the beckmead trust

Positive Behaviour Policy

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Summary of Changes

Date	Updates	Page No.
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chaffinch brook

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Key Beliefs

At The Beckmead Trust we want our Positive Behaviour Policy to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our pupils with complex layered needs. This includes pupils with Moderate Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs.

We consider that behaviours which challenge always happen for a reason and might be the only way a pupil can communicate - it can arise for different reasons which are personal to the individual. Pupils who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support, and some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm, and be the least restrictive option.

At The Beckmead Trust we believe that:

- Our pupils want to behave well.
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support and intervention, pupils can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognize that all of our pupils are at different stages of the developmental process.
- All of our pupils' have complex needs and these impact on how they learn to regulate and manage their behaviour.
- Teachers and class teams must be given the opportunity to learn, understand and have insight into why our pupils become

dysregulated, and reflect on how/why it impacts on their behaviour. To work collectively with our learners, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour support plan to support them to self-regulate and manage their behaviour in a positive manner.

Class teams and support staff can support our pupils by:

Being mindful and reflecting on the quality of our relationships with each other and them.

- Reflecting and being committed to continuously improve on the quality of our provisions
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of their individual needs.
- Reflecting and planning the "scaffolding" we put in place to support them to learn self- regulation skills.
- By observing, gathering and analysing data on behaviour – to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on- and off-site.
- To work in close partnership with our learners, their parents and carers, and other professionals working with them e.g. occupational therapy, speech and language therapy, CAMHS etc.
- To invest time, and allow safe spaces and opportunities for pupils to practise these skills and make mistakes from which they can learn, develop and grow.

The resources, interventions and learning consist of:

- A variety of individualised and accessible modes of communication (Total Communication)
- Clear and realistic expectations.
- Rules and boundaries.
- Routines.
- The language of choice.
- Rewards and consequences.
- Reparation wherever possible and appropriate.

- Descriptive praise (positive reinforcement)
- Fair and predictable responses to both negative and positive behaviour.

We believe that:

- Pupils want to behave well. We believe that our pupils are happy when their needs are understood and met, allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. We consider their
- Communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills. Pupils are better able to behave well when their needs are well met in school, at home and in the community.
- How pupils behave gives us important information about how they are feeling. Our pupils have a wide range of different communication styles and communicate their physical and emotional needs in different ways. Supporting pupils to effectively communicate is a very important way to promote them to self-regulate and behave in a positive manner.
- Pupils with complex needs will need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, pain thresholds, what self-injurious behaviour could be communicating, levels of stimulation and engagement.
- Pupils can learn to improve their behaviour. Pupils at The Beckmead Trust find learning difficult: learning new behaviour is a task, just like learning to read or write. As adults, we must consider the needs of children and young people; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours.
- Most of our pupils learn in small, incremental steps over a very long period of time.

Mistakes are part of the learning process.

We don't make a judgement about it – instead we support our pupils to get it right.

All adults can learn strategies to support pupils to improve their behaviour.

- Most adults have evolved ways of responding to pupils' behaviour based on a combination of personal and professional experiences and training and experiential learning.
- At Chaffinch Brook School we encourage class teams and support staff to reflect on what may be the underlying issues that drive or trigger behaviour in learners, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way
- As a school, we support class teams to develop their own emotional resilience through professional support. This may be peer-to-peer, group or individual support and can draw on a range of expertise within school and beyond.
- All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to on-going professional development - our commitment to Coaching and Mentoring, reflective practice and peer support improve practice, professional competence and responsibility.

Supporting Self-Regulation And Positive Behaviour

The quality of our relationships

Relationships are crucial. Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:

- Actively build trust and rapport with all children and young people.
- We should have high expectations for all learners. When we demonstrate our belief in them, it supports them to succeed.
- We treat pupils with dignity and respect at all times by communicating carefully and clearly in a way that is accessible and appropriate.
- Consider the function of the behaviour; why the pupil is behaving in this way and what need does it serve?
- We consider the child that is presenting to us. Not the one from an hour ago or the one that they can be. We work with the child and how they are

presenting now.

- We know that the only person we can control is ourselves. Name and manage our own emotional reactions to pupils' behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person. We **swap out** when we can sense that our own emotional response will **not** support the child in front of us.
- Identify the strengths of the pupil – identify these with the pupil where possible and build on it. If a pupil is not able to do this, advocate for the pupil within the team or professional group. Know the child's interests so that we can speak and support them as an individual.
- Apologise if you make a mistake – you are modelling this for the pupil and this will support you to build trust and respect.
- Quietly but firmly hold appropriate boundaries for the learners.
- Seek support from wider professional networks to problem-solve behaviour that challenges
- We are always respectful to learners; we do not talk about them over their heads or in front of other learners.
- We are non-judgemental about pupils' life experiences, but we use behavioural data to inform our planning for them.

The quality of our relationships with parents and carers

It is important to work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. Positive behaviour plans are co-created with parents, the team around the child and regularly reviewed. This includes any form of restrictive physical intervention used to keep a child or young person safe during their school day.

The quality of our relationships with other professionals/MAST (Multi-Agency Support Teams)

It is important to ensure we are working collaboratively with other therapists and professionals working with pupils to ensure their input into planning and

strategies e.g. speech and language therapists, occupational therapists or CAMHS. It is also the class team's responsibility to share any needed information or strategies with other teams to ensure consistency in strategies and enabling pupils to regulate and managing their behaviour is different contexts, lessons and environments.

The quality of our provisions:

If we are able to meet each pupil at his/her point of need and development, it is more likely that challenging, harmful or self-injurious behaviours will decrease or stop.

To do this we need to:

- Have communication systems in place and readily available when child or young person is presenting as dysregulated. This is their "voice" and should be accessible at all times, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support the pupil to access sensory strategies that may allow them to de- escalate and return to a state of better regulation.
- Promote a holistic understanding of pupil needs and core provision, including in other settings and in the home, ensuring each pupil has a Wellbeing Profile that summarises key information.
- Accurately assess and understand the pupils' needs by referring back to their EHCPs, minutes from their Annual Reviews and support plans.
- Plan to meet the learner's range of needs specific to the plans drawn up by their professional group e.g. equipment, staffing, sensory needs and diets.
- Support the pupil to develop high levels of resilience and have high expectations for every learner.
- Support pupils to develop high self- esteem, so that they believe that they can succeed.
- Frequent positive reinforcement when things are going well and minimal feedback for low-level undesirable behaviours. Focus on what you want the pupil to do.

- Know what motivates each pupil and use this as positive reinforcement.
- Personalised learning to ensure that we meet each pupil at his/her point of development and learning.
- Where appropriate, include the pupils in the target- setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment).
- Give the pupil feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
- Praise the pupil for their specific achievements, i.e. descriptive praise , and do this often.
- Actively teach the children and young people behaviour for learning

Organising the classroom for effective communication and behaviour

Each school has its own context and environment. Please see the appendices for the school's behaviour management processes.

The guidance offered to each school to reflect on the support our pupils need to learn how to self-regulate and manage their own behaviour successfully.

Rules / Class expectations to support positive behaviour should be:

- Few in number.
- Communicated in a way that the pupils can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do.
- Regularly referred to by class team.
- Appropriate to the activity/lesson and developmental range of the learners.

Routines

- Consistent class/lesson/activity routines support our pupils to understand expectations, manage anxiety, mentally and physically prepare themselves for their day – allowing them to learn how to

self-regulate, engage with learning/activities and manage their behaviours positively. This must be explicitly taught – don't assume they know them. You will need to teach routines for **all** activities. The more consistency there is over routines, the easier it is for our learners. Routines also support behaviour for learning.

- Class teams should however also reflect on how they support pupils to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to routines should be practiced using appropriate visual resources to allow our pupils to learn that changes can be managed in a positive manner.

Communication and social interaction needs

Most of our pupils need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a breakdown in communication. To support a pupil that has become dysregulated or in distress we should aim to understand the function of the behaviour e.g. what is causing the pupil to become distressed. Teams need to have strategies in place to support pupils to express how they are feeling and how we can meet their needs proactively. Teams need to consider the following and how it can impact on our pupils' ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give instructions but to also allow our pupils to have a voice, make choices and express their needs
- That our children and young people often need time to process information.
- Some of our children and young people have difficulty with verbal and non-verbal communication (body language).
- Difficulties in understanding facial expressions and tone of voice.
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.

- Difficulty in understanding other people's emotions.
- Difficulty predicting what will/could happen next - this can cause anxiety
- Lack of awareness of danger.
- Needs to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and/or interactions with peers including friendships and bullying.

Class teams should embed communication for each pupil. Staff recognise that:

- Visuals are permanent – spoken words disappear.
- Visuals allow time for language processing.
- Visuals prepare students for transitions allowing them to feel less anxious and self- regulate better.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferable between environments and people, e.g. between home and school, or when going on trips or visits off-site.
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.

Sensory processing needs

Sensory processing difficulties can impact on our pupils' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Class teams should ensure that they:

- Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc.).
- Speak clearly, slowly and calmly, and give pupils time to respond.
- Sensory processing issues should inform suitable learning environment adjustments and support understanding pupils' actions.

- Ensure pupils' sensory needs are supported through embedding sensory diets and movement breaks into their daily class routine, and ensure they have access to sensory equipment that supports self-regulation
- Teach pupils to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.
- Take social demands of working with other pupils into account.
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.
- Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010).

Understanding self-injurious behaviour

Self-injurious behaviour is when a pupil physically harms themselves. It's sometimes called self-harm. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. The pupil may have no other way of telling us their needs, wants and feelings. When it happens, staff should work collaboratively with the learner, their parents or carers and other professionals to try to find ways to prevent or replace this behaviour:

- Respond quickly and consistently when a pupil self-injures. Even if you think what the pupil is doing is to get attention, it's never appropriate to ignore severe self-injurious behaviour.
- Keep responses low-key: Limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice.
- Reduce demands: The pupil may be finding a task too difficult or overwhelming.
- Remove physical and sensory discomforts – consider their sensory processing difficulties and diets.
- Redirect: Tell them what they need to do instead of the self-injurious behaviour.

- Provide light physical guidance: If the pupil is having difficulty stopping the behaviour, provide light physical guidance, e.g. gently guide their hand away from their head, using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again. This approach must be used with extreme caution as it may escalate the behaviour or cause the pupil to target others.
- Use barriers: Place a barrier between the pupil and the object that is causing harm. For head slapping, place a pillow or cushion between the head and hand. For hand or arm biting, provide another object to bite down on like a chewy.

Key Strategies and Positive Behaviour Approaches

The language of choice

This is part of helping our pupils to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice. This communication:

- Increases pupils' sense of responsibility.
- Regards mistakes as part of learning.
- Removes the struggle for power.
- Is positive.
- Where appropriate, overtly links responsibility, choice and consequence.
- Helps them to take responsibility.
- Helps them to manage their own behaviour.
- Increases their independence

Rewards

Each school has its own approach to rewards – please see the information in the appendices

Consequences

Each school has their own approach to consequences – please see the information in the appendices

Reparation/Restoring the Relationship

Each school has its own approach – please see the information in the appendices

Descriptive Praise/Positive Noticing

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.

"I liked that you asked for a break when you needed it." "I noticed you were being a good friend by helping Sam." "Thank you for coming back to your work so quickly"

We are also giving them positive feedback and personal recognition. This raises their self- esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

Positive Behaviour/Pastoral/Support Teams

Our staff share collective responsibility for supporting regulation and behaviour; we have dedicated teams in each school work with staff, pupils and families/carers to monitor, analyse and support children's regulation and behaviour. Their role is supporting children to build their resilience and investigate when something goes wrong. They then support children, staff and parents.

They work closely alongside the Multi-Agency Support Teams and especially with CAMHs, including holding meetings with a range of agencies, helping to improve pupils' outcomes in the classroom and the community.

These teams support across the school community, but in cases where pupils present with more complex or challenging behaviours, they also provide and facilitate specialist and targeted support.

Bullying (including Cyber-bullying)

We do not tolerate bullying, but we acknowledge that some of our pupils may not fully understand how their behaviour impacts on others or be experienced as bullying.

- Bullying should never be ignored
- **All** instances of bullying must be recorded on CPOMS.
- Parents and carers should be informed by the teacher (or lead of lesson/activity) via telephone or in face-to-face meetings.
- Every instance needs to be addressed, in line with this policy, with each pupil involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern.
- Pupils need to be supported to develop age-appropriate level e-literacy so that they are able to keep themselves safe online and report cyber-bullying.
- Opportunities for parents and carers to learn about e-safety and how they can implement and manage this at home.

Further guidance is available in the school's **Anti-Bullying Policy** which is available on request from the school.

Discriminatory language/incidents

Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our school's community.

- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team.
- They **MUST** be recorded appropriately on CPOMS, including all follow-up action.
- Some pupils use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach pupils how to be respectful to each other.
- Depending on the nature of the incident a Prevent referral might need to be made. They may feel that a 'Channel Panel' referral will

be necessary. Our experience of such referrals are that our pupils' needs are considered and both pupils and parents have been supported appropriately and positively to understand our pupils' vulnerability to radicalisation in any form.

Further guidance is available in the school's **Equalities Policy** which is available on request from the school.

Restrictive Physical Intervention

All permanent staff (and temporary staff where appropriate) are P.R.I.C.E (Protecting Rights In a Caring Environment) trained. This training develops the culture, knowledge base and practical skillset required to keep pupils and staff safe. The Trust adopts a trauma-informed and positive behaviour support approach, placing human rights, dignity and the well-being of pupils at the centre of practice.

- In line with Department for Education guidance on the use of reasonable force, staff may use reasonable force to prevent a pupil from: Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the pupil themselves).
- Prejudicing the maintenance of good order and discipline at school, whether during a teaching session or otherwise.

Restrictive physical intervention is defined as the positive application of reasonable, proportionate and necessary force, by physical means, to prevent harm. This includes a range of responses from guiding and escorting through to more restrictive holds. The Trust makes a clear distinction between:

- Contingent touch and supportive physical contact (low-level, non-restrictive)
- Guiding/holding (low-level restriction)
- Restrictive physical intervention/restraint (higher-level intervention to prevent harm)

Restraint must only be used as a last resort, when all appropriate de-escalation strategies have been attempted or are judged to be ineffective in the circumstances. Any intervention must be:

- Reasonable in the circumstances
- Proportionate to the risk presented

- Necessary to prevent harm
- Applied for the shortest time possible
- Staff must always use the least restrictive option available and interventions must never be used as a punishment, for compliance, or as a response to low-level disruption.

Where restrictive physical intervention is used:

- The incident must be recorded promptly and accurately on CPOMS before the end of the working day, including:
    - Antecedents/triggers
    - De-escalation strategies attempted
    - Type and duration of intervention
    - Names of staff involved
    - Pupil response and outcome
    - Any injuries or medical concerns
    - The child's voice must be recorded by a member of staff not involved in the restrictive practice
- The incident must be reviewed by a senior leader/DSL to ensure appropriateness and identify any safeguarding concerns
- Parents/carers must be informed on the same day (or as soon as reasonably practicable) - through a telephone call
- For significant incidents involving force, you must follow up with a letter template in Appendix 4
- Any injuries must be recorded and, where appropriate, reported in line with safeguarding and health and safety procedures

Following any incident, a restorative and reflective process must take place when the pupil is regulated. This should include:

- A pupil debrief (appropriate to age and communication need)
- A staff debrief
- Consideration of triggers, environmental factors and support needs

Identification of preventative strategies to reduce recurrence

Where a pupil requires repeated physical intervention, a Support Plan /

Behaviour Plan / Risk Assessment must be in place. This will:

- Clearly outline known triggers and early warning signs
- Specify agreed de-escalation strategies
- Identify any agreed physical interventions (PRICE techniques) as a last resort
- Be shared with all relevant staff and reviewed regularly
- Be informed by the pupil's voice, parental views and (where appropriate) multi-agency input.

Staff must understand the potential risks associated with physical intervention, including positional asphyxia, and must follow training guidance at all times.

Interventions that restrict breathing, cause pain, or place a pupil in a prone position are not permitted.

Restriction of Movement (Non-Physical Restrictive Practice)

Restriction of movement refers to any situation where a pupil's freedom to move is limited, even where no physical contact is used. This includes, but is not limited to:

- Blocking a pupil's path in a corridor or doorway
- Using presence or positioning to prevent a pupil from leaving or entering a space
- Directing a pupil to remain in a specific area where they are not free to leave

The Trust recognises that restriction of movement is a form of restrictive practice and must therefore be subject to the same principles as physical intervention.

Such actions must only be used when:

- There is an immediate risk of harm
- The action is reasonable, proportionate and necessary
- It is the least restrictive option available
- It is used for the shortest time possible

Staff must not use restriction of movement as a behaviour management strategy, for compliance, or for convenience.

Where restriction of movement is used:

- It must be recorded on CPOMS/MyConcern in the same way as physical intervention

- The rationale for the decision must be clearly explained
- The incident must be subject to SLT/DSL review
- Parents/carers must be informed where appropriate

Repeated use of restriction of movement must trigger a review of the pupil's Support Plan, to ensure that preventative strategies are strengthened and the need for restrictive practice is reduced over time.

Restricting Liberties

The Trust does not use practices that unlawfully deprive pupils of their liberty. Pupils must never be:

- Locked in a room alone without supervision
- Deprived of food or drink
- Denied access to toilet facilities
- Isolated in a way that prevents communication of need (including non-verbal communication)

Any restriction of movement (e.g. preventing a pupil from leaving an area) must be:

- Lawful, reasonable, proportionate and necessary
- Time-limited and subject to continuous supervision
- Used solely to prevent immediate risk of harm

The Trust does not operate seclusion as a behaviour management strategy. Any incident that may be interpreted as seclusion or restriction of liberty must be:

- Recorded in detail
- Reported to the Headteacher and DSL
- Monitored at Trust level
- Shared with the governing body as part of safeguarding oversight

Contingent Touch

Appropriate, non-restrictive touch may be used to communicate care, reassurance or direction (e.g. a pat on the shoulder), where this is developmentally appropriate, culturally sensitive, and in line with professional boundaries.

Holding and Physical Guidance

Holding may be used appropriately as a low-level intervention, for example guiding a pupil by the arm or shoulder to support movement or safety. For younger pupils or those with additional needs, this may include more direct supportive contact (e.g. brief comforting or guiding).

For pupils with identified sensory needs, agreed forms of touch (e.g. deep pressure) may be used where:

- They are clearly documented in a sensory profile
- They form part of an agreed support or therapy plan
- They are delivered by trained staff

Monitoring, Quality Assurance and Governance

The Trust requires consistent and reflective behaviour management practice across all settings. To ensure this:

- All incidents of behaviour that challenge, including any use of physical intervention, must be recorded on CPOMS/MyConcern
- Senior leaders and DSLs will regularly review incidents to identify patterns, frequency and proportionality
- Data will be analysed at the school and Trust level to inform training, support planning and risk reduction
- The governing body will receive regular safeguarding reports, including oversight of restrictive practice
- Any concerns regarding the inappropriate use of force will be treated as a safeguarding matter and managed in line with Trust procedures

  The Trust is committed to reducing the need for restrictive practices over time through high-quality relationships, effective behaviour support, and early intervention.

Suspensions

Fixed term Suspensions

We do not believe that suspensions are the most effective way to support pupils with SEND, and we will always try to adapt and personalise provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances, it may be necessary to suspend a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the learner, other pupils or staff is seriously compromised.
- Incidents of knife crime or the deliberate use of weapons in school - see BT weapons policy. Depending on context e.g. the age of the student, this is likely to lead to a permanent exclusion.
- Incidents of sexual violence.
- Incidents of significant deliberate damage to property.
- Use of items contained in the prohibited list (see appendix 3)

Decisions to suspend pupils are made on an individual basis and should always be a reasonable and measured response, which will havean impact and provide a learning opportunity for the learner.

Suspensions can also be managed internally and a pupil may be removed from class for a fixed period of time.

Permanent Exclusions

It is extremely rare for us to permanently exclude a pupil at The Beckmead Trust.

In the event that The Beckmead Trust is not able to meet the needs of an individual learner, we *will always aim* to work with the learner's family and the

Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils

Appendix 1 Absconding Policy

Each School's context will mean this will be slightly adjusted.

Emergency Action Plan for a child or young person who has absconded from the school setting/off site provision

A child or young person is considered to have absconded if they leave the school premises or the immediate area of an off-site activity/trip.

For independent travellers:

- Where possible and if appropriate, a member of staff to encourage the pupil to come back to school (if not in immediate danger).
- A member of the Senior Leadership Team, and/or a Designated Safeguarding Lead to be informed immediately.
- Home to be called to inform the family
- Report to the Police on **101** if it is unknown where the young person is (Details of the young person, including a photograph, can be found on ARBOR).
- Report to the allocated social worker or duty social worker at the Local Authority's Disabled Children's Team or MASH (Multi Agency Safeguarding Hub)
- Police to be informed if the child or young person has not returned home.

Pupils' behavioural needs:

If only one staff member observes a pupil leaving school:

- Return to reception immediately or radio to inform the reception team and additional staff support
- Leave the school with no less than two staff members to follow the young person and follow the steps below
- Reception team to inform SLT immediately and an extra staff member to keep in contact with the school

If two staff members observe a pupil leaving school:

- One staff member to observe pupil from the school gate, whilst one returns to or radios reception immediately to inform reception
- Staff to leave together to follow the young person and follow the steps below

- Reception team to inform SLT immediately and an extra staff member to keep in contact with staff who have left the school
- Police to be called on **999** to alert them of a child or young person missing from school or who has run to far from an adult to be caught. Details of the young person, including a photograph, can be found on ARBOR. Clearly state their needs and communication levels.
- A member of Senior Leadership and/or a Designated Safeguarding Lead to be informed immediately, and if appropriate, a car driver to be allocated and on stand-by for collection
- Family to be informed and kept updated.

Actions to be taken following an incident involving a pupil absconding:

- Debrief with class team, family and student (where appropriate)
- Child or young person's Individual Risk Assessment to be updated with appropriate safety measures clearly outlined and shared with the relevant professionals. (SLT, Class Team, Social Care and Family). If this is the first time that this has happened a new risk assessment should be drawn up and agreed with family and professional network.
- Any issues within site security (e.g. front gate not locked properly) to be reported to SLT immediately.
- Children and young people who may be at risk of running away or absconding should be made know to all staff, including reception.
- Appropriate information should also be shared with BAM in order for risk to be collectively managed.

Appendix 2 Prohibited Items

To maintain a calm, safe and supportive environment, pupils must not bring to school (or have on their person, in bags/lockers, or on school transport) any prohibited item.

We recognise that pupils with SEMH and neurodivergent profiles (including autism and ADHD) may experience impulsivity, sensory overload, anxiety, reduced executive functioning, and social communication differences that can affect decision-making and the safe management of personal items. Where prohibited items are suspected, staff will prioritise de-escalation,

relational practice, and predictable routines and will use reasonable adjustments to support compliance (for example: clear, concrete language; extra processing time; offering choices; support from a trusted adult; moving to a low-stimulation space; and restorative follow-up once regulated).

Decisions about searching/confiscation will be risk-assessed, proportionate and safeguarding-led, balancing safety with dignity and wellbeing. Any concerns that indicate risk of harm, exploitation, coercion, child-on-child abuse, or online safety issues will be treated as a safeguarding matter and managed through the DSL and relevant procedures

This list is not exhaustive but any item which staff reasonably believe poses a risk to safety, wellbeing, or learning would be deemed to be prohibited.

Prohibited Items in Our School

Weapons or Items that could Be Used as Weapons

Including:

- Knives (of any size, including penknives)
- Blades, razors
- BB guns, air guns, pellet guns
- Imitation or toy weapons
- Any object deliberately adapted or intended to cause harm

  Often phrased as: "Any item made, adapted, or intended to cause injury."

Alcohol, Tobacco, and Drugs

Including:

- Alcohol
- Cigarettes, cigars
- E-cigarettes / vapes
- Illegal drugs
- Legal highs / psychoactive substances
- Prescription medication not authorised by the school

  (Some policies explicitly mention cannabis vapes, edibles, or solvents.)

Fire-Starting or Explosive Items

Including:

- Lighters
- Matches
- Fireworks
- Smoke bombs
- Aerosols used inappropriately

Inappropriate or Unauthorised Technology

Including:

- Mobile phones
- Smartwatches with messaging/camera capability
- Tablets or handheld gaming devices
- Recording devices used without permission

Any device used to:

- Record others without consent
- Access inappropriate material
- Facilitate bullying or harassment

Inappropriate Content

Including:

- Pornographic or sexualised material (physical or digital)
- Violent or extremist material
- Racist, homophobic, transphobic, misogynistic, or hateful content

Stolen, Illegal, or Dangerous Items

Including:

- Stolen property
- Items banned by law
- Items causing disruption or distress

- Items that compromise safety or learning

Prohibited Clothing or Appearance-Related Items

Including:

- Clothing with offensive slogans or images
- Face coverings (unless for medical/religious reasons)
- Hats, or caps worn indoors (if banned)
- Jewellery deemed unsafe

Misused Everyday Items

Including:

- Scissors
- Compasses
- Tools
- Liquids
- Deodorant sprays
- Food such as peanuts

Appendix 3 School's Contextual Behaviour Policy

Promoting good behaviour within Chaffinch Brook School requires the set up and maintenance of a learning environment which allows staff and parents to support pupils with ASD and challenging behaviour to manage their feelings and their behaviour effectively, both at home and at school.

Some of our young people may also come to us with experiences of insecure attachments to caregivers, traumas such as domestic violence, bereavement and histories of rejection and exclusion.

Our approach considers each pupil's behaviour within the context of their specific needs, using targeted therapeutic strategies to help them overcome challenges and reach their full potential. This includes:

- Autism-Informed Understanding: Behavioural difficulties are primarily rooted in viewing the world through an autistic lens, leading to communication challenges, heightened anxiety, and difficulties processing social interactions.
- Trauma & Attachment Awareness: Many pupils come to us with experiences of insecure attachment, loss, or trauma. We use a relational, nurturing, and

non-retaliatory approach that separates the child from the behaviour.

- Developmental Co-Regulation**:** Staff meet pupils at their emotional and social age, rather than their chronological age, helping them identify feelings, manage sensory processing needs, and learn self-regulation techniques to return to 'Just Right'.
- Predictable & Visual Environment: Classroom environments and daily transitions are highly structured using visual timetables, clear boundaries, and consistent routines to reduce transition anxiety.
- Positive Reinforcement: We maintain firm, consistent expectations without shaming or damaging self-esteem, using strengths-based rewards and clear praise to build confidence and self-worth.

Appendix 4 - Significant incidents involving force letter to parents template

Dear [Parent/Carer Name],

I am writing to inform you about an incident involving [Child's Name] that took place on [date] at [time].

During this incident, [brief, factual description of what happened – e.g. "there was a situation where [Child's Name] became distressed and there was a risk of harm to themselves/others"].

Staff initially used a range of supportive strategies to help de-escalate the situation, including [brief examples – e.g. offering space, calm communication, redirection]. Unfortunately, these were not sufficient at that time.

As a result, staff used a restrictive intervention (in line with our policy and training) to ensure the immediate safety of [Child's Name] and others. This intervention was:

- Reasonable in the circumstances
- Proportionate to the level of risk
- Necessary to prevent harm
- Used for the shortest time possible

The intervention involved:

[Brief description – e.g. "guiding [Child's Name] away from the situation" or "a short period of physical intervention to prevent injury" or "restricting movement to prevent [Child's Name] leaving an unsafe area"]

Following the incident:

- [Child's Name] was supported to become calm and regulated
- A member of staff spoke with them to reflect on what had happened
- The incident has been reviewed by senior staff. We can confirm that: [State clearly if no injuries] / [Brief detail of any minor injuries and action taken]

We will now:

- Review [Child's Name]'s support plan to reduce the likelihood of this happening again
- Continue to support them with appropriate strategies

If you would like to discuss this further, please contact [name/role] on [contact details]. We are always happy to talk this through with you.

Thank you for your continued support.

Yours sincerely,

[Name]

[Role]

[School Name]