



Positive Behaviour Policy

(including Anti-Bulling Policy)

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Member of staff creating policy: Helen Manyanya (Deputy Principal)

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Introduction and Statement of Intent

Lighthouse School is a specialist provision for students with a diagnosis of autism, some have additional learning needs and/or attachment issues. Our students may have difficulties with thinking, social understanding, social communication, flexibility of thinking and sensory issue. Lighthouse School believes that behaviour management in a school for autistic students should be centred more on supporting students to understand and resolve their individual needs than with social control and discipline.

Lighthouse School recognises that communication, social interaction and positive behaviour management are fundamental aspects of educating students with special educational needs. Behaviours which challenge always happen for a reason and may be the only way a learner can communicate. Autistic students may perceive the structure of the world differently, as they may experience social communication and interaction challenges or engage in repetitive or restrictive behaviours. Students may show hypo- and/or hyper-sensitivity to their environment and experience difficulty in focussing on directed activities. This can lead to extreme anxiety and may result in meltdowns and shutdowns.

Our school curriculum is highly adapted to meet the needs of students, and focuses on communication and interaction. Differentiation within the curriculum provides an environment within which every student can achieve, be safe, be healthy and make a positive contribution. Behaviour is a means of communication and learners should be supported to communicate their needs safely and appropriately using their preferred communication systems.

At Lighthouse School, everybody in the school community:

- has the right to feel safe, secure and cared for and to learn and work in a safe environment
- to be treated with respect and to be protected from harm, violence, assault and acts of verbal abuse
- has the right to access appropriate support to manage their emotions and their behaviour
- should be clear about their roles and responsibilities within the context of behaviour management
- should be aware of and follow the school's Safeguarding and Child Protection, Anti-Bullying and Positive Handling Policies

Lighthouse School recognises that Trustees and school leaders have a duty of care towards students and staff, and therefore, it is appropriate to proactively plan for challenging behaviour to ensure an effective learning environment. Lighthouse School has put this policy in place in line with government legislation and guidance, and with UK General Data Protection Regulations (UK GDPR).

Staff have a responsibility to follow this policy and seek strategies wherever possible to promote positive behaviour in school.

Policy Summary

- All staff should ensure they have read both this policy, the Safeguarding and Child Protection Policy, the Anti Bullying Policy and the Positive Handling Policy, and are acting within the parameters of these policies
- All student-facing staff should ensure they have read Pupil Passports, Individual Pupil Risk Assessments, Positive Handling Plans, Wellbeing Intervention Logs and Behaviour Support Plans, as appropriate
- All student-facing staff should make themselves familiar with relevant Class Behaviour Support Plans
- All our students have special educational needs, which are often complex, and this impacts on how they learn to regulate and manage their behaviour. Staff should make themselves familiar with relevant training and advice on supporting students to communicate and learn in a safe and positive manner
- Class and Wellbeing teams should meet to increase their insight and understanding of why a student has become dysregulated, and work collaboratively with parents/carers and other professionals to develop strategies as part of a positive behaviour support plan
- Lighthouse School will endeavour to ensure that staff have the opportunity to attend high-quality training
- All incidents should be logged as an incident on CPOMS, the School's safeguarding software
- Staff should proactively seek to modify the environment (including work set, tone of voice, body language and classroom layout) to support positive behaviours with students
- Class leads will work closely with SaLT, Wellbeing and SEN team to ensure individual students' wider needs are being met within the remit of group teaching

Key Terms

Behaviour Support Plan (BSP) – individual plan in place for students to provide all staff with strategies to support the young person to manage behaviours which challenge

Individual Pupil Risk Assessment (IPRA) – levels of risk around the young person, either through their medical or behavioural history and strategies to employ to support management of this risk

Positive Handling Plan (PHP) – specific information for putting in place Team Teach strategies for the young person

Attitude to Learning plans (AtLs) – list of specific behavioural strategies with sanctions and rewards attached to support the young person to manage their own behaviour

Class Behaviour Support Plan (CBSP) – outlines the AtLs that work with the class as a whole and details any overall interventions to support learning and positive behaviour

Legislation and Government Advice

The Legal Framework

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code Of Practice](#)

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

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Key Principles

Defining Positive Behaviour

Lighthouse School believes that students should be able to self-advocate, and that positive behaviour is that which is appropriate to the situation. Positive behaviour does not have a detrimental effect upon the individual concerned or others around them, and is not just ensuring compliance.

- Behaviour cannot be considered in isolation – in our students it is often governed by the home and school environment that they are experiencing – if a student is feeling frustrated and confused they are more likely to behave in a challenging manner and it is likely that they do not have the skills to be able to deal with the demands of the environment and people around them
- Teaching, promoting and supporting appropriate behaviours is an integral part of the routine practice of everyday school life, and is the responsibility of all members of staff and not just the Wellbeing team
- Behaviour that challenges is often an indicator of poor physical or emotional wellbeing, and the starting point for promoting positive behaviour should be identifying and addressing the root causes of the behaviour
- Staff need to work closely with parents to establish a common understanding of students' behaviour and to agree appropriate approaches to promoting positive behaviour

Positive Affirmation

At Lighthouse School we believe that our students are happy when their needs are understood and met, which allows them to self-regulate and behave well. Staff should recognise and acknowledge when students try to manage themselves. Staff should consider students' communication styles, social interaction skills, sensory and emotional needs when planning the scaffolding put in place to support them to learn.

At Lighthouse School we have high expectations for the behaviour of every member of our community. These expectations are:

- Students behave as well as they are able to
- Students generally demonstrate ongoing improvements in their behaviour
- Students learn new skills and strategies that they can use instead of inappropriate behaviours, which meet their needs

Students are individuals and different strategies and motivators will be highlighted within the Class Behaviour Support Plan. What may work for one young person may be different to another, and it is important for staff to consider student voice.

Students at Lighthouse School often have difficulties with flexibility of thinking, and it is important to take this into consideration when deciding which rewards to use. Having a range of motivators can support young people to become less rigid, and choices of activity may be led by the class/space they are in. For some students a reward may be seen as part of a routine, rather than as an affirmation of a positive behaviour, and not receiving the reward may cause distress. Staff should not allow rewards to become a 'habit'.

Rewarding activities are often best used as part of a regular routine, where the student has worked through the preceding activities in the routine. At Lighthouse School we use 'Check-in Time' at the end of each session to support this.

Social rewards such as smiles, positive touch and staff communicating their pleasure at positive behaviour should be used frequently, as appropriate, if the student experiences these positively and is positively motivated by them.

Where students have a reward system this may be linked to their personal motivations, and may include:

- Access to favoured activities or items – stickers, cards, plastic figures, magazines, technology, books etc
- Access to own time that can be utilised within specific items as agreed
- Use of consistently applied phrases or comments that convey praise

These reward systems should be recorded in the students' BSPs and the AtLs. Appropriate communication home (e.g. postcards, letters, emails, newsletter articles) should be made often.

Behaviour which Challenges

Behaviour which challenges can range from disruption in a lesson through calling out or walking around the room, to significant breaches of the school rules. Many of our students will engage in self-stimulatory behaviour as a means of self-regulation. Staff should refer to pupil passports to be aware of whether the behaviour they are seeing are intentional disruption or unintentional and self-regulatory, before undertaking any sanction with a student. Students, families and school will have specific targets around reducing disruptive or unhealthy self-stimulatory behaviours to support students to engage in wider society effectively upon leaving Lighthouse School.

Restorative Practices

Lighthouse School believes, where a student's perception is very different to those around them (staff, family or other students), restorative work should take place wherever possible. This should include considering the situation from different viewpoints in order to support understanding how different choices could lead to positive outcomes.

Further information on these practices is included in the Anti-bullying Policy.

Sanctions

Many of our students have difficulty understanding cause and effect, for these reasons we do not routinely use sanctions as part of our behaviour management, as the drawbacks (such as increasing anxiety and damaging relationships) can outweigh any benefit. In cases where sanctions are found to support individuals to develop more appropriate behaviour they may be used, and they should be clearly communicated to the student, the wider staff team and the parents.

Usual sanctions employed in school may include:

- Removal of break or lunch time outside
- Reduced access to technology in 'Check-in'
- Staying in school during a high-risk activity (such as Community, Horticulture lessons or SHINE provision)

Whilst the DfE allows schools to keep students for after-school detention, Lighthouse School will not use this as a measure, as most students use transport to get to and from school, and alternative arrangements would be difficult.

Section 91 of the Education and Inspections Act 2006 states that any sanction must be reasonable, and proportionate and consider the students' age, any special educational needs or disability, and any religious requirements affecting them. Lighthouse School abides by this policy.

Exclusions

Lighthouse School does not believe in excluding any student from education, except in extreme circumstances, and will always look for an alternative sanction first. Persistent and ongoing challenging behaviours in students with autism should be managed through the students' Behaviour Support Plan.

However unusual, Lighthouse School reserves the right to exclude students in line with the 2007 Education Act and 'Exclusion from Maintained School, Academies and Pupil Referral Units in England' Guidance issued by the Department for Education. Students can only be excluded for the following reasons:

- Serious and persistent breach of the school's behaviour policy for reasons that are not related to their Special Educational Needs
- The student is accused of a serious criminal offence
- For medical reasons, the student's presence in the school represents a serious risk to the health and safety of students and staff
- The student has been involved with dangerous weapons, sexual abuse (harmful sexual behaviours), actual or threatened violence, carrying an offensive weapon or illegal drugs

Lighthouse School may also send students home if their behaviours are causing themselves emotional or mental health issues. This will be recorded as an authorised absence and is not an exclusion and will be undertaken in conjunction with communication with parents.

The exclusion of a student is an extreme measure and will only be administered by the Principal, or in their absence the member of staff deputising for them. During an exclusion of up to 5 days the school will set work and arrange for it to be marked. From and including the sixth day of the exclusion, Lighthouse School will arrange full-time education for the student. A fixed period exclusion may be extended, and all exclusions are fully investigated and reported in summary to the Board of Trustees. School will inform the parents in writing of the exclusion and a reintegration meeting will be arranged.

If a parent or carer would like to request a review of the decision to exclude a student, they should contact the Chair of Governors in writing. For a period of less than 5 days, the parent/carer can ask the Board of Trustees to consider their views, but may not challenge the decision unless the exclusion will mean that the student misses a public exam. If the period is longer than 5 days, the exclusion can be challenged. The Board will review the decision within three weeks (21 days), and a governing body panel will be convened to elect to uphold the decision or to change the decision. Any further appeal should be made under the Complaints Procedure.

Lighthouse School will not permanently exclude any student. If we are unable to meet the student's need for any reason, an emergency EHCP review will be called, and an alternative placement should be sought. A reintegration package may be put in place if the student's behaviour puts other staff and students in school at risk. Parents and SENSAP will be included in this arrangement.

Aggressive and Violent Behaviour

This section should be read in conjunction with the school's Positive Handling Policy.

At Lighthouse School we reduce incidents of aggressive and violent behaviour through:

- Providing high staff to student ratios with deep understanding of individual student triggers
- Training all staff to use behaviour management strategies (including de-escalation techniques through 'Team Teach' training)
- Having consistent classroom routines (starter, main, plenary – often accompanied by a visual timetable) which help to avoid student anxiety about what happens next
- Using augmented communication, so that students can understand what is expected of them and express their needs
- Managing the environment, so that purposes and expectations are clear, and providing a framework for success (Attitude to Learning or ATLs)
- Managing the level of stimulation in the environment (noise, lighting, crowds, furnishings, displays)
- Using sensory & calm rooms and therapeutic practices to promote relaxation and reduce anxiety
- Analysing individual behaviours to identify possible causes or triggers and putting in place specific measures to reduce behaviours (Individual Risk Assessments – IPRAs; Behaviour Support Plans – BSPs)
- Using Team Around the Child (TAC) meetings and student briefings to inform staff about behaviour issues and strategies

Responses to aggressive and violent behaviour should focus on immediately making sure that everyone involved is safe, and then at a later time, during a debrief, problem solving and planning should be put in place to reduce these behaviours in the future.

Staff should refer to the Positive Handling Policy regarding incidents including physical intervention. Staff are trained in using Team Teach, and if circumstances allow, any positive handling should only be undertaken by trained staff in teams of two. However, staff have a duty of care to ensure that students and staff are safe, and should intervene if necessary.

Self-Stimulatory Behaviours

Self-Stimulatory behaviours (and medically diagnosed obsessive behaviours) do not necessarily need to be stopped unless they are completely unacceptable, pose a danger to the student or others, or take over so completely that the student concentrates solely on the behaviour, excluding all other stimulus and/or becomes aggressive if the behaviour is obstructed.

However, obsessive behaviour should not be encouraged and it is better to try and avoid the onset of behaviours that may restrict students in later life.

Strategies to reduce these behaviours includes:

- Reducing the time available for these behaviours by providing a busy timetable
- Allow allotted time for self-regulatory behaviour and strategies, for example during 'Check-in Time' or as through a break out system
- Direct student to an alternative activity

Bullying

This section supersedes previous versions of the school's Anti-Bullying Policy.

'Bullying' can be defined as being a deliberate hurtful behaviour against others, and bullying of any kind is unacceptable and will not be tolerated at Lighthouse School. It is our collective duty as a school community to take measures to prevent and tackle any bullying, harassment or discrimination.

All reports of incidents of bullying or harmful behaviour will be taken seriously.

Bullying is hurtful or unkind behaviour that is repeated. Students with autism, by virtue of their impaired social understanding, may engage in behaviours that could be construed as being 'bullying' in nature, if not intent. A student may gain a favourable response from engaging in a behaviour that elicits a predictable response, or may have low tolerance to behaviours exhibited by another student. Staff should seek to understand the motivation behind the behaviours, and to educate and support the young person to work with their peers, and only putting in place sanctions when appropriate.

Bullying includes¹:

- Physical – such as hitting or deliberately seeking to physically intimidate someone; using inappropriate unwanted physical contact towards someone
- Verbal – such as name calling or spreading rumours; using derogatory or offensive language; using threatening language
- Psychological – such as deliberately excluding or ignoring people
- Cyber – such as using text messages, emails or social media platforms to write hurtful things about someone

¹ Any unwanted contact, physical or verbal assault of a sexual nature, such as intimate touching, name calling or sexualised cyber-messaging, may be considered as 'child-on-child' abuse under the guidance of Keeping Children Safe in Education and the school's Safeguarding Policy should be considered

Bullying can be based around a number of factors, including culture, religion² or class, appearance or health conditions or related to home or personal circumstances (such as young carer status). All incidents of bullying will be logged. For those areas of bullying that can be classed as ‘discrimination’ or ‘prejudiced-based’, the Principal will report to the Board of Trustees:

- Race (racist bullying)
- Gender (sexist bullying)
- Sexual orientation or gender identity (LGBTQIA+ bullying)³

We are aware that young people may not speak out when being bullied, and students with communication difficulties may find this more challenging. Staff should be aware of changes in behaviour, monitor and report and issues that arise. Students may appear shy, nervous or frightened. They may feign illness, refuse to attend school or lessons, or report unusual sleep patterns. These should be logged on CPOMS and relevant Key Team members be made aware.

Where a student has been found to be undertaking bullying behaviours towards another student/s, patterns of behaviour, responses to and targeting of other students should be detailed on the student’s BSP, alongside strategies used to minimise the frequency of incidents. Parents should be informed and their views considered. Students may be monitored closely at all times, and specific members of staff timetabled to support the young person to manage their behaviours. This is most important at break, lunch and other unstructured times. An appropriate sanction may be put in place.

The Wellbeing curriculum places emphasis on breaking the cycle of negative interaction, rivalry and conflict⁴. It encourages co-operation and support and works on developing positive social relationships using a restorative approach. Individual interventions may be put in place to support students to examine and address the causes and emotions behind negative relationships and conflict.

The school recognises that staff and parents may experience bullying behaviours from students⁵. Any reported incidents will be dealt with in the same way as with students – investigated, recorded, monitored and actions put in place.

Students and adults who have experienced bullying (either as perpetrator or receiver) will be supported, and referrals may be made to specialist services if required.

Bullying Outside of the School (including Online)

Bullying behaviours may be investigated and appropriate measures may be put in place by school, whether the takes place inside or outside school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community.

² Religious bullying may be considered under the Prevent framework and reported accordingly

³ Lighthouse School does not use the term ‘homophobic’ as this implies a fear of gay people, as opposed to the wilful discrimination or bullying of people with different gender or sexual identities.

⁴ See appendix for the Positive Relationships and Restorative Cycle

⁵ Bullying between staff members is covered in the Antibullying, Harassment and Victimisation Policy

Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hours. The nature of cyber bullying in particular means that it can impact on students' wellbeing beyond the school day.

Staff, parents and carers, and students must be vigilant to bullying outside of school and report as usual. A list of useful links is included in the appendix.

Calm Rooms

Calm rooms provide a space for students to work through dysregulated behaviours, ranging from sensory dysregulation to aggressive and violent behaviour, without harm to themselves or others.

Students using the calm rooms should be supervised at all times, either with the member of staff being in the room with them, or keeping watch from outside the room. The door should be closed using conventional door latches and should not be locked.

Students should use the calm rooms for the minimum amount of time required to resolve the immediate issue, or for the specific amount of time that has been agreed as part of their BSP (e.g. 10 minutes in each lesson as a 'break out'). If students are requesting time in the calm room, this should be at the discretion of the lead in the classroom, and they should appoint a member of staff to supervise the student if allowing them to use the room, and make it clear the length of time the room can be used for.

Members of staff outside the calm room must not restrict a student from leaving (e.g. barring the door from the outside) except in exceptional circumstances, and to do this will be classed as 'seclusion' of the student by the member of staff, and dealt with through the Positive Handling Policy. At no point should a student be locked in the calm room as this is unlawful.

The safety of the student in the calm room is the responsibility of the lead member of staff in the session.

Documentation and Recording

Each class at Lighthouse School has a Class Positive Behaviour Plan (CPBP), which outlines the Attitude to Learning strategies that work with the class as a whole, and may include detailed information on triggers to behaviour (escalation cycles) and reactive procedures and personalised reward systems. These are monitored by a member of the Wellbeing Team who works with this class. CPBPs can be found on the school's management information systems.

Every student has a 'Pupil Passport', which is a working document outlining the student's needs at school, and the measures in place to support this. Pupil Passports can be found on the school's management information systems, and will be updated and monitored by the Key Worker for the student.

All students who display behaviours which challenge, above that of the class as a whole, will have a Behaviour Support Plan (BSP), which may include an Individual Pupil Risk Assessment (IPRA), and Positive Handling Plan (PHP). This includes the individual modifications that need to be put in place to support individual students, and will be monitored by a member of the Wellbeing team attached to the student, and their Key Worker.

All information relating to students should be accessible to all members of staff, and will be shared with the wider team through a Team Around the Child (TAC) meeting and student briefing, documentation saved on the shared area, and relevant information placed on the school Management Information System (Arbor) and CPOMS. Parents should be kept informed of any changes to behaviour plans through the students' planners, emails and phone calls. If necessary, changes to the Educational Health Care Plans (EHCPs) may be made during reviews.

Monitoring and Evaluation

Key Workers should track patterns in behaviours, and in conjunction with Wellbeing staff, evaluate the effectiveness of any strategies or interventions put in place to support.

Parents should be kept informed, especially of reductions and escalations in behaviours, and the impact of strategies in place to support.

The Executive Leadership Team (ELT) and a relevant member of the Board of Trustees should monitor the content of incident forms regularly to identify trends and inform strategic planning.

Key trends and impacts should be reported to the Board of Trustees through the Staff, Student and Family Support committee.

Training

Staff training needs should be identified through performance management and quality assurance programmes, and development opportunities provided accordingly in conjunction with line managers and the Training and Outreach Manager.

All staff are provided with generic training on ATLs and Wellbeing support during induction training.

Review

The Positive Behaviour Policy is subject to regular review by ELT and reviewed annually.

Appendices

Positive Relationships and Restorative Circle



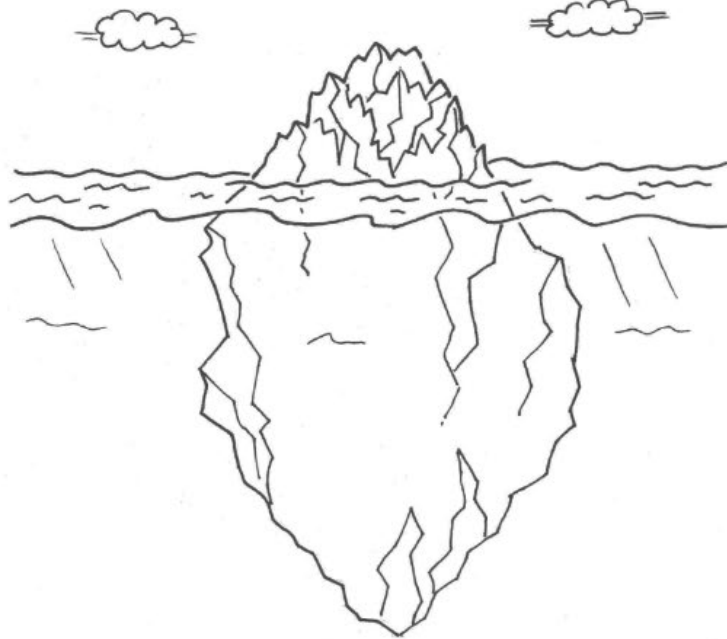
Understanding Behaviours Through an 'Iceberg Model'

What are we seeing?

What?

Why?

Why is it happening?.



How?

How can we help?

Hattersley, C. (2013) *Autism: understanding behaviour*. London: The National Autistic Society

Philosophical underpinnings of the Policy

From Teen Life, National Autistic Society:

“Behaviour is one of the ways in which we communicate. It can be how we tell other people what we want, how we are feeling or whether we need their help. Some of our behaviour is seen by other people as perfectly sensible and appropriate, whereas sometimes behaviour can be seen as challenging and difficult to understand. Autistic teenagers often have behaviour that we find complex to understand and support.”

Philip Whitaker, Challenging behaviour and autism (2002):

“There is not a single or scientific diagnosis for ‘challenging behaviour’. How we define what behaviours are challenging is a very individual and subjective judgement. Philip Whitaker, a psychologist who specialises in working with children on the autism spectrum, defines challenging behaviour as: “Behaviour that challenges.... Our understanding, our own wellbeing or our child’s or our ability to carry out or responsibilities as parents or professionals”

Useful Links and Supporting Organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

National Online Safety - Online Safety Education for the Whole School Community -
www.nationalonlinesafety.com

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis