Understanding and Supporting Behaviours Policy 2025

CONTENTS

FOREWORD

Lilya's Clarendon School and Lilya's Goldsmith School are both sites for Alternative Provision. Whilst neither site holds school status, they are often referred to as schools for the benefit of students.

1. PURPOSE

The Lilya Lighthouse Education Trust intends to provide an education which enables young people to develop self-awareness, well-being and happiness leading to positive health, accessible education, employment, and meaningful lives. This policy has been written with that intention in mind.

We believe in providing children and young people with opportunities for safe risk-taking, collaboration and problem-solving to promote learning and development. We view behaviour as a way of communicating and we support behaviour by listening to what someone is trying to tell us, and then teaching safer behaviours. We focus on character education to support individuals with their ability to make good choices.

We believe this policy should be a working document that is fit for purpose, represents our school's ethos, and enables consistency and quality provision across the school.

"When we talk about pupils as future leaders, one of the things we mean is that we expect that when they leave us, they will be able to assert their needs."

This policy aims to:

- Provide guidance to practitioners, parents and carers, trustees, and other stakeholders on how to support our children to establish a whole-school approach to supporting pupils to self-regulate, co-regulate, manage their own behaviour, and feel safe so that they can engage in learning.
- Create an ethos that makes everyone in the school community feel valued and respected.
- Act as a guiding tool for practitioners to promote shared values and understanding of behaviour.

2. LEGISLATION, STATUTORY REQUIREMENTS, AND STATUTORY GUIDANCE

This policy is guided by legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies, and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. GLOSSARY

Our terminology reflects our professional stance to understanding and supporting behaviour.

Agency	The capacity to act.
Behaviour	Everything that we do. Behaviour is selected and defined by the environment.
Behaviour of concern	Behaviour which affects the person's safety or their ability to live their best life.
Behaviour which challenges	Behaviour which can be experienced as challenging to another person.
Crisis	Loss of control. Support may be needed to keep an individual or others safe.
Emotional regulation	Recognising and responding to varying emotions.

4. LEADERSHIP AND MANAGEMENT

Practitioners are responsible for their children and for adjusting their teaching and support to best meet the needs of the children. The Leadership Team are responsible for monitoring behaviour and interventions on a weekly basis. The head of provision reports to the Governing Body school's self-evaluation.

All staff are responsible for modelling and promoting positive behaviour across all sites.

At times behaviour can give cause to suspect that a student may be suffering or likely to suffer from harm. In these cases, the DSL or DDSL will consider the interventions needed.

5. STAFF INDUCTION, DEVELOPMENT AND SUPPORT

Staff will receive regular training on behaviour and approaches which create a safe environment for all children to learn and reach their full potential. This includes Team Teach Positive Behaviour Support Training, Regulation for Learning, and Trauma Informed Practice.

Team Teach training is an accredited training framework designed to focus on positive behaviour support issues, with an emphasis on de-escalation, risk, and restraint reduction. The Team Teach code of practice states that professionals should always act in the best interests of the individual concerned, ensuring that responses to behaviours are reasonable, proportionate, and necessary.

Our school teams will work closely with our families to create a puzzle-solving culture which helps us to understand the behaviours of a child and how to support.

Seeking help is considered a professional strength, and colleagues will support one another to ensure the safety of everyone involved.

6. UNDERSTANDING AND SUPPORTING BEHAVIOUR

Our schools seek to understand behaviour as communication. Behaviour is everything we do.

There are four basic functions of behaviour:

Escape or avoidance	To get out of / prevent something from happening
Attention	To seek connection with others
Access to tangibles	To access a preferred activity or item
Automatic or sensory	To trigger an intrinsic response i.e., it feels good

Behaviour support must focus on the needs of the children, recognise the difficulties they may face and offer positive approaches to support positive behaviour. Responses to behaviour must never be punitive, aversive, threatening or compromise the rights of the child.

Class Teachers are responsible for their students and for adjusting their teaching and support to best meet the needs of the students. This includes, identifying the function of the behaviour and then providing meaningful opportunities to teach functional communication.

EXAMPLE: A practitioner identifies that a child is displaying a particular behaviour to avoid an activity. The teacher recognises that the child is ultimately feeling uncomfortable about taking part and plans for an appropriate intervention which teaches the student how to communicate "no" when offered choices. The practitioner provides opportunities for the child to practice the new skill which, in turn, reduces the less helpful behaviour previously used.

Other responses to behaviour may include:

Mindful moments	Throughout the day, students will engage in whole class mindful moments to support good emotional regulation conducive for learning. This may include approaches to prepare children for new learning or a transition to a new activity.
Time away	When an individual student's behaviour signals dysregulation, time away can be used to support the student to regulate their emotions and re-engage as soon as possible. A student's support plan will identify the activity that will most likely help the individual. Each classroom has a 'regulation station' which can help pupils to choose an appropriate emotion regulation tool. Some students may have personalised emotion key rings which they can also use.
Change of face	If time away has not proven successful, practitioners could try a 'change of face' with a different adult to see if this can help.
Natural consequences	Punitive, and often abstract, consequences are not helpful for teaching children functional communication. All actions have natural consequences. If a behaviour is deemed concerning or socially inappropriate, the consequence of the behaviour should be an intervention which best supports the student to learn how to communicate the need or express the feeling in more functional ways.
Suspensions and exclusions	Suspensions and exclusions may be used when there is a serious breach of the school's rules, values or policies or

	when there is serious risk of harm to the education or welfare of the individual student or others in the school. Any exclusion will be the decision of the head of provision, usually in consultation with other members of the senior leadership team. All exclusions will be logged and considered on a half-termly basis by the head of provision and Chair of Trustees to help identify trends and address issues.

We recognise that no one system works for everyone, so we ask each student what their preferred approaches to recognising achievements are during the referral process.

7. DE-ESCALATION STRATEGIES

Our staff team are equipped with the strategies needed to de-escalate behaviour, so that they can meet an individual's need and support them with their understanding of emotions and ability to regulate.

These strategies include:

- Consideration of space
- Adjusting staff approach, including body language, facial expressions, posture, intonation
- Appropriate use of humour (where students have already identified that this is something that works for them)
- Change of face
- Distraction
- Talking about a person's interest
- Offer of a way out of a situation
- Providing clear choices so that a student can feel in greater control
- Other positive strategies that have been agreed with a student prior to an incident requiring de-escalation

8. SUPPORT FOR CHILDREN

At our sites for alternative provision, all children will have an individual plan which will state how each child would prefer to be supported. Students are encouraged to contribute to that

plan as much as possible, along with input from their family and any professionals who provide support and/or interventions. This plan is considered a live document and will be updated a s and when needed.

Some children may require an additional SEN Support plan, which will be reviewed termly by practitioners and families.

Our strategies for early intervention for students include:

- Regular student review meetings
- Regular contact with parents/carers
- Involving students and their families in the planning and review of the student's provision
- Involving students and their families in wider school activities

9. LISTENING AND LEARNING

All significant incidents should be followed by a process of restoration involving listening, learning, putting things right again, and planning a better way for the future. *When* we carry out the restorative work, and *how* we do it, will entirely depend on the individual child. It is unlikely that restoration will be effective immediately after an incident, and this could cause a child to loop back into crisis. The priority is for the practitioner to calm the situation as quickly as possible.

Restoration may look differently depending on the age, developmental stage, communicative ability, and neurological difference of each child. The key in all restorative activities is to listen to the child's views first. For some children, this will require the practitioner to carefully observe the behaviour and to identify what that behaviour is telling us. Practitioners supporting children during, and after, an incident will aid recovery by acknowledging feelings without judgment.

Listen	To the child's views first
Link	Feelings to behaviours for all concerned
Learn	Find better ways for next time

10. SEARCHING AND CONFISCATION

School staff can search a student for any item if the student agrees. A formal written consent from the student is not required for this sort of search – it is enough for the member of staff to ask the student to turn out their pockets or if the teacher can look in the student's bag and for the student to agree.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

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

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

CONFISCATION

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

11. RESTRICTIVE PHYSICAL INTERVENTION (RPI)

RPI will only ever be used in exceptional circumstances when a dynamic risk assessment tells us that not doing so is likely to result in a greater risk of harm to an individual or others.

The sites for alternative provision aim to be places of choice for all students that come to us. We have a clear absconding protocol in place should a student choose to leave without permission from staff to do so. RPI will not be used to bring a student into school or to keep them at school, unless it is considered that a child is likely to be harmed without physical intervention.

All staff will receive regular accredited training so that they have the confidence and strategies they need to de-escalate a situation and reduce the need for physical intervention.

All incidents involving the use of RPI are to be reported by the member(s) of staff involved. Staff are required to log incidents using CPOMS on the day they take place and never later than 24 hours after the incident. Commissioners will be informed and risk assessments updated. Parents and carers must also be informed of all incidents which have required the use of RPI.

All incidents involving the use of physical prompts, separations, or guides as part of de-escalation, or dynamic risk assessment, will also be recorded.

Prompts and guides	The use of touch to gain attention or direct movement as part of teaching and to guide people between places, rooms, or activities.
Restraint	'The use of force to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement' *(Physical contact. Care, comfort, reassurance, and restraint – Bernard Allen, 2011).*

A member of the Senior Leadership Team (SLT) will be alerted to all incidents requiring RPI.

Whenever restraint has been used, staff and children should have separate opportunities to reflect on what happened, and wherever possible a choice as to who helps them with this.