

BEHAVIOUR POLICY

Behaviour Policy

Aims

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the behavioural expectations within our school
- Provide a consistent approach to behaviour management that is applied equally to all pupils within their individual behaviour plans
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Provide a consistent and personalised approach to behaviour, committed to Behaviour Analysis, underpinned by the science of Applied Behaviour Analysis and Verbal Behaviour
- Explain how we understand the behaviours of our pupils and how we support them to manage these.
- Summarise the roles and responsibilities of different people in the school community with regards to supporting the Behaviour Analytical approaches.
- Outline how we reinforce positive behaviours and work systematically to reduce behaviours that challenge, through proactive and reactive strategies.

Legislation and Statutory Requirements

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

- [Behaviour](#) in schools: advice for headteachers and school staff 2022
- Reducing the need for restraint and restrictive intervention 2019
- [The Equality Act 2010](#): advice for schools
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)
- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of

children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Definitions

BeyondAutism Schools are committed to Behaviour Analysis, underpinned by the science of Applied Behaviour Analysis (ABA) and Verbal Behaviour (VB). We use the principles of Behaviour Analysis to support pupils in their learning and behaviour. In order to understand our pupil's behaviour, we look at the contextual factors within their environment. We understand that our pupil's behaviours that challenge serve an important function for them. We work hard to understand the function of behaviours that challenge through looking for patterns in setting events, triggers and consequences. We then put in place strategies to support our pupils based on this understanding. Our data collection methods help us to understand the context of behaviours that challenge.

Behaviours that challenge are defined as:

- Disruption during lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Behaviour that is harmful to the pupil or those around them, which includes physical or verbal aggression towards others or self-injurious behaviours
- Behaviour that has the potential to be harmful to the pupil or to those around them, for example disrobing.

Serious behaviours that challenge are defined as:

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

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

The safety of the pupil and those around them will always be of paramount consideration.

Bullying

Although our pupils have complex needs and it is recognised that they may not fully understand or be able to engage with social situations in a neuro-typical way, we are still vigilant against any targeted behaviours between pupils, which could be regarded as bullying.

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about

	sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our **anti-bullying strategy**.

Roles and Responsibilities

The Governing Board

The BeyondAutism Schools governing body and Charitable Board of Trustees is responsible for reviewing and approving the written statement of behaviour principles that underpin our work.

The BeyondAutism Schools governing body and Charitable Board of Trustees will also review this behaviour policy in conjunction with the Head of School and monitor the policy's effectiveness, holding the Head of School to account for its implementation.

The Head of School

The Head of School is responsible for reviewing this behaviour policy in conjunction with the BeyondAutism school's governing body and Charitable Board of Trustees, giving due consideration to the school's statement of behaviour principles. The Head of School will also approve this policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with socially unacceptable behaviour or behaviours that challenge and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

The Head of School is responsible for:

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils support when necessary.

- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teaching staff

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Modelling behaviour, through positive interactions, underpinned by the principles of Behaviour Analysis.
- Providing a personalised approach to the specific behavioural needs of all pupils.
- Recording behavioural data, including incidents, using high quality methodologies and within 48 hours on our behaviour management system.

The middle leaders of the school (Behaviour Analysts, Advanced Skills Practitioners, and Teachers) will support staff in responding, reviewing and debriefing and senior leaders will offer further support and guidance on more complex behavioural incidents.

Parents and carers:

Parents and carers, where possible, should:

- Work in close partnership with the school, offering information that will benefit the class staff and reinforce a positive attitude towards school for their child or young person.
- Get to know the school's behaviour policy and individualised behaviour plans and reinforce it at home where appropriate.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class behaviour analyst promptly.
- Take part in any pastoral work following behaviours that challenge (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

All our pupils are unique and as we work with them (and all the adults that support them), we expect improvements in their social understanding and behaviour.

As our policy, processes and procedures are underpinned by the principles of Behaviour Analysis, we look to ensure our pupils are supported towards an appropriate and achievable level of independence and as part of this, have high expectations of their behaviour in school, around the buildings, with others and in the community. Pupils will be supported to

develop an understanding of the school's behaviour policy and wider culture. The school is committed to asking pupils to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of their individualised behaviour plans.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to behaviours that challenge is differentiated to cater to the needs of the pupil.

We use an inter-disciplinary approach to support in further understanding behaviours that challenge and share this with parents, local authorities and wider stakeholders as appropriate. This is also referred to in our SEN report.

Pupil transition

Transitions can present a potential challenge for our pupils and a significant amount of work is undertaken on managing these transitions and all strategies are personalised to individual pupils, underpinned by the principles of Behaviour Analysis.

Preparing outgoing pupils for transition

To ensure a smooth transition to a new school or their new class in the next academic year, pupils have transition sessions with their new behaviour analysts and teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

General Behaviour Management Strategy

Our Understanding of Behaviour

The most common functions of behaviour are:

- **Escape:** the behaviour frequently allows the pupil to escape from situations they don't like, e.g. running away when presented with a task.
- **Avoidance:** the behaviour frequently allows the person to avoid certain situations, e.g., refusing to go to school.
- **Access to objects or activities:** the behaviour frequently results in the person gaining access or continuing to have access to objects or activities that they prefer.

- **Access to Social Reinforcement:** the behaviour frequently allows the person access attention from another person/persons (whether this attention is positive or negative)
- **Access to Automatic Reinforcement** –the behaviour creates internal sensations the pupil is likely to want to repeat e.g. adrenalin rush, physical stimulation, feeling full.

If the behaviour enables the pupil to access one or more of these consequences, then the behaviour is more likely to occur in the future. In other words, it has been reinforced.

A functional assessment is used to understand which consequences are likely to be maintaining a behaviour that challenges. Following a functional assessment, we use function-based strategies to support our pupils. This may involve teaching socially appropriate replacement behaviours, strengthening current skills and making changes to the environment. We create an individualised behaviour plan outlining both proactive and reactive strategies to be used when behaviours that challenge may occur.

Strategies used at BeyondAutism Schools

- Building rapport and identifying what is motivating for the pupil (pairing).
- Identifying the pupils' behavioural barriers.
- Determining which behaviours that challenge need to be targeted based on impact on pupil and those around them.
- Take data on the behaviour.
- Completing functional assessment.
- Developing an Individual Behaviour Plan including proactive (antecedent and skills teaching) and reactive (reinforcement and consequences) strategies and a shortened red/amber/green RAG plan.
- Where possible, identifying appropriate alternative behaviours.
- Skills-based teaching underpinned by the principles of Behaviour Analysis.
- Making ongoing data-informed decisions.

Documentation

Individual Behaviour Plans

- Individualised Behaviour Plans are based on observation, analysis and behaviour data (functional assessment). The efficacy of these plans is also determined using this information.
- Behaviour plans are aimed at ensuring a consistent approach across the staff team.
- All behaviour plans are discussed with parents. Information about the occurrence of behaviour at home can be shared and a consistency of approach can be facilitated. All behaviour plans require general signed consent from parents. Behaviour plans which involve a strategy designed to directly reduce a behaviour that challenges will require a more in-depth consent form.
- Proactive and reactive strategies detailed in behaviour plans will be aimed at reducing the amount of harm to the pupil and those around them.
- Target behaviours are continuously monitored and are reviewed on a regular basis.

Baseline Assessment (new pupils)

- The baseline assessment period for new pupils is 6 weeks.
- During this time, Behaviour Analysts will be completing a thorough analysis and assessment of the pupil's skills and behaviour.
- This process consists of a functional assessment and where necessary a more in-depth analysis.

Amending/Updating Existing Plans

- Behaviour plans are working documents which may be amended by the Behaviour Analyst or Consultant Behaviour Analysts based on the data, observations of the pupil and on-going analysis of the impact of interventions.
- Changes or amendments to plans should be recorded as they are made (this may be in the form of handwritten notes) and then updated formally when a behaviour plan review is due.
- Changes should be communicated with parents and where necessary the consent form reviewed.

Proactive Plans

Also referred to as antecedent interventions, designed to increase appropriate behaviours and decrease motivation or need to engage in behaviours that challenge.

Behaviour monitoring will frequently allow us to identify antecedents that are likely to trigger behaviours that challenge. In some cases, it is possible to change the context in which behaviours that challenge are likely to take place.

Strategies for doing this include:

- **Enriching the environment** – ensuring that the pupil's environment provides a high level of social reinforcement and stimulating activities, thus eliminating the need (or motivation) for behaviours that challenge.
- **Changing the Nature of Preceding Activities** – examples of this include: reducing level of difficulty of tasks and increasing gradually; introducing frequent breaks; scheduling a highly motivating activity following a difficult one.
- **Eliminating particularly aversive events** – for example stimuli that a pupil has a fear or aversion to such as noise, dogs, etc. and work through a desensitisation programme.
- **Identifying internal antecedents** – for example, hunger, pain, fatigue, illness.
- **Making choices** – teach pupils to make choices about what is happening in their day.

Teaching Alternative Behaviours

Once the function of behaviours that challenge has been determined, it is important to teach a more appropriate means of accessing reinforcement. These are some examples of possible replacement behaviours to teach:

- **Escape/ Avoidance behaviour:** increasing tolerance of demands gradually, requesting a break, making choices, and tolerance of aversive situations.
- **Self-stimulatory behaviour:** play skills, social skills, learning skills (e.g. staying on task), sensory activities and self-regulation.
- **Access to objects/ activities:** requesting objects and activities, learning to wait, learning to accept that sometimes they can't have what they want, and learning to share or take turns.
- **Attention:** Requesting for attention appropriately, social skills including learning that you can't always have someone's attention, play skills and being able to occupy own time

Responding to behaviours that challenge: Reactive Plans (Behaviour Reduction Strategies)

Data on targeted behaviours are taken throughout the day and stored within the pupil's online file. Incident reports are recorded on Schoolpod.

The following are the most common behaviour reduction strategies:

- **Differential Reinforcement of Alternative Behaviour** – the pupil is reinforced for engaging in a functionally equivalent appropriate behaviour e.g. asking for a break instead of running away.
- **Differential Reinforcement of Incompatible Behaviour** – the pupil would be reinforced for engaging in a behaviour which is incompatible with the inappropriate behaviour e.g. sitting at the table rather than standing up or walking with their hands in their pockets instead of swiping objects.
- **Differential Reinforcement of Other Behaviour** – reinforcement is delivered for the absence of the inappropriate behaviour and the occurrence of any other appropriate behaviour
- **Extinction** – the identified reinforcement for a particular behaviour is no longer available, e.g. if the function of the behaviour that challenges is to gain access to an item, the item will not be made available at this time. The pupil will be taught how to request for this item. Any use of extinction or taking items away from a pupil must be carefully assessed in conjunction with the overall well-being and needs of the individual pupil”

For some pupils it may be appropriate to practice the things they find most difficult in order to teach an appropriate replacement behaviour e.g. if the pupil finds it difficult to wait, then they will practice waiting throughout the day for achievable periods of time which will be gradually increased, rather than avoiding the triggers. These are referred to as contrived sessions and progress within them is tracked against naturally occurring responses.

The use of strategies designed to directly reduce behaviours that challenge

Strategies based on the reinforcement of appropriate behaviour are the preferred interventions. Strategies designed to directly reduce behaviours that challenge will only be used as a last resort to support pupils who display behaviours that challenge which could

cause harm to themselves or others. These strategies will be approved by the Consultant Behaviour Analyst.

Types of strategies designed to directly reduce behaviours that challenge

- Response Cost: loss of a specific amount of reinforcement e.g. a token being removed
- Bonus response cost: additional reinforcement is made available that can be removed if inappropriate behaviour occurs e.g. losing your extra computer time
- Time out from reinforcement: the opportunity to access reinforcement is withdrawn or access to reinforcers is lost for a specific period of time
- Reprimand: a verbal correction is given after an inappropriate behaviour
- Response blocking: physically intervening as soon as the person begins to emit the behaviour to prevent them from completing the response
- Contingent exercise/effort: following an inappropriate behaviour the pupil is required to complete a response/task that is not related to the behaviour e.g. being asked to do a less preferred task
- Overcorrection: following an inappropriate behaviour, the pupil is required to complete the appropriate behaviour a number of times e.g. throwing a puzzle on the floor may result in having to pick up three puzzles or aggression in response to a task may result in having to complete that task a number of times. Any use of overcorrection must be carefully assessed in conjunction with the overall well-being and needs of the individual pupil.

Monitoring strategies designed to directly reduce behaviours that challenge

Alongside in class monitoring by the Behaviour Analyst, data for consequence interventions is monitored by the Consultant Behaviour Analyst, who will flag up any changes over a two-week period. If the data continues to be of concern the Consultant Behaviour Analyst should follow up on this matter.

Guidelines for use of strategies designed to directly reduce behaviours that challenge

- These strategies should be discussed with and approved by the Consultant Behaviour Analyst. Initial implementation should be overseen by the Consultant Behaviour Analyst or a UKBA (cert)/BCBA as directed by the Consultant Behaviour Analyst.
- A verbal discussion should be had with parents when an intervention is being considered and verbal consent to analyse the effectiveness of a potential intervention should be obtained. Data should be taken.
- Written consent should be sought from parents before the intervention is formally introduced and training provided to staff.
- Baseline data should be taken.
- Anyone implementing the procedure should be specifically trained and observed implementing it themselves.

- Data for the intervention should be monitored by the Behaviour Analyst and the Consultant Behaviour Analyst. Upon initial implementation, a reduction in the target behaviour should be observed quickly (if no or little change within 2 weeks then terminate the intervention)
- If appropriate, parents should be shown how to implement the intervention safely to mitigate the risks of the behaviour increasing at home whilst reducing at school (behaviour contrast)

Associated Risks

There is a risk that strategies designed to directly reduce behaviours that challenge could:

- Be used unnecessarily, that is when other less intrusive methods could achieve the desired outcome
- Become routine, rather than exceptional methods of management

To mitigate these risks, it should be communicated to all involved that these strategies should only be used where other more positive strategies have failed or when the behaviour presents a serious risk to the individual or those around them. Least restrictive options should always be considered first.

Behaviour Analysts should plan for and aim to mitigate the possible side effects including:

- evoking an aggressive or emotional reaction
- escape and avoidance behaviours
- an increased rate of the behaviours that challenge in other settings (behavioural contrast)
- modelling undesirable behaviour to the pupil

Self-injurious Behaviour

Pupils may engage in forms of behaviour that cause harm to themselves (e.g. biting, hitting, and scratching). When this occurs, the function of these behaviours will be analysed as described above. These forms of behaviour should be monitored specifically to ensure that interventions are not increasing those behaviours. Extra consideration will be made surrounding the use of extinction due to the greater risks associated with a temporary increase in behaviour.

Positive Handling

This policy should be read alongside the positive handling policy.

The safety of individual pupils and those around them is of paramount concern, therefore the use of positive handling may be considered reasonable, proportionate and necessary to the risks posed by behaviours that challenge. Where positive handling is used, approved Team Teach techniques will be employed by team teach trained members of staff.

If the strategies described above result in an increase in behaviour that requires the use of positive handling, then consideration of whether the intervention should be discontinued should be made by the Behaviour Analyst and Consultant Behaviour Analyst.

Team Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”

The Use of Withdrawal and Seclusion

Definitions

Withdrawal: removing the pupil from a situation which causes them anxiety or distress and actively monitoring and supporting them to help recover and re-engage successfully as soon as is reasonably possible.

Imposed withdrawal: where withdrawal is used against the pupil’s will. It is a form of restraint carried out under our duty of care to protect the pupil from harm, or risk of harm, to themselves and/or others. Any use of force by staff in those circumstances must be reasonable, proportionate and necessary.

Autonomous withdrawal: where a pupil actively chooses to be in a quiet space for a period in order to self-regulate, averting the need for restraint. Staff should take steps to support them and monitor their progress. Where this is the case, appropriate provision should be made for this in pupil’s support plan and kept under review with the pupil, and/or parents. This would not constitute restraint as the pupil is free to leave the quiet space.

Seclusion: supervised containment and isolation of a pupil away from others, in a room/area from which they are prevented from leaving. It should only be used to keep the pupil and others safe during severe BTC, including that which is likely to cause harm to others, and for the minimum time necessary. The pupil is always in view of staff and staff make every effort to support them and monitor their progress until they are ready to resume their usual activities.

Within room seclusion: supervised containment of a pupil during which they are prevented from leaving a room. Staff will be present in the same room and supporting the pupil until they are ready to resume their usual activities. Staff may be giving space to the pupil and may use furniture to reduce the risk of physical aggression towards staff in the room. It should only be used to keep the pupil and others safe during severe behaviours that challenge, including that which is likely to cause harm to others, and for the minimum time necessary.

If there is immediate and significant risk of harm to the pupil in question, other pupils or staff, that cannot be mitigated through behavioural strategies, team teach de-escalation techniques or restrictive physical intervention then a dynamic risk assessment may suggest emergency-imposed withdrawal and/or seclusion. This should be considered as a last resort. The pupil will be supervised at all times. A member of the school leadership team should be informed as soon as possible. If it is being used as part of a planned intervention then it

needs to be added to the pupil's risk assessment, individual behaviour plan and also be recorded on Schoolpod.

Suspension and Exclusion

As an Independent Special School, who specialise in this area, we have developed robust systems of behaviour management, monitoring and reflective practice in order to reduce behaviours that challenge, underpinned by the principles of Behaviour Analysis. The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent behaviours that challenge, which has not improved following in-school interventions.

Although we have the right to use formal exclusion, it is highly unlikely that it will reach this stage, as we would have exhausted every other possibility and would have involved key stakeholders, such as the parents and local authority to ensure that the best interest of the child is met. The decision to suspend or exclude will be made by the Head of School and only as a last resort.

This would follow the process of multi-agency Team Around the Child meetings and Best Interest meetings, where we would identify the provision with parents and the local authority, that would best meet the pupil's needs and reach their outcomes.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviours that challenge may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Confiscation, searches, screening

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

Confiscation

The following items are prohibited to be brought on to the school premises:

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

- fireworks
- pornographic images

Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School, or by the Head of school themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is 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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head of School, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised 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.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will 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.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff will try and determine why the pupil is refusing to comply. If the pupil is still refusing to comply the member of staff will liaise with the senior leadership team about appropriate next steps.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in the above section, but not to search for items that are only identified in the school rules.

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. 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 rules.

An authorised member of staff can search a pupil's possessions when the 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.

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 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 in the school's safeguarding system (CPOMS).

Informing parents

Parents will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support 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 children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before the strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or

they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Head of School
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex
- Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Online misbehaviour

The school can issue appropriate consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
- Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

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, 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 Head of School or member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure, 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 children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

- Please refer to our child protection and safeguarding policy for more information.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Team Teach
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management also forms part of continuing professional development. Training for staff is ongoing and extensive, covering a variety of levels from induction through to competence and mastery. Middle Leaders work in partnership with the Consultant Behaviour Analyst to design training packages, which reflect the needs of the staffing cohort, which are then delivered as requisite packages for all staff. In addition, as a functional communication community, the staff within the school are all given Makaton training. More advanced training is found through the RBT and BCBA courses, which are part of the mastery training programmes at degree or masters level.

Monitoring

This behaviour policy will be reviewed by the Consultant Behaviour Analyst alongside the Senior Leadership team BeyondAutism School's governing body and Charitable Board of Trustees. At each review the policy will be ratified and approved by the governing body.

Related Policies

This policy is linked with:

The Child Protection and Safeguarding Policy
Positive Handling Policy
Anti-bullying policy

Last reviewed: October 2023

Next review date: October 2025

Review group: Full Governing Body