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**POLICY TITLE:**            **Behaviour and Discipline Management**

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**Policy Number:**            2

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**Applies to:**                Priory Lodge School

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**Date of Issue:**

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**Date of Review:**

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**Author:**                    Dean Smith

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**Ratified by:**

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**Responsible signatory:**

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**Outcome:**                The promotion of good behaviour and a clear, fair and understandable structure of rules, expectations and consequences playing a vital part in aiding the educational, social, emotional, mental and physical development of the children and young people in its care, will be in place on all Education Services facilities.

This policy aims to ensure that children and young people are enabled to experience and develop positive relationships based on mutual trust and respect and a clear understanding of acceptable behaviour.

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**Cross Reference:**        ES16 V03 **Equality of Opportunity** (including English as an Additional Language)  
H&S45 V05 **Violence at Work**  
OP03 V07 **Complaints**  
OP04 V17 **Incident Management, Reporting and Investigation**  
OP05.2 V05 **MCA Deprivation of Liberty Safeguards** (England & Wales)  
OP21 V09 **Confidential Reporting of Concerns** (Whistleblowing)  
ECS01 V01 **Safeguarding Children's Policy**  
ECS 03 **Countering Bullying**  
ES25 V07 **Health and Welfare of Students**  
FfG ASD & Asperger syndrome

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**EQUALITY AND DIVERSITY STATEMENT**

Priory Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

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In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, e-mail [SQCHelpdesk@priorygroup.com](mailto:SQCHelpdesk@priorygroup.com).

# BEHAVIOUR AND DISCIPLINE

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## 1 INTRODUCTION

- 1.1 This document is a local policy and procedure for Priory Lodge School to ensure best practice, and cover all eventualities.
- 1.2 In addition, these procedures on behaviour and discipline will be available to parents, carers and other stakeholders. Information for pupils/students and young people will be available both within the children and young people's guide to the facility and within information displayed within the facility.

## 2 VISION OF POSITIVE BEHAVIOUR SUPPORT

- 2.1 Priory Lodge School believes in the ethical approach of Positive Behaviour Support (PBS). PBS believes that short term solutions are not constructive; it is about identifying the meaning behind the behaviour. PBS centres on Applied Behaviour Analysis which consists of five points:-
- a) Person Centred Approach
  - b) Working out the cause of the behaviour
  - c) Working holistically with agencies, staff, parent and child
  - d) Based on a scientific outlook
  - e) Best support for the future
- 2.1.1 **Person Centred Approach** – A Person Centred Approach focuses on how can we come up with strategies to support the young person e.g. using visual support, intense interests, negotiation and choice for a young person who has Pathological Demand Avoidance (PDA).
- 2.1.2 **Working out the cause of the behaviour** – PBS believes that there is always a reason for a young person's behaviour. Priory Lodge School always believe that the behaviour is a symptom of something that we need to identify and understand.
- 2.1.3 **Working Holistically** - PBS advocates a holistic approach, working collaboratively with parents, the pupil, therapy, teachers and support staff. This fosters a positive united approach to support each individual pupil reach their potential.
- 2.1.4 **Based on a scientific outlook** – PBS adheres to science when factoring in what may be causing negative behaviour. This can include a young person having health issue which may be restricting the individual's ability to self-regulate their behaviour.

- 2.1.5 **Best support for the future** – This could be devising strategies to support individual pupils at school e.g. teaching a pupil kinaesthetically if this is their preferred method of learning.
- PBS is further broken down into four approaches:-
- 2.2
- a) Safe Around People
  - b) Developing Coping Strategies
  - c) What is happening in the individual's life?
  - d) Understanding the child's feelings
- 2.2.1 **Safe Around People** – PBS believes in creating an environment whereby everyone feels safe. Priory Lodge school strongly adheres to this approach; staff at the school devise strategies to make sure everyone is safe.
- 2.2.2 **Developing Coping Strategies** – The pastoral/therapy teams and teachers support pupils to change their negative behaviours. Alternative ways of how to behave are highlighted, using social stories in conjunction with interactive role plays.
- 2.2.3 **What is happening in the individual's life?** – Priory Lodge School will always endeavour to understand what is happening in the lives of its pupils. Before a pupil joins the school, staff use information about the young person to produce a pupil passport. This will allow our staff to support each individual pupil that enables each young person to reach their potential.
- 2.2.4 **Feelings** – As a school, Priory Lodge believe that it is important to create an environment whereby pupils feel like they can speak to a member of staff that they trust. This is promoted through the school's ethos of every pupil having a staff mentor who they can share their feelings with. In addition, many pupils have student mentors; if a pupil feels more comfortable communicating with an older peer they may do so. The student mentor can then bring to the attention of a staff member if there are problems. Pupils at the school are also encouraged to speak to the school counsellor.
- 2.3 Priory Lodge School follows PBS proactive points of action. These include the following:-
- a) Quality of Life
  - b) Building Skills
  - c) Partnership with Child
  - d) Behaviour is for a Reason
  - e) Applied Behaviour Analysis
  - f) Other complimentary behaviour
  - g) Facts and Research
  - h) Formal assessment
- 2.3.1 **Quality of Life** – It is important that each pupil has an excellent quality of life. The focus at Priory Lodge is to make sure that everyone associated with each individual pupil has an excellent quality of life. This encompasses the child themselves, parents and the individual's wider family. It is also important that our staff feel contented and happy at the school.

- 2.3.2 **Building Skills** – It is imperative that the culture at the school is not based on a draconian system; we believe in promoting essential skills which every pupil can use once they leave the school. (see 3.5 for further information on this point)
- 2.3.3 **Partnership with Child** – Please see 2.1.3.
- 2.3.4 **Behaviour is for a Reason** – Please see 2.1.2.
- 2.3.5 **Applied Behaviour Analysis** – At Priory Lodge School we use this approach to monitor each pupil's behaviour over time. There are three steps when using Applied Behaviour Analysis – describe, predict and change. Firstly, staff at school describe the behaviour exhibited by an individual pupil. Staff then identify and record potential slow and fast triggers as this may have been the catalyst for the behaviour. Consequently, over time we are able to identify patterns in behaviour; this allows us to predict when a possible behaviour may occur. Lastly, having extrapolated this information, as a school we are able to create strategies to eventually reduce or eradicate a particular behaviour. The therapy and pastoral teams use a variety of methods to record and analyse a child's behaviour over time. These include using ABC charts and behaviour dairies.
- 2.3.6 **Other complimentary behaviour** – SALT, OT and psychological therapy are used to support pupils improve their behaviour.
- 2.3.7 **Facts and Research** – Every measure or strategy used by Priory Lodge School is based on pedagogical research. The school's ethos centres on the theories of John Hattie's 'visual learning' and Carol Dweck's 'growth mindset'. Hattie's 'visual learning' is based on the premise of empowering pupil's learning by displaying the best pieces of work by every students around the school; alternatively students collate a portfolio of best work which develops a sense of pride in one's work. Dweck's 'growth mindset' is founded on the principle of reconfiguring the mind of pupils to believe that 'I can' memorise my times tables rather than 'I can't' memorise my times tables.
- 2.3.8 **Formal assessment** – At Priory Lodge school we believe in a culture of being reflective practitioners. We constantly review our practices and keep up-to-date with the latest research on conditions like PDA, ASD, Fragile X and ADHD; our mission is to constantly learn and improve our practice to support out pupils.

### **3 POSITIVE BEHAVIOUR SUPPORT APPROACH**

- 3.1 Priory Lodge School recognises that the promotion of good behaviour and a clear, fair and understandable structure of rules, expectations and consequences play a vital part in aiding the educational, social, emotional, mental and physical development of the children and young people in its care.
- 3.2 The organisation and management of Priory Lodge School is a central factor in the creation of an ordered environment within which effective learning and care can take place. The quality of the care, support and guidance in each of the school sites ensures that young people experience stability, security, predictability and reliability. This facilitates appropriate treatment in an environment where they are reassured by the evidence of order and are aware of limits set upon their behavior.
- 3.3 Priory Lodge School believes that having a consistent routine supports our learners understand expectations, manage anxiety and also enables pupils to mentally and physically prepare themselves for their day. This allows young people to learn how to self-regulate,

engage with learning and manage their behaviour positively. Routines need to be taught for all activities; consistency in routine means a more conducive environment is created for our pupils learn and thrive.

- 3.4 Priory Lodge recognises a sudden change in routine can adversely affect our pupils. To reduce the likelihood of this happening, pupils need to be forewarned about the potential change in routine in advance e.g. highlighting that a potential football trip may not go ahead and plan for an alternative activity that pupils are all happy with.
- 3.5 We believe that it is vital to support pupils develop life skills like travel training, resilience, developing self-advocacy, building self-esteem and having the ability to earn a living. This is promoted at the school through group interventions and the curriculum during Life Skills and Personal Wellbeing. Our daily community lessons and the school's Autism Strategy also support pupils develop life.
- 3.6 It is our belief that teaching should be based around individual pupil's interests. Incorporating a child's interests in different subjects gives the individual the motivation to complete tasks.
- 3.7 Priory Lodge School believes that it can most effectively meet the needs of their young people and maximise the value and input of their staff and resources in an environment that is positive, predictable, safe, ordered and has an atmosphere of mutual respect. We also believe that this can be best achieved by a positive approach to the promotion, development and maintenance of conditions in which young people are empowered to manage their own behaviours through the acquisition of awareness and skills and where they are acknowledged and reinforced for so doing.
- 3.8 We believe that developing and maintaining a pleasant physical and social environment is a prerequisite to fostering positive behaviour.
- 3.9 **Expectations** -Priory Lodge School has a clear set of expectations in relation to acceptable behaviour, which they will make known to children and young people, parents and carers, other stakeholders and staff through discussion, policy and local procedure, children's and young people's guides and displays within the provision. Expectations include rights and responsibilities in relation to preventing bullying of any sort. These expectations are set out in PLS Code of Conduct outlining expectations of students, staff and parents / carers (Appendix 2).
- 3.9.1 This policy and procedure will clearly identify:  
(a) acceptable behaviour  
(b) unacceptable behaviour  
(c) rewards for positive behaviour and consequences for unacceptable behaviour  
(d) Interventions which may be used to support positive behaviour and to manage behaviour in order to maintain safe and effective learning and care environments.
- 3.9.2 It is our underpinning belief that effective prevention and de-escalation is the key to effective behaviour support.
- 3.9.3 Staff members must maintain a professional relationship at all times with pupils. Members of staff must not engage in any physical touching like tickling, cuddling, holding hands, placing a child in their lap or any physical interaction which the reasonable person would construe to be inappropriate; staff are also prohibited from showing videos or photographs on their own phones to students.
- 3.10 **Participation in Planning** - Each young person will, where a need for additional support is required, have an individual Pastoral Support Plan (PSP), which is regularly reviewed as outlined within local procedures.

- 3.10.1 Each young person will be enabled, in accordance with their age, abilities, understanding and individual needs to participate in defining, agreeing and reviewing their individual Pastoral Support Plan, in conjunction with the input of their parents/carers, other relevant stakeholders and professionals, and the staff team.
- 3.10.2 Individual Pastoral Support Plans will include details relating to: Behaviours of concern and triggers; teaching opportunities to target areas of concern; proactive strategies to reduce the likelihood of the behaviour of concern arising; reactive strategies to be employed during and following the behaviour of concern which include repairing relationship strategies.
- 3.11 **Assessing and Managing Risk** - Assessment of risk in relation to behaviour support includes the assessment of environmental risks, the assessment of activity-related risk, and individual risk assessment of the young person.
- 3.11.1 Risk assessments consider the likelihood and impact of risks (to both the individual and others) to give a risk rating. Risk mitigation actions are then identified, and a residual risk level is identified.
- 3.11.2 Each young person will be enabled, in accordance with their age, abilities, understanding and individual needs to participate in defining, agreeing and reviewing their individual risk assessment, in conjunction with the input of their parents/carers, other relevant stakeholders and professionals, and the staff team.
- 3.11.4 The dynamic assessment of risk is a core training component for staff directly involved in positive behaviour support.
- 3.12 **Responses and Interventions** – The following points are considered when responding or intervening to behavioural or disciplinary issues:
- (a) **Equality and Diversity** - are recognised through individualised approaches to effective care and placement planning behaviour support (refer to ES16 Equality of Opportunity including English as an Additional Language)
  - (b) **Prevention** – Priory Lodge School aims through a system of effective assessments and individualised planning, and the provision of clear and consistent behaviour expectations, to prevent problems related to unacceptable behaviour wherever possible.
  - (c) **De-escalation, including distraction** - When a behavioural problem appears to be developing, staff are expected to always employ de-escalation techniques as their first resource. Such techniques may include the use of distraction, offering choices, giving positive verbal prompts, verbally guiding away from a difficulty. Each young person will have an individual Pastoral Support Plan which describes the techniques and approaches most effective for them.
  - (d) **Consequences (Rewards and Consequences)** – Priory Lodge School believes in the principals of restorative justice and seeks to adhere to these principals in relation to supporting positive behaviour. Rewards and consequences include the following:-
    - \* Descriptive praise e.g. "I liked how you praised Sam's story"
    - \* Token system which 'unlocks' a reward at the end of each day (except Friday) during form time.
    - \* Symbolic rewards e.g. certificates, jar rewards and trophies in class
    - \* Communication with parents/carers to inform them of pupil's excellent behaviour and achievements at the school
    - \* Special responsibilities/privileges
  - (e) **Positive behaviour** is recognised and rewarded through the use of House Points for younger pupils. Behaviours that are conducive to learning are also awarded points.

- (f) **Consequences** are used as a last resort and are not favoured by PLS. Consequences for negative behaviour will always be proportionate, fair and reasonable. Consequences which are **never** acceptable are:
- i corporal punishment
  - ii the restriction of contact and communication,
  - iii the withholding of food or drink, sleep, medication, personal aids and equipment required for a disability, clothes,
  - iv the requirement to wear distinctive or inappropriate clothing:
  - v the imposition of a financial penalty other than reasonable reparation;
  - vi the imposition of group punishments for the behaviour of an individual;
  - vii the involvement of any child in the punishment of another
- (g) **Physical Intervention** - is always considered to be a last resort, and may only ever be considered when there is a significant risk of injury to any person or significant damage to property, and there is no alternative method of mitigating these risks. Physical intervention where used must be proportionate, and use no more force than is necessary. The group uses the Team Teach (BILD Physical Intervention Accreditation Scheme) approach to physical intervention, and only the agreed techniques taught therein should be used.
- (h) **School guidelines** for acceptable consequences are:
- 1) Verbal warning
  - 2) Apology
  - 3) Therapy/pastoral support for pupils during lunchtime reflection (second half of lunch)
  - 4) Report card issued to student which must be signed at the start and end of the day by a member of SLT. This is for a minimum of 5 school days.
  - 5) Meeting with parents (attended by at least one parent/or child's carer, a member of the therapy team, a member of SLT and staff mentor or 1:1 LSA).
  - 6) Fixed term-exclusion. Expectation that a teacher will use Moodle to give pupil input (no later than 10am) for each day of the exclusion.

From stage three onwards, parent **MUST** be contacted until stage six.

The following steps must be adhered to when a pupil reintegrates into school after a fixed term exclusion:-

- 1) Reintegration meeting which must include the pupil, member of therapy, at least one parent, a member of SLT and form tutor. Pupils **MUST** attend meeting before return to school classes.
- 2) Reintegration day –Therapy and pastoral team to support pupil on first day back to school away from normal lessons. The focus will be deconstructing behaviour and educating the pupil on how it made them feel, potentially the other pupil(s) and members of staff feel.

- 3) Report card to support pupil reintegration into school for a minimum of 5 days. This must be signed by a member of leadership at the beginning and the end of each day at school.

If a parent cannot attend the integration meeting then the meeting will occur only when a parent is present. If a parent brings in a child before the meeting takes place then the pupil will not have access to the school and will be kept in reception. This is until the parent picks them up/or reintegration meeting commences.

If a meeting is not scheduled prior to the end date of the fixed term exclusion the child will be required to undertake home learning the school's VLE.

i) **Reparation** – At Priory Lodge school we believe in reparation which means repairing a relationship.

We believe that our learners should be given the opportunity to be able to repair a relationship and that they want to do this. Priory Lodge do not believe in the concept of punishment as this fixates the learner's mind on the punishment rather than what s/he has said. This leads to the learner feeling angry about the punishment rather than thinking about the impact that their behaviour has on other people.

Where developmentally appropriate, we support pupils to take responsibility for their actions and to repair relationships with those that have been affected.

- 3.11 **Record Keeping** - Full written records will be maintained at the school site on the internal electronic tracking system, in accordance with site procedural guidance and all relevant regulation in relation to the use of control measures, the use of exclusions, interventions to ensure effective behaviour management including the use of physical intervention, de-escalation and all subsequent debriefing.
  - 3.11.1 Individual staff are responsible for the accuracy of such records, which are overviewed and monitored by senior managers. Young people are encouraged to participate in providing and recording their own views, and are enabled to access their own records.
  - 3.11.2 Central incident reporting is completed in accordance with OP04 V17 Incident Management, Reporting and Investigation, allowing for the central monitoring and overview of records for quality, safety and compliance purposes.
- 3.12 **Responsibilities:**
  - (a) **Each young person** is responsible, in accordance with their age, abilities, understanding and individual needs for adhering to the expectations of the provision, and their individual Pastoral Support Plan.
  - (b) **Parents and Carers** are responsible for supporting their young person and the school to adhere to the expectations of the provision, and individual Pastoral Support Plans
  - (c) **All staff** are responsible for consistently demonstrating positive behaviour, and consistently responding to positive and negative behaviours in line with the expectations of individual Pastoral Support Plans.
  - (d) **Teachers/Learning Support Assistants/Therapists/Pastoral Team** are responsible for reviewing and developing individual Pastoral Support Plans in liaison with children and young people, their parents and carers, other relevant stakeholders and relevant professionals
  - (e) **Priory Lodge School's leadership team** are responsible for implementing and maintaining effective behaviour management strategies at their sites and for monitoring and for responding to and addressing such concerns, patterns and trends as become

evident, at both individual and site level, involving as applicable all other relevant stakeholders. In addition, they are responsible for ensuring that full, complete and accurate records are maintained in accordance with regulation and good practice

- (f) **The Education Executive Team/School Governance** are responsible for maintaining an overview of behaviour management and the consequences thereof at all sites, and for responding to and addressing such concerns, patterns and trends as become evident.
- (g) **The Safety, Quality and Compliance Team** - are responsible for monitoring and over viewing at organisational level issues associated with behaviour management and the consequences and outcomes thereof.
- (h) **Everyone** is responsible for raising concerns in relation to the effective management of behaviour and good order, safety and safeguarding.

3.13 **Training** - Training provided is centred on the concept of prevention and de-escalation, supported by the Team-Teach approach to physical intervention as a last resort. All staff at sites complete mandatory training and on-going refresher training in the form of both e-learning and face-to-face training in relation to positive behaviour support, de-escalation, and managing challenging behaviour. Staff involved in direct contact roles, complete training and on-going refresher training in relation to the use of physical intervention using the Team Teach approach. (Refer to section 4)

3.13.1 Access to appropriate and approved training must be authorised by completing a training request via Priory Academy.

3.14 **Monitoring and Addressing Concerns** - As part of routine site compliance inspections, the internal compliance inspectors will regularly review records and practice in relation to positive behaviour support, and will make such recommendations as they feel necessary to ensure compliance with all relevant guidance and legislation.

3.14.1 As part of their routine Governance and monitoring processes, Managers at site will review records and practice in relation to positive behaviour support, and will take such action as they feel necessary to ensure compliance with all relevant guidance and legislation.

3.14.2 At individual level, Individual Pastoral Support Plans and strategies are reviewed through teacher and/or personal tutor meetings, discussion with parents and carers and the formal Review forum. Post-incident debrief meetings with both young person and staff are also seen as a key contributor to the review and development process.

3.14.3 At organisational level the prevalence of incidents relating to behaviour are monitored through the data gained from central reporting and recording, and where concerns or anomalies are identified action is taken to investigate and address concerns.

3.14.4 Each individual staff member is made aware of their responsibility for reporting any concerns in relation to the provision through line management processes and OP21 V09 Confidential Reporting of Concerns (Whistleblowing)

3.14.5 Young people, their parents, carers and other stakeholders are enabled to raise any concerns in direct contact with the school and through the complaints process. (Refer to OP03 V07 Complaints) In addition to the formal written policy and 'easy read' guide information for children and young people are contained within each student's school planner.

## **4 COUNTERING BULLYING**

4.1 Priory Lodge School acknowledges the Government's guidelines that define bullying as:  
(a) deliberately hurtful

- (b) repeated often over a period of time
- (c) Difficult for victims to defend themselves against.

- 4.1 Priory Lodge School recognises the following types of bullying behaviour:-
- a) Physical bullying such as threats, aggression and violence
  - b) Emotional bullying such as deliberate exclusion, malicious gossip and other forms of relational bullying
  - c) Verbal bullying such as name calling
  - d) Identify-based bullying such as homophobic bullying, racist bullying, gender based bullying, bullying on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs  
(See appendix A for examples of bullying behaviour)
- 4.3 Priory Lodge School believes that all young people have a right to feel safe and happy while they are at school. The school works in collaboration with young peoples' families, ensuring that this is the case. To support this policy all staff, as part of their induction and ongoing training and professional development, receive training in recognising and managing bullying during INSET day training and part of induction.
- 4.4 The organisation of the school, and the management of young people, is a central factor in the creation of an ordered environment within which opportunities for bullying are minimized. High quality staff supervision also reduces the possibilities of bullying occurring.
- 4.5 In Priory Lodge School there is an ethos that does not tolerate the oppression of one person by another. Each school provides short and long-term strategies, which permeate the school organisation and curriculum. Advice and guidance is provided for all young people, parents, carers and school staff. Specialist support and guidance is offered to everyone involved in a situation of bullying, including the young people's parents (carers).
- 4.6 All staff involved in the care and education of young people are constantly watchful, observing social relationships between young people, in class, social situations, the dining room and the residential accommodation. If a situation does occur staff are able to offer each young person immediate support. They are also able to instantly indicate to the bully, the unacceptable nature of their behaviour, and the consequences of any repetition. Any incident observed triggers the school procedure for bullying.
- 4.7 **Responding to a young persons' anxiety linked to Autistic Spectrum Condition (ASC)** - Priory Lodge School recognises that there are factors that mean at times staff are required to take a slightly different stance to the behaviours associated with bullying. These factors include the level of young persons' cognitive development, their learning difficulties, the very specific nature of their difficulties in perceiving someone else's viewpoint or experience, and additional difficulties they have in the recognition and management of their emotions associated with ASC.
- 4.7.1 Where there is a behaviour of concern, the pastoral and therapy teams will use a motivational assessment; this will be used to score and analyse the motivation and reasoning behind the behaviour exhibited by the individual.
- 4.7.2 Some behaviour that young people exhibit may be intentional; however, there are times when the young person is unaware that their behaviour has the same impact as deliberate bullying although this was not their intention. Priory Lodge School recognises it is important that this distinction is recognised and staff do not automatically address incidents through a disciplinary route, rather than an educative one (See appendix 1)
- 4.7.3 Some young people with emotional and behavioural difficulties, autistic spectrum condition and other learning difficulties may resort to bullying. Indeed, the nature of their difficulties sometimes makes them more likely to perceive themselves as victims. For example,

misinterpretation and over-sensitivities are intrinsic to young people with Asperger Syndrome. Even allowing for this, Priory Lodge School staff take accusations of bullying incidents seriously.

4.7.4 Where it is evident that a young person is insufficiently equipped to manage their own behavior the school takes responsibility to assume effective management to ensure that bullying does not occur.

4.8 **Responding to Bullying** - Despite staff efforts to ensure that bullying is infrequent in the school, it must be assumed that it could take place. Therefore in the school the following measures are in place to prevent and reduce its possible occurrence:

- (a) a procedure is laid down which is followed should bullying occur
- (b) this procedure has been made explicit to all staff, and to young people if appropriate
- (c) each case is followed up to ensure that the victim and bully are given as much support as possible and to prevent a reoccurrence of the behaviour
- (d) parents or carers of both the target and the bully are informed by senior staff of the action being taken
- (e) all staff report and deal with the problem immediately and ensure any incident of bullying is reported to their immediate senior and to the school's Behaviour and Pastoral Lead.

4.9 **Prevention** - At the school importance is given to preventing and avoiding bullying. Within the education setting staff provide young people with support and guidance to prevent bullying. Prediction and forward planning are an essential part of our strategy for changing behaviour. Staff are aware of situations, activities and times when bullying can occur and take action to prevent this. Staff in the school recognise that knowledge of the advice contained in young people's individual Pastoral Support Plans is essential.

## **5 POSITIVE HANDLING - THE SAFE USE OF PHYSICAL INTERVENTION**

5.1 **The use of physical intervention** - Physical intervention is one aspect of positive behaviour management in Priory Lodge School. Physical Intervention is always considered to be a last resort, and may only ever be considered when there is a significant risk of injury to any person or significant damage to property, and there is no alternative method of mitigating these risks

5.1.1 No young people are permitted to use physical intervention under any circumstances.

5.2 Our practice is such that the use of any form of physical handling is rare, and the use of seated holds or wrap holds as planned intervention strategies is minimal. The use of Physical intervention strategies at PLS do not include the use of front ground holds. These holds present a heightened risk when used and therefore are not permitted as part of any planned physical intervention. Young people are supported and enabled to develop socially acceptable behaviour through consistent guidance from adults. We aim to ensure that school staff support children and young people to develop and maintain socially acceptable and appropriate behaviour within safe and managed environments, where mutual respect is practised and valued.

5.3 There may be instances where a member of staff may come into contact with a young person, for instance guiding them to a place or preventing them doing significant harm to others. These instances are classed as physical intervention.

5.4 Full details of any physical intervention must be reported within 24 hours and a record kept. This will be available for visiting inspectors so that they can see the extent of physical intervention within the school. The parents of children or young persons involved in any incident where physical intervention is used will be informed as soon as possible and certainly before the end of the school day.

- 5.5 An incident report must be completed on the Priory electronic Incident Reporting system (Refer to OP04 V17 Incident Management, Reporting and Investigation).
- 5.6.1 Physical intervention where used must be proportionate, and use no more force than is necessary
- 5.6.2 The school uses the Team Teach approach to physical intervention, and only the agreed techniques taught herein will be used.
- 5.6.3 Physical intervention may be used as a last resort when behaviour is prejudicing the maintenance of good order and discipline at the school or among any young people, whether during a teaching session or otherwise.
- 5.6.5 'Staff' to which this educational provision applies are only those who have been trained in Team Teach or a similar physical intervention technique, and may include:
- (a) any teacher who works at the school
  - (b) support staff such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors
  - (c) people to whom the Head Teacher has given temporary authorisation to have control or charge of children or young persons (e.g. catering or premises staff), and unpaid volunteers.
  - (d) Any other person whom the Head has authorised to have control or charge of young people.
- 5.6.6 It is unlawful to use force as a punishment (which would fall under the definition of corporal punishment, abolished by the Education and Inspections Act 1996).
- 5.6.7 There is a need in exercising the power to use force to take into account any particular special educational need or disability that a young person might have, under general obligations for schools set out in the Disability Discrimination Act 1995.
- 5.7 **Approaches to De-Escalation and Physical Intervention/Positive Handling** - Prompt, effective and insightful de-escalation of any incident or potential incident is always seen as preferable to the use of Physical Intervention/Positive Handling (PI/PH).
- 5.7.1 Only approved and agreed techniques of PI/PH will be used. The group's current preferred approach is 'Team-Teach'.
- 5.7.2 An individual preferred approach for each child is agreed and documented within a behaviour support plan. This is created where possible, in collaboration with the child and their parents (carers), and is regularly reviewed.
- 5.7.3 The use of PI/PH is always subject to dynamic risk assessment, with due respect for the dignity of the child involved.
- 5.7.4 The use of pain to manage a PI/PH situation is **never** acceptable.
- 5.8 **Managing Risk** - Effective risk assessment is essential to the safe use of PI/PH. Each young person will have an individual risk assessment relating to the safe use of PI/PH, including where relevant the specific advice of any medical practitioner responsible for the young person. The regular review and monitoring of information relating to the use of PI/PH is used to inform effective risk management.

5.9 **Training and Induction** - All prospective employees will be made aware at interview of the potential use of PI/PH prior to any offer of employment being made. New staff who have not yet completed training will only work in situations deemed suitable following risk assessment. Only staff that have successfully completed PI/PH training will use PI/PH techniques. All staff will attend regular and ongoing training in relation to de-escalation and distraction techniques.

5.9.1 The school has a nominated staff member responsible for ensuring that staff training in relation to de-escalation and PI/PH remains up to date, and is clearly and accurately recorded.

5.9.2 Access to appropriate and approved training must be authorised by completing a training request via Priory Academy. All training will be recorded on Priory Academy.

5.10 **Reporting, Recording and Reviewing** - All incidents of the use of PI/PH are recorded on the school's management information systems in accordance OP04 V17 Incident Management, Reporting and Investigation and in accordance with any relevant regulatory requirements

5.10.1 Following any incident involving the use of PI/PH the young person and staff involved should be given the opportunity to participate in a reflection and repair, or debrief meeting, which should be recorded as part of the reporting process.

The school conducts an all staff debrief at the end of each day to ensure that all actions have been completed each day following any incidents that may have occurred.

Records include information relating to the effectiveness of approaches used and include information relating to any injuries sustained by staff or children in relation to the use of PI/PH.

5.11 **Providing Information** - Providing information to parents (carers), children or young persons, and placing authorities in relation to the use of PI/PH is essential. This policy is made available to all stakeholders. This local procedure in relation to the use of PI/PH, will also include details of who to contact in the case of any concerns arising. Information will also be made available to the LSCB by the site. Parents (carers), children or young persons will be invited (where appropriate) to participate in the process of creating and reviewing the young person's pastoral support plan.

5.12 **Monitoring** - The Head Teacher will be responsible for reviewing and monitoring the use of PI/PH. This responsibility may be delegated by the Head Teacher to a nominated staff member with suitable training.

5.12.1 At organisational level data is collated and monitored by the Safety, Quality and Compliance Team, who are independent of the management of the site, in relation to the use of PI/PH. Concerns within data patterns and trends are notified to the Operations Team.

## 6 SCREENING AND SEARCHING

6.1 Priory Lodge School follows the latest government guidance issued to schools/colleges on the screening and searching of young people. This policy applies the key requirements of this guidance.

6.2 This section covers not only searches in respect of weapons and belongings for suspected contraband (illegal drugs/tobacco) or other items deemed either detrimental or deleterious to the young person themselves or others:

(a) For young people of all ages: knives or weapons, illegal drugs, stolen items

(b) For young people aged up to 18: alcohol, tobacco products, fireworks, pornography

- 6.2.1 Young people aged over 18 cannot be searched without consent for these last four items simply on suspicion of possession therefore consent must be requested and gained.
- 6.3 The overarching principle is one of having a 'duty of care' for our young people, as is incumbent upon us under our regulatory responsibilities to ensure the health, safety and welfare of young people in our care under the formal LAC (Looked After & Accommodated) arrangements, as well as individuals who are on our roll as part of their Education, Health & Care Plan or otherwise. The underlying principle is one of maintaining safety, good order and discipline, whilst ensuring a right to privacy.
- 6.4 Staff may search young people who have consented to be searched. In addition, since 31 May 2007, Head Teachers and staff authorised by them have a statutory power to search young people or their possessions, without consent, where they have reasonable grounds for suspecting that the young person may have a prohibited item. In Priory Lodge School the constraints required by law for no-consent searches are also followed for all with-consent searches. The person conducting the search may not require the young person to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves.
- 6.5 No staff will undertake a search of a young person without first having been trained on how to do so, nor without following the principles of this policy and any local procedures linked to this. If a young person refuses to be screened, the school may refuse to have the young person on the premises or on an off-site educational visit.
- 6.6 Priory Lodge School acknowledges that searches on suspicion and without consent can also start by screening. Non-contact screening is not subject to the same conditions as with-suspicion searches under the statutory power to search. The school can screen in view of other young people.
- 6.7 The Head Teacher can conduct a weapons search without consent where there are reasonable grounds to suspect the possession of a weapon. Other school staff must be authorised by the Head Teacher before they can do so. The Head Teacher can search in the presence of another member of staff, and can authorise other staff to search in general, or for a particular search or type of search, in the presence of another member of staff.
- 6.8 The Head Teacher may not order a member of staff to carry out a search against their will.
- 6.9 **Suspicion** - The searcher must have reasonable grounds for suspecting a young person may be carrying a weapon or prohibited item. The search can take place on school premises or on a school visit. The searcher can seize anything he or she reasonably suspects is a weapon or evidence of an offence.
- 6.10 **Illegal Substances or Suspicious Items Found** - The searcher may confiscate a weapon or anything which he or she suspects is intended to be used as a weapon; and must pass it to the Police as soon possible. Other evidence of an offence can also be seized and, if seized, this must be recorded, stored carefully before being passed to the Police.
- 6.11 **Use of Force** -. The power to search without consent does not inhibit the power to search a young person where the young person consents. The law on without-consent search defines 'a member of the staff of a school' to include teachers and anyone else authorised by the Principal to have lawful control or charge of a young person.
- 6.11.1 The school will always ensure that a searcher is of the same sex as the young person being searched. As well as the searcher, one other member of staff must be present at a search of a young person and must be of the same sex as the young person searched. When the

young person's possessions are searched, the young person and a second member of staff must be present, but the staff may be of either sex.

- 6.11.2 The government's guidance makes clear that the existing powers of schools to use reasonable force to prevent a young person committing an offence, injuring themselves or others, damaging property, or prejudicing the maintenance of good order and discipline, also applies to a search without consent. However, the guidance advises that if it is thought that a young person suspected of carrying a weapon is likely to resist physically, school staff should call the Police rather than using force to continue a search.
- 6.12 **When Not to Search** – Priory Lodge School acknowledges that the guidance emphasises that the power to search is exactly that – a power and not a duty – and should only be used where staff judge that it is safe to do so. In particular, if members of staff believe that a young person is carrying a weapon and is likely to resist a search physically, they should call the Police rather than try to overcome the young person.
- 6.12.1 Other factors that staff can consider in deciding whether they judge that a search would be safe include:
- (a) School staff, especially Senior Managers, are highly skilled and experienced in managing the behaviour of young people in their charge. This includes the ability to resolve difficult confrontations.
  - (b) The law requires a second adult to be present for a search.
  - (c) This guidance recommends training before any staff do a search.
- 6.13 **Authorisation for a Search to Commence** – The Head Teacher needs no authorisation to conduct a weapons search without consent. Other staff must be authorised by their Head Teacher before they can search a young person. Authorisation may be on a long term or permanent basis, or for a stated shorter period, and should be in writing. It is recommended that the 'second person present' at a search should be authorised and trained to search, because while they are witnessing the propriety of a search, the member of staff conducting the search might ask the member of staff witnessing to help more actively. They must be authorised if they join the search.
- 6.13.1 The school acknowledges that the power to search on suspicion and without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a Police officer) can do.
- 6.14 In order to provide a safe environment for all young people and staff, young people must be given clear guidelines on what is not acceptable to bring and keep in school areas, e.g. dangerous or harmful items including drugs, alcohol and inappropriate pornographic material.
- 6.15 **Record Keeping** - Any decision to search must be well documented in the young person's notes indicating:
- (a) The reason for the search
  - (b) Member/s of staff who undertook the search
  - (c) The status of the consent of the young person and if applicable, the person with parental responsibility
  - (d) Discussion with young person and decisions made by staff
  - (e) The extent of the search and the outcome of the search
  - (f) Complete Log book/ Record of Search
- 6.16 Use **ES Form: 01** Record of Search for recording details of a search, available from Priory Intranet.

## **7 PROTOCOL FOR INVOLVING THE POLICE**

- 7.1 Priory Lodge School recognises that caring for and managing young people with Autism, disabilities or difficult and challenging behaviour is an integral feature of their work. Staff will generally manage problematic situations except where they are so severe that Police involvement is essential in order to avoid physical assault or excessive damage.
- 7.2 To oversee this it is essential that the school has an agreed protocol for the involvement of the Police. This section represents Priory Lodge School's policy on the involvement of the Police. It aims to strike a balance between the rights and needs of the young people, the rights of staff and the school decision to instigate Police action.
- 7.3 Regular and effective liaison between the school and the local Police department is most important. While staff have a duty to report known or suspected crimes to the Police, they use their judgement about where this threshold lies, particularly if the information to hand is slight and the crime, or suspected crime, is of a minor nature.
- 7.4 The fact that staff report an incident does not mean that the Police will follow pre-decided action, or in some cases any action at all. Wherever possible, as defined in this policy, the action to be taken will be determined following discussions by all concerned, including wherever possible the young person, about the most appropriate response.
- 7.5 **Requirement to Involve the Police** - Staff need to consider the nature and seriousness of an incident before deciding whether to involve the Police immediately, at a later stage, or whether to involve them at all. It is crucial that communication between staff and the Police regarding the incident is clear and factual.
- 7.5.1 Where Police become involved, and wish to question or interview young people, the person with parental responsibility will be informed as soon as possible. Young people should only be interviewed in the presence of a responsible adult. Young people will be given the appropriate amount of support during any Police investigation or subsequent action. School staff **will not** be able to take on the role of "appropriate/ responsible adult" and a family member or trained person will be requested to undertake this duty.
- 7.6 **Priory Lodge school treats seriously any physical injury caused by a Young person to another Young person pupil or to a member of staff.**
- Incidents between young people range from minor disagreements through to serious assaults where physical injury is caused. Having two vulnerable parties can complicate such incidents. Priory Lodge school staff ensure that Priory Health and Safety and Child Protection procedures are followed. Following an incident staff consider attendant factors before involving the Police. These include:
- (a) wishes of victim
  - (b) severity of injury/nature of threat received by the victim
  - (c) probability of a repeat incident
  - (d) previous relationship between victim and offender
  - (e) potential impact on the young person following formal Police involvement
  - (f) effectiveness of Police action/court proceedings
  - (g) future best interests of both parties
  - (h) message sent to other young people
  - (i) Availability of alternative courses of action (e.g. restorative approaches – with the consent of the victim).
- 7.6.1 Violence towards members of staff can vary from verbal threats to physical acts amounting to assault and battery. Whilst the school has the responsibility of care towards the young

people, their needs must be balanced with the rights of staff not to be subjected to violence in the course of their duties.

- 7.6.2 Where there is a continuing threat of violence by a young person to another young person or to a member of staff, parents will be contacted and asked to pick up their son/daughter as soon as is reasonably possible. Priory Lodge believes that it is of paramount importance that all Young people and staff members are kept safe and free from violence. It is therefore important to prevent further violent acts from happening, which could result in further injury, not only to other pupils/staff, but also to the original person who committed a violent act(s).

A thorough investigation will take place to determine what triggered the violent behaviour. It will then be determined whether there were any mitigating circumstances for the behaviour and whether anyone else knowingly or unknowingly did something that triggered this behaviour. A reasonable amount of time is needed for an investigation to occur, before the Young person is allowed back onto school premises. This does not always necessitate a fixed term exclusion; it allows the school time to create a plan to ensure safety.

If the investigation finds that the Young person was fully responsible for the violent act(s), the school guidelines for consequences and reintegration back into school will be adhered to.

- 7.6.3 Where there is no immediate continuing threat of violence, it is in the best interests of the staff member to take time to discuss and consider possible options. This, however, does not remove the individual's right to involve the Police. Following such incidents it is important that staff utilise debriefing processes and refer to the risk management procedures in H&S45 Violence at Work.

- 7.6.4 **Possible Incidents that May Trigger Involving the Police** - The majority of incidents involve damage to fixtures and the structure of the school. Priory Lodge School recognises it is important to see these in the context of the young person and whether involving the Police is an effective and proportionate response. Factors to consider are:

- (a) level/value of damage caused
- (b) previous incidents of a similar nature by the young person
- (c) suitability and effectiveness of Police involvement
- (d) impact of Police involvement on the young person's plan
- (e) message sent to other young persons
- (f) availability of alternative courses of action (e.g. restorative approaches – with the consent of the victim)

- 7.6.5 In responding to incidents of theft, factors to be considered include:
- (a) wishes of the victim
  - (b) nature and seriousness of the allegation
  - (c) requirements for formal investigation (e.g. insurance claim requires crime reference report within 24 hours)
  - (d) availability of alternative courses of action (e.g. restorative approaches)

- 7.6.6 Following incidents of criminal damage to staff cars/property, other factors to be considered include:
- (a) nature and seriousness of the allegation
  - (b) requirements for formal investigation (e.g. insurance claim)
  - (c) wishes and best interest of the victim
  - (d) availability of alternative courses of action (e.g. restorative approaches)

Young people causing disorder is subjective and requires judgement by staff to avoid unnecessary Police involvement for minor infringement of discipline. The main factors which are considered are:

- (a) nature and seriousness of the disorder
- (b) risk of a threat of violence
- (c) the wishes of and impact on the immediate community
- (d) the availability of alternative courses of action (e.g. restorative approaches)

7.6.7 **Substance Misuse** - The misuse of controlled drugs within Priory Lodge School is a serious issue and it is deemed essential that the response is prompt and effective. In responding to incidents, staff are guided by the Government's 'Tackling Drugs Together Strategy' which proposes collaborative action to:

- (a) reduce the acceptability and availability of alcohol and other drugs to young people
- (b) minimise the health risks and other damage associated with substance use by young people
- (c) Increase the safety of communities from drug-related crime.

7.6.7.1 Staff seek to balance these principles with their duty of care for the young people in the school, and their role in managing young peoples' behaviour as part of their care responsibilities, as well as their responsibilities to the wider community.

7.6.8 Where practicable all materials are removed if found in a room in accordance with section 5 Screening and Searching.

7.6.9 Drugs and drug-related materials are stored securely, and if Police attendance has been requested, such items are handed to Police officers on attendance, with details of the receiving officer recorded. Where Police attendance is not requested, for example where a small quantity of drugs has been located, and the matter is being dealt with internally, the drugs are disposed of and it is recorded how this is done.

7.6.10 Staff will dispose of alcohol and canisters found on the premises. The disposal is witnessed and a record kept which includes:

- (a) the name of the person removing the material
- (b) a description of the material
- (c) the circumstances of the removal
- (d) the time and date of the removal
- (e) the time and date and means of disposal

## **8 USE OF FIXED TERM EXCLUSION** (suspension from full-time education)

8.1 Priory Lodge School recognises that the use of exclusion is a last resort. It is only ever considered when all other paths are ineffective. It is only ever used for severe cases of physically aggressive, persistently disruptive behaviour or an accumulation of poor behaviour. Fixed term exclusions are used for periods of between one and fifteen days.

8.2 From and including the sixth day of a fixed term exclusion, the school is responsible for arranging full time education for the excluded student.

8.3 The Head Teacher is the only member of staff who can sanction the use of exclusion. The decision to exclude is only taken in response to serious breaches of the school's behaviour policy and/or if allowing the student to remain in school would seriously harm the education or welfare of that student or others in the school.

8.4 In Priory Lodge School extensive steps to resolve problems are taken prior to any consideration of the use of exclusion. These include alternative consequences such as on-site internal exclusion, segregation from other students, direct therapy and pastoral support.

- 8.5 Wherever possible school staff, working with local authority officers, other professionals and parents, try to be creative in resolving issues and thus avoid the need for exclusion. These arrangements may include all parties agreeing to a managed move to another school. The school regularly reviews "placements at risk" through the senior leadership team and ensures that all strategies, within the capacity of the school, through stakeholder support and extended teams, have been exhausted before making decision to end a placement for a young person. Should a young person receive 3 fixed term exclusions in one academic year then an emergency stakeholder meeting will be convened to review the suitability of the placement.
- 8.6 **Reasons for the use of exclusion** - The following are possible reasons why a student may be given a fixed term exclusion:
- (a) physical assault against another student or an adult
  - (b) threatening behaviour against a student or adult, including carrying an offensive weapon
  - (c) racist abuse
  - (d) sexual misconduct, including abuse or assault
  - (e) drug and alcohol related incidents
  - (f) serious damage
  - (g) theft
  - (h) persistent disruptive behaviour.
- 8.7 **Alternatives to exclusion** - In Priory Lodge School a wide range of alternatives to exclusion are used to support positive behaviour (see section 2) and the specific procedures of each school. These include:
- (a) Restorative justice which enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process.
  - (b) Mediation through a third party, usually a member of staff, therapist, pastoral tutor or SLT member, is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties
  - (c) Internal exclusion, which can be used to defuse situations that occur in school that require a student to be removed from class but may not require removal from the school premises. A designated area within each school is used, with appropriate support and supervision. Internal exclusion is only used for a short time and is always subject to review.
  - (d) Managed move to another school to enable the student to have a fresh start in a new school. This is only carried out with the full knowledge and cooperation of all the parties involved, and through the educational review process.
- 8.8 **When exclusion will not be used** – Exclusion must not be used for minor disciplinary offences such as:
- (a) failure to attend lessons
  - (b) poor academic performance
  - (c) lateness or truancy
- 8.8.1 Exclusion is never used as a means of punishing students for the behaviour of their parents, for example, where parents refuse or are unable to attend a meeting.
- 8.8.2 Priory Lodge School acknowledges that formal exclusion is the only legal method of removing a student from school. All Priory schools know that informal or unofficial exclusions are illegal regardless of whether they are done with or without the agreement of parents or carers.

## 9

### References:

Care Standards Act 2000, Children Act 2004, Equality Act 2010, Education and Inspections Act 2006  
Children's Homes Regulations 2015,  
Children's Homes (Wales) Regulations 2002  
DfE (2015) Residential Special Schools: National minimum standards  
Scottish Government (2005) National Care Standards: School Care Accommodation Services  
Welsh Assembly Government (2002) National Minimum Standards for Children's Homes  
Welsh Assembly Government (2003) National Minimum Standards for Residential Special Schools  
The Education (Independent School Standards) (England) Regulations 2010 as amended 2012  
DfE (2015) Keeping Children Safe in Education (DfE 00129/2015)  
DfE (2011) The Use and Effectiveness of Anti-Bullying Strategies in Schools  
DfE (2012) Preventing and Tackling Bullying  
DfE (February 2014) Behaviour and Discipline in Schools  
Scottish Government (2010) A National Approach to Anti-Bullying for Scotland's Children and Young People  
Welsh Government (2011) Respecting Others  
Searching, screening and confiscation: advice for schools (Ref: DFE-00034-2014)

### Associated Forms:

**ES Form: 01 V03:** [0](#)

**ES Form: 32 V01:** [Individual Physical Intervention Risk Assessment Framework](#)

## Appendix 1: Examples of bullying behaviour

General behaviours which apply to all types of bullying

- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic, bullying, racist bullying etc.
- Physical aggression
- Damage to property
- Name calling
- The production, display or circulation of written records, pictures or other materials aimed at intimidating another person
- Offensive graffiti
- Extortion
- Intimidation
- Insulting or offensive gestures
- Invasion of personal space
- A combination of any of the types listed

### Cyber

- **Denigration:** Spreading rumours, lies, gossip to hurt a person's reputation
- **Harassment:** Continually sending vicious, mean or disturbing messages to an individual
- **Impersonation:** Posting offensive or aggressive messages under another person's name
- **Flaming:** Using inflammatory or vulgar words to provoke an online fight
- **Trickery:** Fooling someone into sharing personal information which you then post online
- **Outing:** Posting or sharing confidential or compromising information or images
- **Exclusion:** Purposefully excluding someone from an online group
- **Cyber stalking:** Ongoing harassment and denigration that causes a person considerable fear for his/her safety
- Silent telephone/mobile phone call
- Abusive text messages
- Abusive text messages
- Abusive mail
- Abusive communication on social media e.g. Twitter, Instagram, Snapchat, YouTube, Facebook and games consoles
- Abusive website comments/Blogs/Pictures
- Abusive posts on any form of communication technology

Identify Based Behaviours: Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender, including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

### **Homophobic and Transgender**

- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation
- Name calling e.g. Gay, queer, lesbian, homo... which is used in a derogatory way
- Physical intimidation or attacks
- Threats

### **Race, nationality, ethnic background and membership of Traveller community**

- Discrimination, prejudice, comments or insults on colour, nationality, culture, social class, religious beliefs, ethnic or traveller background
- Exclusion on the basis of any of the above

### **Relational**

This involves manipulating relationships as a means of bullying. Behaviour include:

- Malicious gossip
- Isolation and exclusion
- Ignoring
- Excluding from the group
- Taking someone's friends away
- Spreading rumours
- Breaking confidence
- Talking loud enough so that the victim can hear
- Use or terminology such as 'nerd' in a derogatory way

### **Sexual**

- Unwelcome or inappropriate sexual comments/jokes
- Ridiculing or making fun
- Displaying or showing sexualised images or photos
- physical behaviour, including unwelcome sexual advances, touching and various forms of sexual assault

### **Special Educational Needs, Disability**

- Name calling
- Taunting others because of their disability or learning needs

- Talking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying
- Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues
- Mimicking a person's disability
- Setting others up for ridicule

## Appendix 2

### FACTORS THAT AFFECT BEHAVIOUR INCLUDE:

- **Anxiety:** The behaviour exhibited by people with autistic spectrum disorders is largely governed by the level of anxiety and arousal they experience. If an individual is feeling frustrated and confused they are more likely to behave in an inappropriate manner.
- **Theory of Mind:** because of neurological differences people on the autism spectrum may have difficulty understanding that others have thoughts and feelings. This may lead to lack of empathy that can result in a people not understanding how their behaviour affects others.
- **Communication:** Difficulties with communication, particularly social communication are key. We will seek to reduce the likelihood of inappropriate behaviour by ensuring that each person has a functional communication system, that those supporting the person individualise their communication system and that our expectations of each individual are appropriate.
- **Environment:** We will seek to sensitively and imaginatively manage the environments for the young people we support to reduce sources of stress and thereby reduce the need for behavioural difficulties.
- **Sensory differences:** People on the autism spectrum are likely to have difficulty modulating and processing all types of sensory information, this can lead to hyper or hypo-arousal. Hyper-arousal results in high levels of anxiety, whilst hypo arousal can result in passivity and under-responsiveness. We will establish any sensory differences that may be limiting an individual's opportunities and arrange to reduce or remove the source of difficulty wherever possible.
- **Emotional Regulation:** Young people with autism often experience high levels of anxiety, over-stimulation and emotional dysregulation that can compromise quality of life. They may not understand the nature of the emotions they experience let alone what causes them. Young people must learn coping strategies to maintain the optimum level of emotional arousal in order to attend, engage or learn. Equally staff must recognise the signs of dysregulation and recognise behaviour (such as rocking) which is actually part of the child's coping strategy if they are to respond appropriately and support the child's emotional regulation.

Appendix 2