



GREENWOOD DALE FOUNDATION TRUST

CITY OF PETERBOROUGH
ACADEMY
SPECIAL SCHOOL

Behaviour for Learning Policy

REVIEW PROCESS	
WRITTEN BY: Laura Ives, Deputy Principal	11/1/2018
DATE FOR REVIEW	January 2019

Mission Statement

Our school mission is to strive to provide all pupils with equal opportunities for outcomes:

- to be independent
- to achieve
- to participate
- to be healthy

We hope to achieve this through a broad and balanced curriculum with clear vision and values which engages pupils through fun learning centred on their own interests and fascinations.

Teaching and learning is tailored to the individual needs of each pupil, in an environment that supports learning and wellbeing. We have developed a holistic approach through working in partnership with therapists, other agencies and professionals, parents and families. There is a calm, caring yet purposeful atmosphere within the school and there is a balance of focus between welfare and achievement for all.

Aims

As a special school for pupils with autism spectrum disorders, we aim to:

- provide a happy, healthy, mutually respectful working environment for our pupils, their families and staff. We teach pupils about their rights and responsibilities to others in school, home and in the community.
- understand the underlying factors causing behaviours and view behaviour as a communication in order to respond positively, consistently and effectively with proactive support strategies.
- understand and embed the accreditation standards of the National Autistic Society for behaviour to work towards accredited status within all our approaches
- seek to understand the pupil's behaviours in the wider context of the individual, their difficulties and their response to their environment at school and at home.

Understanding the Support Needs of our Pupils

Differences associated with autism include communication and interaction, empathy, social understanding, rigidity of thought and actions and sensory sensitivity. Pupils with ASD may also have comorbid difficulties such as OCD, SpLD, ADHD, low self-esteem, anxiety and mental health issues. We recognise that there are many sub groups within the autism spectrum and some pupils may have an extreme form of ASD that may benefit from approaches associated with PDA syndrome (pathological demand avoidance) as recognised by the National Autistic Society.

Challenging Behaviours

Challenging and unwanted behaviour may be a reaction to these difficulties and an attempt for the individual to control a situation or communicate distress or frustration. It may arise from lack of social understanding or from sensory modulation difficulties. We aim to teach appropriate social skills and sensory coping strategies to help the pupil understand and accept boundaries of reasonable behaviour. We will provide structures and strategies to empower the individual to regulate their emotions, sensory difficulties, promote independence, well-being, enhance communication and social skills and raise self-esteem in line with our mission statement for the whole school.

Challenging behaviour is any behaviour that is unwanted or detrimental to the individual or others. Challenging behaviours can be defined as behaviour which:

- are harmful (to the individual or others)
- are destructive
- prevent access to learning and full participation in all aspects of community life
- cause others to label or isolate the individual for being odd or different

A Whole School approach

The Principal's role is to have a monitoring role of the impact and effectiveness of the Behaviour Policy.

The Deputy Principal's role is to oversee the effectiveness of behaviour interventions for all pupils across the whole school, supported by the behaviour mentor and senior leadership team.

In our school, behaviour is viewed as part of safeguarding and this is everyone's responsibility. Staff who teach or support a pupil will read their EHCP/statement, one page profile and Incredible 5 point Scale and are responsible for implementing the strategies and provisions identified and contained within these plans as part of quality first teaching (QFT). QFT is a universal approach across the whole school and the baseline measure to ensure consistent ASD strategies are in place throughout all classes to address the pupil's individual needs, preventing undesirable behaviours occurring.

A whole school behaviour briefing is held every Wednesday before school at 8.30, attended by all staff, SLT, supply staff and when appropriate, admissions staff. It is the responsibility of any member of staff absent from the meeting to read the behaviour briefing power point for the meeting, accessed in teacher/behaviour/behaviour briefing shared file.

Proactive Interventions

Our specialist teaching strategies aim to address the pupil's needs, by enabling understanding and promoting social communication skills, regulation and supports, thus minimising the potential for behaviour difficulties arising:

- **The TEACCH approach** provides physical and visual structure to the environment and work place and gives the pupil the idea of how long they are expected to work. Schedules help the pupils to understand what is expected of them and to cope with transition and pre-empt change. Structuring the work place through the use of work systems demonstrates to the pupil – “what work, how much work, the concept of finished and what comes next”. This structure aims to empower the pupil to work independently within a safe familiar structure, incorporate interests and to reduce anxiety.
- **SCERTS** provides an assessment and planning framework which addresses the needs of the pupil through:
 - Social Communication (**SC**)
 - Emotional Regulation (**ER**)
 - Transactional Supports (**TS**)

It identifies appropriate strategies to meet the needs of individuals in supporting them to regulate their emotions, develop functional social communication and the supports they need.

- **Augmented communication**, such as Makaton signing and using symbol systems such as PECS (Picture Exchange Communication System) and visual structured timetables with symbols, aims to empower our pupils to communicate effectively and appropriately and to make sense of their environment, thus reducing frustrations and anxieties. The use of clear instructional language, limiting the number of information carrying words, and supporting speech with signing and/or visual cues, such as symbols pictures, photos and objects is necessary to facilitate understanding for many of our pupils. We encourage a consistent approach between school, home and other agencies. It is essential that all pupils have an appropriate communication system available to them.
- **Social Skills and PSHE.** It may be pupils’ lack of social understanding that results in anxiety and undesirable behaviours and PSHE is part of every lesson. For some pupils personal Social Stories are written to help them understand specific situations and offer strategies to help them cope. For non-readers social cues may be presented pictorially to help them learn appropriate behaviours in different situations. Through PSHE we teach social communication skills programmes, life skills and appropriate and comprehensive sex education can help teach pupils to manage their feelings and manage their sexual development to minimise inappropriate sexual behaviour. Middle and upper schools also have mentoring sessions with their tutor where talk-time benefits the individual pupils.

Positive Approaches

We are committed to positive approaches to behaviour management throughout the school to motivate and help the pupil to learn appropriate behaviours, these include:

- Verbal “descriptive praise” – catching the child showing appropriate learning behaviour
- Showing good work – to class or member of SLT
- Written praise in home book to parents

- Reward chart – tick chart, smiley face, stickers, award books
- Reward/favourite task built into end of TEACCH programme
- Certificates for good work/behaviour
- Achievement assemblies
- Valuing pupils' work through display
- External accreditation
- Reward/favourite activities built into the day
- Offering an engaging curriculum based around pupil interests

Punishments that are humiliating or degrading will not be used. The following sanctions / punishments will never be used:

- Withholding of aids or specialist equipment
- Corporal punishment – including hitting or excessive restraint
- Locking in a room
- Deprivation of food or drink for punishment (however supporting pupils with special diets and food choices is appropriate)
- Enforced eating or drinking (encouraging trying foods and eating or drinking for health reasons is appropriate as part of the child's care needs)
- Prevention of contact by phone or letter with parents, or appropriate carer, or help line
- Requirement to wear distinctive clothing
- Use or withholding of medical treatment
- Intentional sleep deprivation
- Use of fines other than by way of reparation
- Intimate physical examination

Self-Regulation and Evaluation Strategies

At the universal level (Quality First Teaching) every pupil is provided with:

- a sensory diet and/or regular movement breaks
- a schedule
- mind mapping approaches to aid understanding
- a personalised incredible 5 point scale (incorporating Leuven Scales of Involvement)
- a one page profile
- social stories/comic strip cartoons

All class groups have a provision map, referred to as a WASP (Whole Academy Special Provision) which details the provision agreed on the pupil's EHCP to aid regulation, communication and sensory modulation approaches which prevent undesirable behaviours occurring. It is the responsibility of all teachers and learning mentors to action this provision and interventions. The ECHP will also contain the behaviour targets to work towards for the year.

- **Incredible 5 point Scale.** A scale of 1-5 to present emotions as colours or numbers. For example, green or a number 1 can mean 'I am calm'; red or a number 5, 'I am angry'. This is a visual way to support the child to understand what 'angry' means. One way to do this is to refer to physical changes in the body. For example, 'When I'm angry, my tummy hurts/my face gets red/I want to cry'. When the child has begun to understand the extremes of angry and calm, you can start helping them to

understand the emotions in between. If the child sees that they're getting angry, they can try to do something to calm themselves down or they can remove themselves from the situation. Or other people can see what is happening and take action.

- **Sensory Diet, Movement Breaks and Exercise.** At CoPASS we believe in a holistic approach in addressing the needs of pupils with autism and work in collaboration with other professionals. The occupational therapists may also contribute to exercise programmes, written as 'sensory diets' for pupils to address their unique sensory processing needs throughout the day. Should they be allocated an occupational therapist, further assessment for sensory intervention needs are provided through the Peterborough 'Paston Pack' occupational therapy programme with related physical, sensory and motor activities. A sensory diet:
 - enables regulation and self-control
 - alerts or calms pupils ready for learning
 - enables pupils to organise information entering the brain through all of their senses, make sense of it, plan and carry out a response to achieve a desired outcome

Behaviour Support Plan (BSP)

All pupils will have a One Page Profile identifying support strategies. All pupils will have a personalised Incredible 5 Point Scale accessed 100% of the time to aid regulation through identified strategies incorporating sensory diet and Leuven scales of involvement. The 5 Point Scale is be used to understand the behaviour function and to help staff to identify the stages a pupil may progress through as their behaviour escalates and the support strategies and approach to be used at each stage.

Where this intervention is not effective, targeted intervention will be put in place in the form of a behaviour support plan to consider factors underlying the behaviour, the function of the behaviour and the antecedents or triggers. Behaviour support plans are structured within the SCERTS framework. The plan will set out mutually agreed proactive and reactive strategies for managing the behaviour and will be an appendix to the EHCP and reviewed annually as part of the EHCP review.

Behaviour Monitoring and Tracking Systems

A behavior system is in place detailing clear options and rewards to reinforce and praise good behavior. We are committed to the use of specific strategies known to reduce anxiety and promote feelings of well-being, to modify unwanted behaviours and promote more appropriate behaviours. Pupils have individual targets that are regularly reviewed and updated with parents, healthcare, education professionals and pupils. These form part of the documentation for EHCP review.

At CoPASS we follow assess, plan, do, review processes in line with the SEND Code of Practice. These steps are followed for every pupil:

1. 'Incredible 5 Point Scale'

Each pupil co-produces a colour coded visual scale. A primary goal of the scale is to help individuals with ASD notice and functionally respond to their own and others' social behaviour. The scale is a teaching tool to aid social understanding and emotional regulation to pupils with ASD.

2. Behaviour Tracker

As part of assessment for learning and self-review, each session reflects on the 5 point scale. For pupils at points 4 and 5 and not engaged in the teaching session this is tracked by the staff leading the session.

3. Monitor

Pupils with 3 consecutive 'hot spots' at points 4 and 5 of their scales will need a behaviour intervention. For more complex pupils the frequency and level of incidents of behaviour may be monitored and recorded by the teacher or key worker for initial analysis in drawing up a Behaviour Support Plan and subsequently in the monitoring of effectiveness.

4. Assess

Staff will complete an ABC (antecedent, behaviour, consequence) chart.

5. Plan

Staff will follow the ABC chart with a behaviour surgery in collaboration with the deputy principal. Staff will book a behaviour surgery through the administration assistant. The outcomes of the behaviour surgery and interventions may then trigger a behaviour support plan (BSP) to be written or revised. The pupil and parents will be invited to be part of this plan.

6. Share

Behaviour support plans are shared with the whole school staff through behaviour briefings to ensure awareness and consistency of approach. BSPs will be kept in the 'Ever Ready Box' in the classroom for reference by supply teachers, visitors or any other professionals.

Recording and reporting incidents involving positive handling

1. Risk Assessment

Where a pupil's behaviour constitutes a risk to themselves or others, a risk assessment will be completed by the staff team and shared with the Deputy Principal. This will identify the perceived risk and set out the measures put in place to minimise this. This should be reviewed following any subsequent serious incidents.

2. Calm Room Tracker

We have a calm room provision. All staff are responsible for recording every incident using this room on the calm room tracker, contained on the door of the room, and follow up processes set out below.

3. Positive Handling Plan (PHP)

Any pupil that has required positive handling in the past, or who may be deemed to require positive handling has a positive handling plan (PHP) written by the team and agreed and signed by Parents and Deputy Principal. The plan will be subject to review by the staff and parents, as necessary.

4. Recording in 'The Bound Book'

Incidences of positive handling will be recorded in the 'Bound Book' (kept in the Principal's office) at the earliest convenience that same day. In the case of a major incident or where restraint has been used, the Principal/Deputy and parents will be informed. In any incident where a member of staff or pupil has been hurt or injured, staff record this on an incident sheet (kept in the staff room) and inform their SLT line manager.

A very small minority of younger pupils, require physical assistance to transition, such as a 'friendly' hold, carry or wheeled toy interventions which will be detailed, logged and tracked through their PHP and targets identified to reduce the frequency of 'friendly' handling.

5. Review

All incidences of positive handling will also be recorded on the individuals' PHP for monitoring and inform the assess, plan, do, review cycle. All incidences of positive handling will be reviewed with the child and the members of staff involved. (Refer to appendix for positive handling policy).

6. Bullying Records

All incidences of bullying must be reported to SLT and recorded in the bullying log found in teacher/behaviour/bullying log. (Refer to Appendix for Anti-bullying policy).

Exclusion

Where a child's behaviour presents as a significant risk, or has caused significant harm, exclusion may be considered as a last resort. The school will adhere to Exclusion guidance in such event (refer to appendix for policy).

Monitoring of the Policy

The policy will be disseminated to all staff, relevant Trust Advisors and parents. The senior leadership team will monitor its implementation via the Behaviour Tracking System, Behaviour Support Plans, Physical Handling Plans, Incident Sheets, and via class monitoring, learning walks and observations. The policy will be subject to annual review by the Deputy Principal and SLT and monitored by the Principal.

References and Further Reading:

Challenging Behaviour Toolkit Autism Speaks 2012
Positive Strategies for Supporting Behaviour Improvement Autism Speaks 2012
The Incredible 5 Point Scale Kari Dunn Buron and Mitzi Curtis
Solving Behaviour Problems in Autism – Improving Communication with Visual Strategies LA Hodgdon Quirk Roberts Publishing 1999

Appendices

to

Behaviour for Learning Policy

Appendix	Page number
1. Code of Conduct for all pupils	11
2. Approach to the Use of Reasonable Force: Policy into Practice	13
3. Anti-Bullying Policy into Practice	16
4. Exclusions: Policy into Practice	21
5. Exercise: well-being Policy into Practice	25
6. Incredible 5 Point Scale	28
7. Leuven Scales of Involvement	29
8. Antecedent Behaviour Consequence (ABC) assessment	30
9. Positive Handling Plan	31
10. Behaviour Support Plan	33

Code of Conduct for all Pupils in the Academy

Central to maintaining good behaviour in the Academy is the Code of Conduct.

Pupils are to:

- respect all other people, regardless of race, culture, gender and religion
- behave in a quiet, polite and orderly manner
- follow the instructions of the teaching and non-teaching staff
- knock at classroom doors before entering
- wear the Academy Uniform
- be punctual for the Academy and for lessons
- WALK along corridors and in the lunch hall
- line up for lessons where possible
- remove outer clothing (scarves, coats, gloves) before entering classrooms
- go to a designated 'quiet space' when directed or supported by a member of staff
- hand in ALL work on time
- have a bag in which to carry books and equipment
- look after Academy property
- respect other people's property
- be clean and tidy at all times

- work to the best of their ability during lessons
- hand in mobile phones to the Academy receptionist
- use bad language or swear anywhere on the Academy site, unless it is part of their behaviour condition
- wear make-up or more than one pair of small/plain ear studs
- smoke in or near to the Academy site
- write on desks, walls or the Academy fabric
- show intimidating behaviour – physically, verbally or otherwise
- leave classrooms without permission, unless this is a movement break as part of their behaviour support plan or sensory diet
- make racist, sexist or inappropriate religious comments
- leave the Academy premises without permission
- run along the corridors
- Interfere with engagement and work of other pupils' either physically or verbally
- Kick or barge the double doors in the corridor when they are locked only to be accessed by staff swipe cards

Approach to the use of Reasonable Force

Policy into Practice

REVIEW PROCESS	
WRITTEN BY: Laura Ives	11/01/17
DATE FOR REVIEW	January 2018

The school recognises that there are times when physical contact with a pupil may be necessary, for example; giving first aid, if a child is in distress or needs comfort or calming down.

It also recognises that there are some pupils for whom touching is unwelcome because of their special needs or personal history. The school will have clear common practice towards individual pupils and events, and between staff and children of the opposite sex.

Reasonable Force

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. All members of the school staff have a legal power to use reasonable force. It is unlawful to use force as punishment.
3. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury
4. 'Reasonable in the circumstances' means using no more force than is needed
5. The term 'control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. The term 'force' is used when it is necessary to restrain a pupil.
6. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention

7. Academy staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The circumstances in which force might be used could be to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour or others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

CoPASS adheres to the 'Team Teach' approach for physical intervention. We aim to reduce reliance on physical intervention and only using minimum force for the shortest time. Physical restraint methods are only used by staff with Team teach training and as a last resort where de-escalation techniques have failed or cannot be used. We aim to manage at least 95% of instances without the need to restrain.

The following procedures are concerned with the use of holding to control or restrain pupils.

De-escalation Strategies

All staff are trained in the use of de-escalation strategies and will attempt to calm any situation with pupil/s using these techniques.

Physical Restraint Strategies

Physical intervention in this school is only used as a last resort when all other strategies have failed.

Every member of staff will be trained to Foundation level within their first term of appointment. Two members of staff have been trained by Team Teach Ltd as trainers.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Incident Form

When physical intervention has taken place an incident form will be completed on the same day, recorded in Progresso and shared with SLT, parents/carers.

Risk Assessment

Where a pupil is known to have uncontrolled outbursts that are a risk to themselves or others a Risk Assessment will be completed. Should this be considered an appropriate risk and consistent with the therapeutic provision in the Academy a Positive Handling Plan will be developed and shared with staff. Specific rooms will also have their own risk assessment to make them safe for all pupils.

Staff Training

It is our intention that all staff members at CoPASS are trained in the holistic, graded behaviour supports and interventions offered by Team-Teach.

All staff members have been involved in a two day Team-Teach training course and new members of staff will be expected to undergo this training. One member of staff is a Team Teach Tutor who provides regular refresher sessions particularly practice in the holds that can form the Positive Handling Strategies.

Power to Search Pupils without Consent

In addition to the general power to use reasonable force described above, principals and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for other items banned under the Academy rules, e.g. mobile phones.

Anti-Bullying

Policy into Practice

REVIEW PROCESS	
WRITTEN BY: Laura Ives	09/12/16
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Equality and Diversity Statement

The City of Peterborough Special School (CoPASS) is committed to the fair treatment of all regardless of age, colour, disability, ethnicity, gender, nationality, race, religious or spiritual beliefs, responsibility for dependents, sexual orientation or any other personal characteristic. All will be treated with dignity and respect.

Statement of Intent

CoPASS is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

Objectives of this Policy

All stake holders, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and should know what the school policy is on bullying, and follow it when bullying is reported. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

What Is Bullying?

A miss-use of power (abusive) in peer relationships. Obtaining a response from another person under intimidating circumstances. Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

The Problem

Bullying by its very nature is insidious because children and young people are likely to feel that "telling" will only make matters worse for themselves, and leave them even more at the mercy of the bully/bullies. Any strategy for dealing with bullying must ensure that it protects the child or young person being bullied. For example, it is more appropriate for a member of staff to approach the bully on the basis "We know what is going on" rather than to say that it was the victim who brought the matter to their notice.

Bullying can be:

- **Emotional:** being unfriendly, excluding, ignoring, tormenting (e.g. hiding belongings, stealing, threatening gestures, staring)
- **Physical:** pushing, kicking, hitting, punching or any use of violence
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on the issue of sexuality
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing
- **Cyber:** all areas of internet, such as email & internet chat room misuse
- **Mobile:** threats by text messaging & calls
- **Misuse of associated technology:** i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. The press have detailed extreme consequences for victims of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying. At CoPASS, issues of Bullying are presented as part of PHSE programmes, individual talk time with tutors, within themed assemblies and lessons to promote anti-bullying culture. CoPASS believes that everybody has a part to play in reporting and promoting an anti-bullying school ethos.

Signs and Symptoms

A child or young person may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if and individual:

- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away

- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or property damaged
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Bullying and Autism

Pupils with autism are at risk of having their body language and behaviour misinterpreted by other children and young people whilst in school or out in the community. This can lead them into difficulties as others may focus on their differences, misinterpret or react to the individual's odd behaviours. Behaviours associated with ASD can lead individuals into situations of confrontation with other young people ,eg.

- rocking, flapping, involuntary noises
- staring at other people who interest them
- answering questions in a literal way i.e. when asked "What are you looking at?" replying " You" resulting in the situation escalating.
- standing too close to other people
- muttering or talking to other people
- not being able to walk away when someone wants to argue with them

It is important to note that an individual's behaviour towards another pupil may be rooted in their autism rather than in a need to bully them. For the individual who is on the receiving end of unwanted behaviour the result may be the same.

Sometimes they feel obsessed to do something that they do not believe is bullying because it isn't deliberate.

Staff should respond to incidents of this type according to the Behaviour policy.

Procedures

1. Report bullying incidents to Deputy Principal and Key Stage Leader
2. In all cases of bullying, the incidents will be recorded by staff in the bullying log maintained in: teacher/behaviour/bullying folder
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem with the Key Stage Leader
4. If necessary and appropriate, police will be consulted or a referral to outside agencies such as NSPCC.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour. Staff will consult on appropriate approaches through booking a behaviour surgery with the Deputy Principal.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place (reparation of any property, signing up to a behaviour contract etc.).
- 2) In serious cases, exclusion may be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

As and when appropriate, anti-bullying approaches may include:

- writing a set of class rules or code of conduct
- signing a behaviour contract
- writing social stories, concept cartoons, poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class
- assembly
- anti-bullying week
- making up role-plays or films
- having discussions about bullying and why it matters

A Code of Conduct

Here are some points that could be included in the code of conduct that you discuss and agree with young people. Use these points to help you start the discussion, but aim to end up with a small number (up to five or so) of short statements that are suitable for the age of the users.

1. If you feel you are being bullied by email, text or online, do talk to someone you trust.
2. Never send any bullying or threatening messages. Anything you write and send could be read by an adult.
3. Serious bullying should be reported to the police - for example threats of a physical or sexual nature.
4. Keep and save any bullying emails, text messages or images.
5. If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
6. Why not log into a chatroom with a different user ID or nickname? That way the bully won't know who you are. You could change your mobile phone number and only give it out to close friends.
7. DO Contact the service provider (Mobile Phone Company / your Internet provider) to tell them about the bullying. They may be able to track down the bully.
8. DO Use blocking software - you can block instant messages from certain people or use mail filters to block emails from specific email addresses.
9. Don't reply to bullying or threatening text messages or emails - this could make matters worse. It also lets the bullying people know that they have found a 'live' phone number or email address. They may get bored quite quickly if you ignore them.
10. Don't give out your personal details online - if you're in a chatroom, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
11. Don't forward abusive texts or emails or images to anyone. You could be breaking the law just by forwarding them. If they are about you, keep them as evidence. If they are about someone else, delete them and don't reply to the sender.
12. Don't ever give out passwords to your mobile or email account.
13. Remember that sending abusive or threatening messages is against the law.

HELP ORGANISATIONS:

- Childline: www.ChildLine.org.uk 0800 11 11
- Advisory Centre for Education (ACE) 0808 800 5793
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Bullying Online www.bullying.co.uk
- CEOP resources
- Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Cross Reference: Behaviour Policy, E-Safety Policy, Child Protection Policy

Exclusions

Policy into Practice

REVIEW PROCESS	
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This document was informed by 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE June 2012).

The school considers that exclusion is an absolute last resort and the over-riding philosophy is to ensure that individual placements are successful. We aim to overcome difficulties as quickly as possible with minimal effect on pupils' learning and the learning of others.

The Principal may consider it necessary to exclude a pupil where there is:

- persistent, disruptive behaviour unrelated to the pupil's SEN, where a wide range of strategies to modify the pupil's conduct has been attempted without success, or
- An incident which has been deemed to place school staff or pupils in considerable danger.

All exclusions are monitored by the Governors (Councillors) each term and the Chief Executive/Executive Principal on a half-termly basis.

Where an excluded student is due to sit an external examination, suitable arrangements will be made to ensure this happens.

Actions Taken Following a Serious Incident

- The pupil is kept under direct Senior Leadership Team (SLT) observation during any investigation
- Written details of the incident are collected from those involved before any decision is made
- The parent/carer is telephoned by a senior member of staff to outline the incident
- The Local Authority SEN team will be informed, as our students all have a statement of SEN.

Fixed Term Exclusions – (up to five days).

Once a decision has been taken to initiate fixed term exclusion:

- The pupil takes a letter home, with another copy posted, outlining the incident and the length of the fixed term exclusion. The parents' right of appeal is highlighted
- A meeting is set up for the parent/carer and pupil to attend on return from exclusion, with a senior member of staff.

Following this meeting:

- The pupil is reinstated or further sanctions are decided upon
- The pupil may be placed on report
- Behaviour support, through an IBP and/or personal handling Plan (PHP and 'reasonable adjustments' will be reviewed
- Where appropriate, an apology is given to the member or staff or other pupils involved
- A record of the exclusion and meeting is kept in the pupil's file.

The Decision to Permanently Exclude

Permanent exclusion is a last resort and will usually be taken in response to:

- A history of persistent, disruptive behaviour unrelated to the pupil's SEN, where a wide range of strategies* to modify the pupil's conduct has been attempted without success, or
- An incident which has been deemed to place school staff or pupils in considerable danger.

(*Such strategies would include school based interventions and/or the involvement of external agencies).

Incidents which may lead to a permanent exclusion could include:

- Violence, including threatened violence
- Selling/supplying drugs on school premises
- Bringing a knife or other weapon onto the site
- Persistent, malicious disruptive behaviour including open defiance and refusal to agree with school policies which prevents other pupils from learning or presents a health and safety risk to themselves and others.

The Permanent Exclusion Report

When the Principal seeks to permanently exclude a pupil the Governing Body must set up a Disciplinary Committee to review the case.

In advance of the Disciplinary Committee the Principal will prepare an exclusion report which explains why the pupil was excluded.

The report will include:

- A profile sheet including basic information about the pupil
- An overview of the case including a detailed account of the reason(s) for the Exclusion
- Confirmation that the current DfE exclusions guidance has been adhered to
- Where relevant, details of any behaviour modification strategies which have been used
- An indication of how the sanction applied is consistent with the School's Behaviour Policy
- Alternative sanctions that were considered (if applicable)
- Assurance that the relevant DfE guidance for pupils with SEN, a disability or in the case of a Looked After child was considered before the decision to exclude was taken
- That in reaching the decision, equal opportunity legislation was complied with.

The Permanent Exclusion Procedure

DfE guidance clearly explains the procedures to be followed if exclusion is applied. These procedures must be followed precisely. Any governor sitting on a Governors' Disciplinary Committee will have received adequate training within the last three years. The services of a properly trained clerk are secured for exclusion hearings.

General Duties

1. Subject to the exceptions in paragraph 4, the Academy Trust will act and shall ensure that the Principal shall act in accordance with the law on exclusions as if the Academy were a maintained school. For this purpose, reference in the law on exclusions to the Head Teacher and Governing Body shall respectively be deemed to be the Principal and Governing Body of the Academy Trust.
2. Without limiting the generality of paragraph 1, the Academy Trust shall ensure that the Local Authority is informed of an exclusion decision in the same circumstances as required by maintained schools under the law on exclusions.
3. Subject to the exceptions in paragraph 4, the Academy Trust shall ensure that in carrying out their functions the Principal, the Governing Body and any Independent Review Panel (established in accordance with paragraph 5) have regard to the Secretary of State's guidance on exclusions as if the Academy were a maintained school.
4. The exceptions to the duties imposed under paragraphs 1 and 3 are:
 - References in this annex to the Secretary of State's guidance are '*Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE June 2012)*'. The guidance may be subject to amendment, and the Academy is required to have regard to the guidance as it stands at any given time
 - The Academy Trust, and not the Local Authority, is responsible for making arrangements for Independent Review Panels to hear appeals against permanent exclusions where the governors do not direct reinstatement
 - The Governing Body is not expected to seek the advice of a Local Authority officer when considering an exclusion, although a Local Authority officer may attend any meeting to consider an exclusion at the request of a parent; and
 - Subject to the Academy Trust's obligations relating to an agreement with the LA on the flow of funds following an exclusion, the arrangements for money to follow pupils who have been permanently excluded from school does not apply.

Independent Review Panels

5. The Academy Trust shall, in relation to the Academy, carry out the functions assigned to the Local Authority to establish and manage the appeal procedure for exclusions under the law on exclusions, as if the Academy were a maintained school.
6. Independent Review Panels must be impartial and constituted in accordance with the detailed provisions of the Secretary of State's guidance on exclusions. The Academy Trust shall arrange suitable training for appeal panel members and clerks. Where requested by the parent an SEN expert will be appointed by the Trust to advise the Independent Review Panel.
7. The Independent Review Panel's decision is final and binding on the Academy Trust. A parent may seek a judicial review of an Independent Review Panel's decision. A parent may not, however, appeal to the Commissioner for Local Administration (the Local Government

Ombudsman) about maladministration as the Commissioner's remit is limited to considering the conduct of appeal panels constituted by Local Authorities.

Parents' Responsibilities

There is now a duty on parents to ensure that an excluded pupil is not in a public place during school hours without reasonable justification, or a fixed penalty could be imposed. Parents may also be warned in the exclusion letter that failing to comply with their duties in this regard may form part of a case for a parenting order to be issued by the magistrate's court.

1References in this annex to the Secretary of State's guidance are to "Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units", which is published on the DCSF website at: <http://www.education.gov.uk/schools/leadership/statutoryguidance>. The guidance may be subject to amendment, and the Academy is required to have regard to the guidance as it stands at any given time.

Continuing education during the exclusion period

For the first five days of a fixed term exclusion the school will set work appropriate to the pupil's age and ability and make arrangements for this to be collected and returned for marking. Where a pupil is given a fixed exclusion of six days or longer the school has a duty to arrange suitable off-site full-time educational provision from and including the sixth day of exclusion as day one. With reference to permanent exclusions the school will set work as described above for the five days following a permanent exclusion.

The Principal may impose a fixed-period exclusion which may lead to a permanent exclusion, depending on the outcome of an on-going investigation and/or further consideration of the case. If this is a possibility it will be mentioned in the letter to parents notifying them of the fixed-term exclusion. If a permanent exclusion is subsequently imposed, this is a separate exclusion event. Thus, if a permanent exclusion follows a five day fixed-term exclusion, the responsibility of the school for the first five days of the permanent exclusion would be to set and mark work as described above and not find suitable alternative provision.

A managed move to another school

Where a pupil is at serious, but not imminent risk of permanent exclusion a managed move to another school may be considered. If a managed move is rejected by the parents, the Principal will put this in writing to them so that there is evidence that the strategy was suggested if a permanent exclusion is imposed at a future point.

Re-instatement

If the pupil is to be re-instated, the process of re-integration will require careful planning. A re-integration plan may also involve carrying out a risk assessment and implementing measures to reduce identified risks. The school will formalise re-integration plans, where actions, expectations and consequences are made clear in writing and may include a parental contract. Should a further exclusion be necessary, this could be used to demonstrate that a sound integration plan was put in place and rigorously applied.

Well Being: Exercise Policy into Practice

REVIEW PROCESS	
WRITTEN BY: Laura Ives	11/1/16
DATE FOR REVIEW	January 2018

Difficulties associated with autism

Autism is a complex neurobiological, developmental disorder. Characteristics of autism include difficulties with the ability to communicate, interact and relate to others socially, difficulty with sensory processing, a restricted range of activities and repetitive behaviours such as following very specific routines.

- **Communication** – difficulty with the interpretation of verbal messages and increased length of time to process instructions. Lack of understanding of abstract concepts
- **Environment** - difficulties in defining space leading to unpredictable movement within the space (this includes changing rooms as well as the teaching and learning space)
- **Speed of skill acquisition** - increased time required for the processing and retention of skills and information.
- **Difficulties with Generalisation** - different activities may require skill to be re-learnt as skill transfer and application may be limited.
- **Gross motor difficulties** – motor planning and imitation may be difficult when completing complex tasks
- **Social difficulties** – difficulties with co-operation, turn taking, sharing, negotiation, understanding rules
- **Sensory processing difficulties** - noise, touch, smell, light may affect the ability to process information and affect behaviour. Interpreting the signals from all their senses in relation to their bodies is difficult and/or they can find it impossible to screen out signals resulting in sensory overload which can often lead to over stimulation and meltdown.

In terms of PE and sport, the following key issues may therefore present difficulties for pupils with autism:

Sensory Difficulties and movement

Sensory integration is based on the fact that there are five generally accepted senses that we become aware of at an early age: hearing, vision, touch, smell and taste. However, there are other equally important sensory systems that are essential for normal functioning which includes the proprioceptive (the brain's ability to know where our body is in space) and vestibular systems (also known as the balance mechanism).

Under-sensitivity of the vestibular system often results in 'clumsiness', excessive stumbling and falling over and bumping into things, but also in the need to move all the time. Pupils with autism can

therefore be very good at active sports but find it very hard to stand still, be quiet or concentrate on tasks and activities which require focus and static positions. Over-sensitivity of the vestibular system will result in an over-cautious approach to any movement, avoidance of new PE experiences requiring more focus on static and basic movement patterns.

At CoPASS we believe in a holistic approach in addressing the needs of pupils with autism and work in collaboration with other professionals. The occupational therapist may also contribute to exercise programmes, written as 'sensory diets' for pupils to address their unique sensory processing needs throughout the day.

The gross physical development and gross motor skills of individual pupils are specifically assessed through the Early Years Foundation Stage (EYFS) prime area 'Physical Development' in the 'Development Matters' bands. We recognise this area provides a foundation before teaching and learning in specific areas of the EYFS curriculum take place. Further assessment for physical intervention needs are provided through the Peterborough 'Paston Pack' occupational therapy programme with related physical, sensory and motor activities.

The importance of Physical Activity

Physical activity is important for children, with and without disabilities, as it promotes a healthy lifestyle, but can benefit individuals with autism in unique ways. Research and anecdotal evidence suggest that sports, exercise and other physical activities can be useful as a strategy to aid regulation of anxiety, depression and behaviours associated with autism.

'Research demonstrates that increased aerobic exercise can significantly decrease the frequency of negative, self-stimulating behaviours that are common among individuals with autism, while not decreasing other positive behaviours. Behaviours such as body rocking, spinning, head-nodding, hand flapping, object-tapping, and light gazing, that have been shown to interfere with positive social behaviour and learning and can be controlled by the use of exercise.... Additionally, exercise can discourage aggressive and self-injurious behaviour while improving attention span. One theory behind these findings is that the highly structured routines, or repetitive behaviours involved in running or swimming, may be similar to and/or distract from those self-stimulating, repetitive behaviours associated with autism.'

(Geraldine Dawson, Ph.D and Michael Rosanoff, MPH, Assistant Director of Research and Public Health, Autism Speaks)

Provision for Physical Activity in Our School

At CoPASS, we believe besides improving fitness, motor function, and behaviour in our pupils, physical activity can promote self-esteem, increase general levels of happiness, and can lead to positive social interaction.

When implemented appropriately, the addition of physical activity can help overcome many of the challenges pupils face and lead to highly beneficial outcomes.

Within PE curriculum delivery for the Early Years Foundation Stage (EYFS) and Key Stage 1, we teach new skills to children by breaking them down into smaller, physically organized tasks and reward successful achievement. The component of physical structure associated with the TEACCH approach can be readily implemented in teaching PE to children with autism. We also make use of visual symbols and prompt cards to aid executive functioning skills and support instructions, planning and organisation of sequences and motor movements required.

In the primary phases, lesson planning and schemes of work provide a consistent and familiar structure throughout the session. Some practical strategies may include:

- Coloured throw down spots signalling where each pupil needs to start so that they can orientate themselves in the room
- Using visual and verbal communication together (e.g. count down from 10 before saying stop)
- Use of smaller teaching spaces for dedicated sessions to provide a better sense of security
- Focus on activities that engage and provide less complex tasks and concepts
- Structured space - excess equipment and distractions are removed from the teaching space
- Using support staff as good models within the lesson
- Appropriate rewards to support and confirm good traits
- Allowing for repetition and consolidation of skills taught

At CoPASS we offer daily physical activity and regular sport and fitness which may include:

EYFS & Key Stage 1


- Swimming training and water exercise at St Georges hydrotherapy pool
- Horse riding (arranged through occupational therapist)
- Paston Pack Occupational Therapy programme – Gross motor skills provisions
- Outdoor multi-gym equipment
- Outdoor basket-ball, table tennis at break times
- Trike track and bikes and scooters
- Rebound therapy (12 trained members of staff)
- Parachute games
- Soft play
- 5 a-day online dance resource
- Frequent movement breaks throughout the day
- Gardening

Key Stage 2

- Activities above
- Boxing
- Yearly outdoor and adventurous residential visit
- specialist PE teacher (Upper KS 2)
- Gardening

Key Stage 3 & 4

- Activities above
- Indoor gym equipment
- Yoga
- Boxing
- Football club
- Running club
- Dance club
- Par corps, dodge ball
- Inclusion with inter-school events (eg: cross country, multi-sports events)
- Some pupils may attend mainstream PE sessions at the co-located mainstream academy
- Yearly outdoor and adventurous residential visit

Rating	What I can do	How it feels
<p style="text-align: center; font-size: 48px; font-weight: bold;">5</p>	<p style="text-align: center; font-weight: bold;">OUT OF CONTROL!</p> <p>Grrr! I'm ready to attack. I will make a bad choice. I need to spend time in a safe place to calm. I want to hurt myself, others or damage property. My behaviour stopped me from doing my work activity and I was not in class.</p>	
<p style="text-align: center; font-size: 48px; font-weight: bold;">4</p>	<p style="text-align: center; font-weight: bold;">Very upset or angry</p> <p>I am starting to lose it. I might make a bad choice. I need to be away from others and work through my feelings with an adult. I have shown some degree of work activity but frequently lost concentration.</p>	
<p style="text-align: center; font-size: 48px; font-weight: bold;">3</p>	<p style="text-align: center; font-weight: bold;">Not very good</p> <p>I am starting to feel irritated but I can handle it. I need an adult to do some relaxing activities or exercise to help. I have been busy the whole time, but without real concentration to task.</p>	
<p style="text-align: center; font-size: 48px; font-weight: bold;">2</p>	<p style="text-align: center; font-weight: bold;">OK</p> <p>I can use my positive self-talk to keep calm. I follow visual reminders. I am feeling kind of funny but making good choices. I have been clearly involved in my work activity.</p>	
<p style="text-align: center; font-size: 48px; font-weight: bold;">1</p>	<p style="text-align: center; font-weight: bold;">Good day!</p> <p>I feel great! I feel calm. I am doing good work. I have been continually engaged in the activity and completely absorbed in it.</p>	

Level	Engagement	Examples
5	Extremely low Pupil shows hardly any activity	<ul style="list-style-type: none"> • Walks out of lesson/ does not come to lesson • No concentration: staring, daydreaming • An absent passive attitude • No goal oriented activity, aimless actions, not producing anything • No signs of exploration or interest • Not taking anything in, no mental activity
4	Low Pupil shows some degree of activity which is often interrupted.	<ul style="list-style-type: none"> • Limited concentration; looks away during the activity, fiddles, dreams • Is easily distracted • Action only leads to limited results
3	Moderate Pupil is busy the whole time, but without real concentration	<ul style="list-style-type: none"> • Routine actions, attention is superficial • Is not absorbed in the activity, activities are short lived • Limited motivation, no real dedication, does not feel challenged • The pupil does not gain deep-level experiences • Does not use his/her capabilities to full extent • The activity does not address the pupils interests/imagination
2	High There are clear signs of involvement, but these are not always present to their full extent	<ul style="list-style-type: none"> • The pupil is engaged in the activity without interruption • Most of the time there is real concentration, but during some brief moments the attention is more superficial • He pupil feels challenged, there is certain degree of motivation • The pupils capabilities and imagination to a certain extent are addressed in the activity
1	Extremely high Pupil is continually engaged in the activity and completely absorbed in it	<ul style="list-style-type: none"> • Is absolutely focussed, concentrated without interruption; • Is highly motivated, feels strongly appealed by the activity • Even strong stimuli cannot distract him/her • Is alert, has attention for details, shows precision • Mental activity and experience are intense • Constantly addressed all capabilities; imagination, mental capacity are in top gear • Obviously enjoys being engrossed in the activity

CoPASS Questions to establish the function of a type of behaviour
(Adapted from Willis and LaVigna, 1993.)

Name of Pupil:

What happens during a behavioural incident? What does the behaviour 'look like'?	
How often does the behaviour occur? Several times each day, daily, weekly	
How long does the behaviour last?	
How severe is the behaviour? Scale 1-5	
What time of day is the behaviour most likely to occur?	
Where, or in what environments are the behaviours most likely to occur?	
With whom are the behaviours most likely to occur?	
What activity is most likely to produce the behaviour?	
Are there any other events or situations that can trigger the behaviour (such as particular demands, delays or transitions between activities)?	
What does pupil gain by engaging in the behaviour? What is the consequence or outcome for pupil?	
What is avoided by engaging in the behaviour?	
Is pupil experiencing any medical issues that may be affecting their behaviour, such as toothache, earache, infections, colds, flu, allergies, rashes or seizures?	
Is pupil experiencing difficulty with sleeping or eating?	
How predictable is pupil's daily routine? To what extent does he or she know what is happening throughout the day and when?	
Have there been any recent changes to routine?	
How does the child communicate the following: <ul style="list-style-type: none"> • Yes, no or stop • Indicate physical pain • Request help • Request attention • Request preferred food, objects or activities • Request a break 	
What objects, activities or events does pupil enjoy?	
What skills or behaviours does pupil have that may be alternative ways of achieving the same function as the behaviour of concern?	

Positive Handling Plan (PHP)

Name of Pupil

Stage of Crisis	Topography of behaviour (Describe what the behaviour looks/sounds like)	Preferred supportive/intervention (Describe strategies that should be attempted at each stage)
Anxiety		▪
Defensive/ Escalation		▪
Crisis		▪
Recovery		▪
Depression		▪
Follow Up		▪
Plan written by: Name (parent/carer) _____ Name (staff) _____ Signed _____ Signed _____ Signed _____ Signed _____		Date: _____ Signed _____

LOG OF POSITIVE HANDLING INCIDENTS

Date	Incident	Your Name	Tick to confirm incident logged in Bound Book	Tick to confirm logged on Calm Room Tracker

Behaviour Support Plan		
Name of Pupil:	Year group	
BSP No:	Review Date:	
Description of target behaviour	Triggers for Behaviour	Function or Purpose of Behaviour (why do we think the behaviours happens?)

Proactive strategies (strategies we put in place to prevent the behaviour from occurring) Ref point 1 of the incredible 5 point scale	Active strategies (what to do when the behaviour starts) Ref point 2-3 of the incredible 5 point scale	Reactive strategies (how to deal with the behaviour, including physical interventions) Ref point 4-5 of the incredible 5 point scale	Relapse prevention (how to prevent the behaviour from happening again) Ref point 3 of the incredible 5 point scale

Parent: Teacher:	Signature:	Date:
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Important Note: This Behaviour Support Plan has been discussed and agreed with all attending parties. This signed BSP forms the core strategies to be used over the coming 12 months. The BSP will be changed and adapted to reflect needs as required during this time frame. Significant changes in the BSP will be discussed with parents and other professionals involved prior to use. Any physical interventions must be reviewed and a Positive Handling Plan written.