

Behaviour Policy

Contents

1. [Introduction](#)
2. [Our PBS Approach](#)
3. [Aims](#)
4. [TAS Centre Rules](#)
5. [Roles and Responsibilities](#)
6. [Communication and Parental Partnerships](#)
7. [Documentation and Monitoring](#)
8. [Positive Recognition and Reinforcement](#)
9. [Understanding and Supporting Behaviour](#)
10. [Mental Capacity Act Considerations](#)
11. [De-escalation Strategies](#)
12. [Supporting Transitions](#)
13. [Physical Intervention](#)
14. [Behaviour Incident Recording](#)
15. [Supporting Specific Vulnerable Groups](#)
16. [Confiscation Procedures](#)
17. [Exclusion Procedures](#)
18. [Staff Training](#)
19. [Policy Review](#)

Introduction

We aim to ensure that all students are treated fairly and feel happy, safe, and secure. We strive to create an atmosphere where all students feel uniquely special and are able to understand, recognise, uphold and promote the values of honesty, courtesy, kindness, perseverance and respect.

The Anchor SENDfriendly Centre is proud to be an inclusive centre that meets the needs of all students - this includes those with complex family backgrounds as well as those with a range of special educational needs. Our student population includes both children and adults, and we are committed to appropriate, person-centered support for each individual. We understand that many students need help to manage and articulate their emotions and need additional support to follow our behaviour expectations.

We seek to support them to achieve those aims in a person-centred way that aligns with a culture of positive behaviour support. We also recognise that all students have a right to feel safe and secure in an atmosphere conducive to learning, so this policy is designed to reflect the work we do, ensuring all our students can have the very best of starts in life.

This Policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- SEND and Inclusion Policy
- Closed Circuit Television (CCTV) Policy
- Risk Assessment Policy
- Positive Handling Policy (Team Teach approach)
- Mental Capacity Act Policy
- Deprivation of Liberty Safeguards (DoLS) Policy

In reviewing and implementing this policy, we have consulted the following guidance:

- Department for Education (DfE) document 'Behaviour and Discipline in Schools: Advice for Headteachers and school staff (January 2016)'
- Mental Capacity Act 2005 Code of Practice
- Equality Act 2010
- SEND Code of Practice 0-25 years
- Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorders

Our PBS Approach

At TAS Centre, we follow the principles of Positive Behaviour Support (PBS), an evidence-based approach that focuses on understanding behaviour and improving quality of life. Our PBS approach is guided by the following key principles:

1. **Behaviour as Communication:** We understand that behaviour is a form of communication and often serves a purpose for the individual. We seek to understand what the person is trying to communicate through their behaviour.
2. **Focus on Prevention:** We emphasise proactive strategies to prevent behaviours of concern rather than reactive management of behaviours after they occur.
3. **Person-Centred Values:** We respect each student's dignity, preferences, and aspirations, ensuring support plans reflect their unique needs.
4. **Environmental Considerations:** We recognise the significant impact that environmental factors (physical, sensory, social) have on behaviour and make appropriate adjustments.
5. **Functional Understanding:** We use functional behaviour assessment to understand why behaviours occur and develop interventions based on this understanding.
6. **Skills Teaching:** We teach alternative, more effective ways for students to meet their needs and communicate.
7. **Collaborative Approach:** We work closely with students, families, and other professionals to develop and implement support strategies.
8. **Quality of Life Focus:** Our ultimate goal is to improve quality of life for each student, not just to reduce behaviours of concern.

Aims

- To create a safe and secure environment that promotes effective learning.
- To promote positive relationships between pupils, staff, and our community.
- To encourage and support children to become well rounded, independent, respectful, moral, and caring individuals.
- To provide both challenge and support to achieve the highest standards.
- To support the delivery of highly effective teaching that equips children with essential knowledge and skills to promote academic achievement and an appreciation of learning within a rich and relevant curriculum.
- To understand the reason behind behaviours that interfere with learning and address them in a person-centred way.
- To improve quality of life for all students through appropriate support and intervention.

TAS Centre Rules

TAS Centre has a culture of accountability and collaboration for all individuals to support safe behaviour.

We want our **learners** to follow the centre rules and:

Be ready to learn.

- Being in the right place at the right time
- Paying attention when adults are talking

Be responsible for their actions.

- If we have a problem, we speak to a grown-up and trust them to sort it out.
- We walk around the centre calmly.
- We learn and use communication and coping strategies.
- We are responsible for our own actions and their impact on others.

Be respectful of each other.

- We treat others and speak to others in the way that we like to be treated and spoken to.
- We uphold TAS values.
- We respect and look after each other's belongings and take care of TAS.
- We learn to work cooperatively.

Be safe and feel safe.

- We do not bring things into centre that are dangerous and not needed for our work, play or at lunchtime.
- We keep our centre a 'fight-free' zone.
- We accept appropriate and reasonable support and learn to reflect upon and change our behaviour.

Roles and Responsibilities

The Senior Leadership Team will:

- Be a positive role model
- Implement the behaviour policy, reinforcing the need for consistency throughout the centre.
- Report to governors regarding the effectiveness of the policy and support staff when dealing with behaviour and the law.
- Ensure the health and safety and welfare of all students.
- Praise and encourage positive behaviour including rewards and celebration assemblies - where appropriate.
- Ensure the promotion of the Rules and Values in and around TAS.

- Ensure appropriate use of behaviour strategies.
- Work closely with parents/carers of students displaying behaviours of concern that interfere with learning or safety.
- Identify when students require additional support and allocate resource (e.g., referral for Positive Behaviour Support, therapies, CAMHS, social care, etc.).
- Monitor the effectiveness of behaviour support strategies and analyse behaviour data to identify patterns and trends.
- Ensure environmental considerations are addressed to promote positive behaviour.

All Staff will:

- Implement the guidelines outlined in the behaviour policy, school and class-wide behaviour management systems, and individual student positive behaviour support plans and risk assessments.
- Promote TAS rules and Core values in and around the centre.
- Recognise and reinforce positive behaviour.
- Plan and deliver effective and engaging lessons taking account of children's starting points.
- Consider and address environmental factors that may trigger behaviours of concern.
- Offer the children choices and the chance to make the right decision.
- Support children with the language and vocabulary they need to socialise, communicate their wants/needs, and develop their interpersonal skills.
- Be a positive role model.
- Inform parents/carers about the welfare and behaviour of their children.
- Document incidents of behaviours of concern using current systems.
- Work in partnership with the senior leadership team to ensure all agreed strategies and actions are carried out including the use of individual positive behaviour support plans, risk assessments, or Pupil Passports.
- Adhere to related policies (e.g., Positive Handling) when addressing potentially risky behaviours.
- Use de-escalation strategies appropriately to prevent incidents from escalating.
- Participate in regular training related to PBS approaches and Team Teach.

Parents/Carers will:

- Support their child in adhering to the Behaviour Policy.
- Inform TAS of any changes in circumstances that may affect their child's behaviour (e.g., changes in medication, sleep issues, family dynamics, etc.).
- Discuss any behavioural concerns with the class teacher promptly.

- Collaborate on the assessment of any risky behaviours through functional behaviour assessment, if and when needed.
- Coproduce and implement positive behaviour support plans, as appropriate.
- Attend regular meetings to review their child's progress and behaviour support strategies.
- Share successful strategies used at home that may be implemented at school.
- Provide feedback on the effectiveness of behaviour support plans and interventions.

Communication and Parental Partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. We believe in a collaborative approach where parents/carers are active partners in supporting their child's behaviour.

Communication with Parents/Carers and Representatives

- If a student engages in behaviour which is causing a concern at TAS, their parents/carers will be notified by the class teacher of the concern and any plans to address and support positive behaviour change.
- For adult students with capacity, communication will primarily be with the student directly, with their consent for family involvement.
- For adult students who lack capacity, appropriate representatives (family members, court-appointed deputies, IMCAs) will be involved in discussions about behaviour support.
- Incidents of extreme risky behaviours will be documented and reported the same day.
- Ongoing patterns of concerns will be monitored, documented and discussed with families/representatives to agree a plan for support (e.g., positive behaviour strategies; behaviour support plan, etc.).
- Parents/carers/representatives will be invited to contribute to and review behaviour support plans.
- Regular updates on progress will be provided through agreed communication channels.

Parental Involvement

The behaviour policy is shared with Parents/Carers. Senior leadership, with the support of the wider team will strive to support and encourage parents to share the same aims of TAS in promoting good behaviour.

Parents/carers are encouraged to:

- Share insights about their child's behaviour at home
- Inform the school about any changes that might affect behaviour
- Participate in behaviour support plan meetings
- Reinforce positive behaviours at home
- Provide feedback on strategies

Where appropriate, parents will be signposted to additional support services including:

- Parent training and support groups
- Family therapy
- Community support services
- Local authority services for families

Documentation and Monitoring

Recording Systems

Staff are responsible for reporting any early warning signs for behaviour and safety to members of the Senior Leadership team so strategies can be put in place and more formal steps can be taken. In addition, staff are responsible for documenting and reporting incidents of behaviour using school systems within 24 hours of the incident.

Data Collection and Analysis

When appropriate and required to monitor learner progress, ongoing data will be collected on identified behaviours of concern that impact learning and safety. This data includes:

- Frequency, duration, and intensity of behaviours
- Antecedents (what happened before the behaviour)
- Consequences (what happened after the behaviour)
- Setting events (contextual factors that may influence behaviour)
- Effectiveness of interventions

Data is analysed regularly to:

- Identify patterns and trends
- Evaluate the effectiveness of interventions
- Make informed decisions about support strategies
- Track progress over time
- Inform staff training needs

Behaviour data is reviewed by the Senior Leadership Team and the SENCO on a monthly basis, and findings are used to inform whole-school approaches as well as individual support plans.

Positive Recognition and Reinforcement

Our approach to behaviour emphasises recognising and reinforcing positive behaviour rather than focusing on negative behaviour. We believe that positive recognition encourages children to continue appropriate behaviour and giving attention to good behaviour reinforces expectations - children need to be told they are doing the right thing and be praised and rewarded for it.

Individualised Reinforcement Systems

We recognise that different students are motivated by different types of reinforcement. Therefore:

- Each class will develop reinforcement systems tailored to the needs and preferences of the students
- Individual students may have personalised reinforcement systems as part of their behaviour support plans
- Reinforcement will be meaningful and motivating for the individual student
- Reinforcement will be delivered consistently and immediately following positive behaviour
- The focus will be on developing intrinsic motivation over time

School-Wide Recognition Examples

While reinforcement should be individualised, the following examples illustrate the types of recognition that may be used:

Recognition Type	Examples	Notes
Social reinforcement	Verbal praise, smiles, high-fives, thumbs up	Used frequently throughout the day
Token systems	Stickers, points, stamps	Exchangeable for preferred activities or items
Privileges	Special responsibilities, choice of activity	Linked to individual interests
Communication with home	Positive notes, phone calls, certificates	Regular positive communication, not just concerns
Public recognition	Star of the week, displays of work	Considerate of students who may find public recognition uncomfortable
Experiential rewards	Extra time in preferred activities, special events	Based on individual preferences

Staff will ensure that reinforcement is:

- Age and developmentally appropriate
- Culturally sensitive
- Meaningful to the individual
- Focused on effort and improvement, not just achievement
- Delivered with specific feedback about the positive behaviour

Understanding and Supporting Behaviour

The Education and Inspections Act 2006, Section 91 states that any response to behaviour must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special

educational needs or disability they may have. Additionally, for our adult students, the principles of the Mental Capacity Act 2005 must be considered in all approaches to behaviour support.

Environmental Considerations

We recognise that the environment plays a significant role in influencing behaviour. Staff will consider and address:

- **Physical Environment:**
 - Classroom layout and organisation
 - Personal space and boundaries
 - Access to quiet/calming spaces
 - Seating arrangements
 - Visual structure and organisation
- **Sensory Environment:**
 - Noise levels
 - Lighting (natural and artificial)
 - Visual stimulation
 - Olfactory (smell) considerations
 - Tactile experiences
- **Temporal Environment:**
 - Predictable routines and schedules
 - Visual timetables
 - Preparation for changes and transitions
 - Appropriate pacing of activities
- **Social Environment:**
 - Group size and composition
 - Staff-student relationships
 - Peer relationships
 - Communication approaches
 - Social expectations and demands

Functional Behaviour Assessment

When a student displays persistent behaviours of concern, a Functional Behaviour Assessment (FBA) will be conducted to understand the function or purpose of the behaviour. This involves:

1. Gathering information through:

- Direct observation
 - Interviews with staff, parents, and when appropriate, the student
 - Review of behaviour incident records
 - ABC (Antecedent-Behaviour-Consequence) analysis
2. Identifying patterns to determine:
- When and where the behaviour occurs
 - What typically happens before and after the behaviour
 - What factors maintain the behaviour
3. Developing hypotheses about the function(s) of the behaviour:
- To gain attention
 - To escape or avoid situations
 - To obtain tangible items or activities
 - For sensory stimulation
 - To communicate needs or feelings

Tiered Approach to Behaviour Support

Tier 1: Universal Support (For all students)

- Clear, consistent expectations
- Positive reinforcement systems
- Visual supports and structured routines
- Regular teaching of social-emotional skills
- Creating a calm, predictable environment
- Proactive environmental accommodations

Tier 2: Targeted Support (For students requiring additional support)

- Small group interventions
- Check-in/check-out systems
- Targeted social skills teaching
- More frequent positive reinforcement
- Environmental modifications
- Regular communication with parents/carers
- Simple behaviour contracts

Tier 3: Intensive, Individualised Support (For students with persistent behaviours of concern)

- Functional Behaviour Assessment (FBA)
- Positive Behaviour Support Plan (PBSP)
- Individual risk assessments
- Multi-agency support
- Regular team meetings and plan reviews
- Intensive family engagement

Positive Behaviour Support Plans

For students requiring Tier 3 support, a Positive Behaviour Support Plan (PBSP) will be developed. This plan will:

- Be based on the findings of the FBA
- Be co-produced with the student (where appropriate), parents/carers, and relevant professionals
- For adult students, include assessments of capacity related to the relevant decisions and document how they were involved in the planning process
- Include proactive strategies to prevent behaviours of concern
- Teach and reinforce alternative, appropriate behaviours
- Specify how to respond to behaviours of concern when they do occur
- Include crisis management strategies if needed
- For adult students, ensure strategies represent the least restrictive option and are in the person's best interests if they lack capacity
- Be regularly reviewed and updated

Responding to Incidents

When behaviours of concern occur, staff will:

1. Remain calm and avoid escalating the situation
2. Implement de-escalation strategies
3. Ensure the safety of all students and staff
4. Use the least intrusive intervention necessary
5. Follow the student's behaviour support plan if one is in place
6. Document the incident
7. Analyse what happened to prevent future occurrences
8. Repair relationships after the incident

Recovery and Repair

Following any significant behavioural incident:

1. **Debriefing and Support:**

- Staff debrief to review the incident and support needed
- Student debrief at an appropriate time when calm
- Opportunity for the student to repair relationships when ready

2. **Review and Adjust:**

- Review of triggers and prevention strategies
- Update behaviour support plans as needed
- Consider additional referrals for support

3. **Family Involvement:**

- Same-day communication with family
- Collaborative planning for consistency between home and school
- Review of progress and celebration of improvements

Mental Capacity Act Considerations

TAS Centre recognizes that some of our students are adults (age 16+ for some aspects of the Mental Capacity Act, and particularly for those 18+), and therefore the Mental Capacity Act 2005 (MCA) must be considered when implementing our behaviour policy. This section outlines how we apply MCA principles in our behaviour support approaches.

The Five Principles of the Mental Capacity Act

All staff must adhere to the five key principles of the MCA:

1. **Presumption of capacity** - Every adult student is presumed to have capacity unless established otherwise
2. **Support to make decisions** - All practicable steps must be taken to support an individual to make their own decisions before they are deemed unable to do so
3. **Right to make unwise decisions** - Students have the right to make decisions others might consider unwise or eccentric
4. **Best interests** - Any decision made on behalf of someone who lacks capacity must be in their best interests
5. **Least restrictive option** - Any action taken should be the least restrictive of the person's rights and freedoms

Capacity Assessments

When implementing behaviour support strategies for adult students:

- Staff will assess capacity specifically in relation to the particular decisions about behaviour support
- Capacity assessments will be decision-specific and time-specific
- The two-stage test of capacity will be applied:

1. Is there an impairment of, or disturbance in the functioning of, the person's mind or brain?
 2. Is the impairment or disturbance sufficient that the person lacks the capacity to make a particular decision?
- A person lacks capacity if they cannot:
 - Understand information relevant to the decision
 - Retain that information
 - Use or weigh that information
 - Communicate their decision

Implementing Behaviour Support for Adult Students

For adult students who have capacity:

- Their informed consent will be sought for all behaviour support strategies
- Their preferences and choices will be respected and incorporated into plans
- Their right to withdraw consent will be respected

For adult students who lack capacity:

- Best interests decision-making process will be followed
- The least restrictive options will always be sought
- Consultation with family members, advocates, and relevant professionals
- Documentation of the decision-making process
- Regular reviews of decisions

Restrictive Interventions and DoLS

For adult students who lack capacity, any restrictive interventions that may amount to a deprivation of liberty will:

- Only be implemented when there is no less restrictive alternative
- Be proportionate to the likelihood and seriousness of harm
- Be implemented for the shortest time necessary
- Be reviewed regularly
- Be subject to appropriate safeguards, including Deprivation of Liberty Safeguards (DoLS) authorization when required
- Be clearly documented and monitored

Role of Independent Mental Capacity Advocates (IMCAs)

In certain circumstances, an IMCA may be appointed to represent an adult student who lacks capacity and has no family or friends to consult. This may occur when:

- Decisions about serious medical treatment are needed
- Changes in accommodation are being considered
- A care review is taking place
- Adult safeguarding procedures are being followed

For more detailed information, please refer to the TAS Centre Mental Capacity Act Policy.

De-escalation Strategies

De-escalation is a key component of our approach to managing behaviours of concern. All staff are trained in and expected to use the following de-escalation strategies:

Preventative Strategies

- Build positive relationships with students
- Know individual triggers and early warning signs
- Create a calm, predictable environment
- Use visual supports and clear communication
- Provide preparation for transitions and changes
- Ensure appropriate sensory input and breaks
- Teach self-regulation strategies proactively

Active De-escalation Techniques

When a student shows signs of distress or escalation:

- 1. Maintain Calmness:**
 - Keep a calm voice, body language, and facial expression
 - Avoid showing anxiety or frustration
 - Maintain a non-threatening stance
- 2. Communication Approaches:**
 - Use simple, clear language
 - Reduce verbal instructions
 - Allow processing time
 - Use visual supports if helpful
 - Avoid arguing or confrontation
- 3. Environmental Adjustments:**
 - Reduce sensory stimulation if needed
 - Offer movement breaks

- Provide access to a calming space
- Remove triggers if possible
- Consider removing other students from the area

4. **Offer Choices and Control:**

- Provide limited, achievable choices
- Allow controlled movement
- Respect personal space
- Acknowledge feelings and frustrations
- Offer help with the task or situation

5. **Redirection and Distraction:**

- Introduce preferred activities or topics
- Use humour appropriately (if known to work with the student)
- Change the task or activity
- Involve a different staff member if helpful

These strategies should be used in a flexible, individualised way, taking into account the specific needs of each student and the particular situation.

Supporting Transitions

Transitions can be particularly challenging for many students with special educational needs. We recognise the importance of supporting students through various types of transitions:

Daily Transitions

- Between activities
- Between environments within school
- Between different staff members
- Between school and home

Strategies for Daily Transitions:

- Visual timetables and schedules
- Countdown timers and warnings
- Transition objects or activities
- Consistent routines and cues
- Preparation and preview of changes

Major Transitions

- Starting at TAS Centre

- Moving between classes or key stages
- Transitioning to a new school
- Preparing for adulthood

Strategies for Major Transitions:

- Transition meetings with all stakeholders
- Personalised transition plans
- Gradual introduction to new environments
- Social stories and visual supports
- Additional adult support during transition periods
- Follow-up monitoring and adjustment of support

Physical Intervention

In exceptionally rare circumstances where a student's behaviour is putting themselves or others at risk of physical harm then it may be necessary for an adult to physically intervene. It is important to note that physical intervention should only be used as a last resort, after all other available methods have been employed.

Team Teach Approach

TAS Centre uses Team Teach approaches for positive handling. Staff should call for support from those who are Team Teach trained to provide this physical support. For detailed guidance on physical intervention techniques, training requirements, and specific procedures, please refer to the school's Positive Handling Policy.

When Physical Intervention May Be Used

Physical intervention may only be used when:

- There is immediate risk of harm to the student or others
- There is significant damage to property occurring
- The behaviour is seriously disrupting the learning of others and the student has not responded to other interventions

For adult students (16/18+), additional considerations apply:

- For adults with capacity, their advance decisions regarding physical intervention must be respected where possible
- For adults lacking capacity, physical intervention must be:
 - In their best interests
 - The least restrictive option
 - Proportionate to the risk
 - Documented with a detailed record of the decision-making process

- Subject to appropriate safeguards if amounting to a deprivation of liberty

Post-Intervention Procedures

In all cases where physical intervention has been used:

- An incident form must be completed by the end of the day
- A member of senior leadership must be informed immediately
- An independent person not involved in the incident must check the student for any injuries
- First aid must be provided if required
- Parents/carers must be informed on the same day
- A debrief must take place with both staff involved and the student (when appropriate)
- The incident must be reviewed to prevent future occurrences
- The student's behaviour support plan must be reviewed and updated

Legal Framework

All physical interventions must:

- Only be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

This guidance is in accordance with the DfE's 'Use of Reasonable Force - Advice for headteachers, staff and governing bodies, July 2013.'

Behaviour Incident Recording

All serious behaviour incidents should be logged as soon as possible (by lunchtime/end of the day) using the online behaviour form.

What Constitutes a Recordable Incident

Serious behaviour incidents include:

- Physical aggression towards self or others
- Property destruction
- Absconding
- Incidents requiring physical intervention
- Any behaviour resulting in significant harm or risk of harm
- Persistent behaviours that significantly disrupt learning

Incident Recording Requirements

All incident logs should include:

- Date, time, and location of the incident
- Names of all staff involved in the incident
- Names of any witnesses
- Detailed description of what happened
- The circumstances leading up to the incident
- What happened during the incident
- What actions were taken by staff
- Any injuries sustained and first aid provided
- Parent/carers notification details
- Follow-up actions planned

Immediate Reporting

Incidents **MUST** be reported verbally where immediate action may be required. If witness statements are needed, these can be completed separately and uploaded to the online behaviour form by the end of the day.

Data Analysis

Incident data will be regularly reviewed to:

- Identify patterns and trends
- Evaluate the effectiveness of interventions
- Inform staff training needs
- Review and update individual behaviour support plans
- Identify environmental modifications needed

Supporting Specific Vulnerable Groups

We recognise that some groups of students may need additional or specific support with their behaviour. These approaches will be tailored to individual needs but may include:

Students with Autism Spectrum Condition

- Structured and predictable environments
- Visual supports and clear communication
- Social stories and comic strip conversations
- Sensory assessment and accommodations
- Clear expectations and routines

- Teaching of explicit social rules and skills
- Preparation for changes and transitions

Students with ADHD

- Movement breaks and fidget tools
- Clear, concise instructions
- Break tasks into smaller chunks
- Use of timers and visual supports
- Strategic seating arrangements
- Reinforcement of positive behaviours
- Teaching of self-monitoring skills

Students with Attachment Difficulties

- Nurture-based approaches
- Key adult relationships
- Emotion coaching
- Consistent boundaries with warmth
- Trauma-informed practice
- Predictable responses to behaviour
- Focus on emotional regulation

Students with Communication Difficulties

- Alternative and augmentative communication systems
- Visual supports
- Signing and symbols
- Teaching of requesting and expressing needs
- Careful consideration of language used
- Support from Speech and Language Therapy

Students with Mental Health Needs

- Regular check-ins with key adults
- Access to counselling or therapeutic support
- Quiet spaces for regulation
- Flexible approaches to curriculum demands
- Liaison with CAMHS and other services

- Teaching of coping strategies

Confiscation Procedures

Any prohibited items found in students' possession will be confiscated. This procedure is implemented within the context of our PBS approach, with a focus on teaching appropriate behaviours and ensuring safety rather than punishment.

Prohibited Items

Prohibited items listed in law are as follows:

- Weapons, e.g., knives
- Alcohol
- Illegal drugs
- Stolen goods
- Tobacco products, e.g., cigarettes, vapes
- Pornographic images
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence
- Anything banned in the TAS rules which has been identified by the centre as an item that may be searched for, for example, mobile phones (unless it has been authorised by TAS)

Confiscation Process

When prohibited items are found:

1. The item will be confiscated immediately
2. A senior leader will be informed
3. The item will be stored securely
4. Parents/carers will be informed
5. Appropriate authorities will be notified if required (e.g., police for illegal items)
6. The incident will be documented

Items That Disrupt Learning

Items that are not prohibited but are disrupting learning:

1. May be temporarily confiscated
2. Will be returned to the student at an appropriate time
3. May be returned directly to parents/carers if persistent issues occur
4. Will be clearly labelled with the student's name
5. Will be stored securely

Searching Students

Searching and screening students is conducted in line with the DFE guidance: 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies February 2014'.

Key principles include:

- Searches will only be conducted when necessary for safety
- A student's privacy and dignity will be respected
- Searches will be conducted by appropriate staff members
- Parents/carers will be informed when searches occur
- Clear records will be kept of any searches conducted

Exclusion Procedures

If the behaviour of a child is such that a child is posing serious threat to the safety of themselves and others and the school has exhausted all strategies to reduce that risk, then exclusion remains an option. However, exclusion is viewed as a last resort after all other options have been exhausted.

Pre-Exclusion Interventions

Before considering exclusion, the following interventions will be implemented:

- Multi-agency assessment and support
- Functional Behaviour Assessment and comprehensive PBS plan
- Consideration of alternative provisions or placements
- Involvement of specialist services
- Intensive family support
- Review of reasonable adjustments under the Equality Act 2010

Exclusion Decision-Making Process

A wider school discussion including the headteacher, school proprietress and relevant professionals involved in that child's learning would need to take place before any exclusion.

Required Documentation

There would need to be clear documentation around the exclusion including the following:

- Detailed description of the circumstances leading to exclusion
- Evidence of all strategies implemented to mitigate the risk of exclusion
- Impact assessments of the strategies implemented
- What changes would need to take place to mitigate the risk of another exclusion
- Re-integration plan with clear support strategies

Types of Exclusion

1. **Fixed Term Exclusion:** May be enforced in exceptional circumstances where:
 - A child is not responding to the additional support offered
 - All appropriate advice has been sought from relevant professionals
 - A single incident is of such severity that the health and safety of pupils or staff is at immediate risk
2. **Permanent Exclusion:** Considered only in the most exceptional circumstances where:
 - Multiple fixed term exclusions have been issued and all interventions have been unsuccessful
 - A single act of behaviour is of the severest nature
 - The head teacher has sought advice from the Local Authority Inclusion team

Re-integration After Exclusion

Following any exclusion, a comprehensive re-integration plan will be developed that includes:

- Gradual return if appropriate
- Enhanced support measures
- Regular review meetings
- Clear communication with all stakeholders
- Updated risk assessments and behaviour support plans

Where a child is at risk of permanent exclusion, TAS will work with all stakeholders to seek to minimise this risk by exploring all possible alternatives and additional support options.

Staff Training

All staff receive comprehensive training to implement this policy effectively and consistently.

Induction Training

All new staff are provided with training on the TAS's behaviour policy and procedures as part of their induction process, including:

- PBS principles and approaches
- Centre rules and expectations
- Reward systems and positive reinforcement
- De-escalation strategies
- Recording and reporting procedures

Ongoing Professional Development

Behaviour management forms part of all staff members' Continuing Professional Development (CPD). This includes:

- **Annual refresher training** on the behaviour policy and PBS approaches
- **Team Teach training** for all appropriate staff, with refreshers every 2 years
- **PBS training** delivered by qualified practitioners at least annually
- **Functional behaviour assessment** and **behaviour support plan** training for relevant staff
- **Specialist training** related to specific needs (e.g., autism, attachment, ADHD)
- **External courses** and conferences as appropriate

Training Records

A record of all behaviour management training is maintained by the Human Resources Team, including:

- Training content and provider
- Staff attendance
- Dates of refresher training required
- Impact evaluation of training

Policy Review

This behaviour policy will be reviewed by the Senior Leadership Team every year. At each review, the policy will be approved by the CEO.

The review process will include:

- Analysis of behaviour incident data
- Feedback from staff, students, and parents/carers
- Consultation with external professionals where appropriate
- Review of any DoLS authorizations and restrictive interventions for adult students
- Updates to reflect changes in legislation or guidance, particularly regarding MCA implementation
- Assessment of the policy's effectiveness in promoting positive behaviour and upholding MCA principles

Date March 2025	Review: September 2024
Date: September 2024	Review: September 2025
Date: March 2025	Review: March 2026