support and keep people safe and not to control or restrict them from making appropriate choices. Boundaries may be tested – as discussed in structuring (above) it is important that boundaries are consistent and understood but also not overly-rigid or restrictive. There may be some which are non-negotiable, especially if they are concerned with safety e.g. you have to wear your seat belt in the car, but others may need to be negotiated to suit the changing needs of pupils e.g. should we enforce the 'no food and drink in the car' rule if we've been stuck in traffic for 2 hours in 30 degree heat? Boundary setting needs to be fair, achievable and negotiated and not seen as an alternative to working to establish positive relationships.

18. Permitting: allowing the behaviour to take place. Giving permission for potentially disruptive activity often reduces the attraction of it. If no one is in danger and no damage is likely, it may be better to give permission for the behaviour to take place. This may combine with other strategies such as redirection/ diversion – e.g. if the challenging behaviour is someone singing loudly while others are trying to watch TV, rather than just attempting to stop the behaviour, we could get the karaoke machine out in another room. As with all strategies, it is important that we link them accurately to the function – in this example the function may be around attention (securing staff/ peer engagement), sensory (the noise), tangibles (the karaoke machine) or avoidant (not wanting to watch TV) so the combination of permitting/ redirection may meet any of these functions!

19. Re-grouping: This strategy may be employed on a pupil or wider/ whole group basis. For pupils the opportunity to 're group' may be very beneficial to halt an escalation in behaviour and enable them to either access support to benefit from co regulation or spend time on their own if they have developed effective self-regulation strategies. For groups, the strategy operates in a similar way, enabling the members of the group/ class or people affected by a situation to 'take a breath'. It may enable staff/ carers to communicate with one another and formulate a plan for what they may do next. This strategy may be particularly effective in group settings where staff/ carers may be dealing with several concurrent incidents. In these situations, feeling isolated or alone can make it increasingly difficult for staff/carers to remain thoughtful and responsive. 20. Bouncing: keeping dynamics fluid so that high levels of challenging behaviour do not have time to emerge. Essentially, we may be positively maintaining a pupil at a state of slight arousal from baseline without allowing it to ever reach crisis. Bouncing may be achieved by continually moving the pupil from one environment or activity to another, a kind of continuous restructuring. This strategy can require high levels of energy and enthusiasm (go swimming, then to the park for a picnic, then for a bike ride, then to the cinema, then home just in time for bed!) from staff/ carers and is not usually an effective long-term strategy but may help manage a day/ period full of potential 'hotspots'.

21. Removal of Person/Audience: ideally this should be by request and agreement and may be most successful at lower levels of arousal. Creating space for a person, changing the level of stimulation, changing the environment or removing the trigger can be achieved by moving the person. This may include some form of touch control or escorting techniques where these would be justified and reasonable. Alternatively, it may be possible to remove any audience, either by request or using some of the strategies listed here (e.g., redirection, directing, prompting etc.) Behaviour is often supported by an audience or through the fear of losing face. The removal of an audience changes the environment, offers an "escape route" and creates space for pupils to co/ self-regulate.

22. Reflection Time: time away to regain control in an area in which a person can think and reduce anxiety. This may be done alone or with support. This strategy may be helpful when employed in the

'recovery phase' of an incident to prevent further escalation/ crisis points. If pupils have just experienced high levels of arousal staff/ carers should remain alert to the likelihood of further escalation and, for example, consider availability of exits and additional staff support. 23. Leave Option: even when relationships are the focus of our work there may be times when we are 'the wrong person at the wrong time'. If staff/ carers are acting as a trigger or have become the focus of aggression or violence consideration may be given to changing the person supporting. This strategy is reliant on open, honest relationships and for staff/ carers to remain able to reflect 'in practice' on their own role in an incident or at least to listen to the voice of a 'critical friend' who may have a different perspective on a situation. Whilst perseverance and resilience are important qualities, it is equally appropriate to acknowledge when we have stopped being effective de-escalators and may be contributing to increasing levels of dysregulation.

24. Stimulus Change: do something unusual or unexpected – this could be singing a song, make a noise, pull a face. This strategy is possibly most effective early on in an incident or for low level behaviours. We also need to consider the level of development and understanding of the pupils involved – this strategy may not be appropriate where the 'shock factor' or confusion caused would increase the levels of distress/ dysregulation.

25. Consequences: may be used as a means of re-enforcing boundaries or making reparation. Utilising sanctions which are fair, proportionate, consistent, achievable and legal may have a place in some settings. For example, if someone has thrown eggs at the minibus it may be appropriate to expect them help to clean it. If using sanctions, they must be considered within the ethical framework of the organization and its approach (e.g., PBS, Trauma Informed etc.) and in the context of the experiences of the pupils involved. A punitive, sanctions led culture with no other strategies available is unlikely to be effective, supportive or helpful. Again, it's worth reminding ourselves that behaviour is a communication of unmet need – punishing someone for not having the ability to communicate their needs in socially valid ways may be quite unfair! Similarly, 'natural consequences' may have a place in some settings but the decision to expose pupils to these has to be carefully considered. If the natural consequence is harmful, stigmatising or otherwise aversive it should be avoided. Accepting natural consequences requires a degree of understanding and development which some pupils may not have yet achieved so their use will be ineffective and unhelpful.

26. Rewards: Rewards may include the use of relational interactions, positive regard and praise as discussed in "hypodermic affection" above but may also refer to more tangible rewards. Rewards may be effective as a means of re-enforcing and encouraging positive behaviour patterns. Rewards may be used as a short term means to cementing new patterns of behaviour, but it is important the person does not become reliant on a form of reward that is not realistic and sustainable or may not be replicated in other settings.

27. Silence: the person we support can feel companionship or comforted by someone being there. When working in the field of learning disabilities this can be useful in giving people time to take information in, comprehend what has been said and formulate a response.

28. Strategic Capitulation: Strategic capitulation may be an effective strategy if you know that the source of the person's increasing agitation is because they are trying to access a specific reinforcer or to avoid a particular trigger to get a specific need met. e.g., During shift-planning it's been decided that James will support Stan (9) with his bedtime routine tonight. When Stan is told he becomes verbally abusive, calling James rude names and saying he doesn't want to be settled to bed by him, he wants Sam (his keyworker) By capitulating and allowing Stan to be settled by his keyworker have we

reinforced that shouting and being rude gets his needs met? Or Will it be possible for Sam to engage in some work around bedtimes, why it feels so important for Stan to be settled by him, what barriers there may be in Stan and James' relationship, look at the structure in the home and consider why the pupil aren't involved in the shift planning, get James to reassure Stan that he (James) is really pleased Stan's got such a good relationship with Sam and that he'd really like to get to that point in their relationship sometime?

29. DO NOTHING!! (be present) This strategy should not be confused with "giving up" or reaching a point of despair and feeling "what's the point, nothing works!". sometimes pausing to take a breath and essentially "stopping intervening" may be the best, most helpful strategy. In reality, by 'doing nothing' we are actually 'doing something'. If we're faced with a situation/ sce