



**CALTHORPE  
ACADEMY**  
Skills for the life we want

# Behaviour Policy

*All policies are electronically signed and available on Governor Hub Ratified by the LGB	
Signed by the Local Governing Body	<b>Date December 2025</b>
To be reviewed annually	<b>Date December 2026</b>

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## **1. Aims and Expectations**

1.1. Calthorpe Academy aims to ensure that:

- Everyone feels physically and emotionally safe and happy at the Academy
- Everyone feels valued and respected and honesty and fairness are promoted
- Good behaviour is encouraged and celebrated with a whole school approach to supporting learners.
- Everyone can develop to their full potential

1.2. We understand that some learners may become dysregulated and display behaviours of concern as a result of communication difficulties, unmet needs or difficulties in expressing frustrations or emotions.

1.3. This Policy outlines Calthorpe Academy's philosophy and approach to promote regulation through the reinforcement of positive behaviour rather than simply responding to negative behaviour. This approach to learners who show dysregulated behaviours, using principles of Positive Behaviour Support (PBS) aims to ensure there is long term behaviour change. We use every opportunity to teach, model and promote positive behaviour. We value the importance of positive relationships between learners, staff, parents, professionals in all that we do.

1.4. At Calthorpe Academy, we are committed to promoting and supporting the mental health and emotional wellbeing of all members of our school community — learners, staff, and families. We recognise that mental health is just as important as physical health, and both are essential to how we live, learn, work, and build meaningful relationships and can impact on how we behave.

## **2. Roles and Responsibilities**

### **2.1. Board of Trustees**

2.1.1. Ensure that there is a Behaviour Policy in place and review its implementation annually.

### **2.2. Headteacher/Senior Leadership Team**

2.2.1. Oversee the implementation of the Behaviour Policy and evaluate its effectiveness. Report to Board of Trustees on the implementation of the policy including the analysis of incidents of behaviour to determine the effectiveness of the policy.

### **2.3. Extended Leadership Team**

2.3.1. Ensure that the Behaviour Policy is implemented in their pathways. Ensure wellbeing passports are in place for learners and Behaviour Support Plans (BSPs) where appropriate and that they are regularly monitored and evaluated. Ensure all strategies are implemented consistently (e.g. capable environment expectations).

## **2.4. Teachers**

2.4.1. Ensure that the Behaviour Policy is implemented in their class. Ensure that wellbeing passports are in place for all learners. Where necessary Behaviour Support Plans (BSP's) are written and implemented and that they are regularly monitored and evaluated. Collaborate with the Behaviour Support Team as needed. Ensure strategies are implemented consistently.

2.4.2. Ensure that capable environment expectations are embedded through teaching practice.

2.4.3. Deliver an ambitious curriculum and ensure that behaviour expectations are taught in the same way as other skills and that we support the learners to learn how to regulate and we co-regulate with them.

2.4.4. Plan lessons well using appropriate teaching and learning strategies to ensure that learners needs are met and they are supported to regulate and be ready to learn.

## **2.5. All Staff**

2.5.1. Create a calm, safe and purposeful environment for learners following the capable environment expectations.

2.5.2. Relationships are important and are central to learning. Provide relational support that helps learners feel safe and that builds trust. This should be proactive as well as at times of difficulty to ensure that feelings of connection, respect, belonging and community are in place. Develop positive relationships with learners and model the behaviour we want to see.

2.5.3. Follow the guidance in the Wellbeing Passport and Behaviour Support Plan. Implement the Positive Behaviour Support strategies and interventions in a consistent manner and review strategies as appropriate. Ensure there is a personalised approach to the needs of specific learners.

2.5.4. Record behaviour incidents promptly and accurately in the appropriate place.

### **3. Behaviours that Challenge in Learners with Intellectual Disabilities**

- 3.1. Up to 30% of people with developmental disabilities will present with behavioural challenges; for a smaller number (approximately 10-15%), these challenges will be severe in nature. Emerson (2001) defines behaviour that challenges as:

'culturally abnormal behaviour of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to and use of ordinary community facilities'

- 3.2. Zarkowska & Clements (1996) additionally state that behaviours may be viewed as challenging if they are inappropriate to a person's age or level of development, if they cause a significant additional handicap to the person by interfering with the development of new skills or if they result in significant stress for those who live with or support the person.

### **4. Values Base and Person Centred Approach**

- 4.1. John O'Brien's Five Essential Service accomplishments have been widely accepted as providing a clear statement of the outcomes that services should aim to deliver for the people they support. These accomplishments apply equally to people with developmental disabilities who present with behavioural challenges (Blunden & Allen, 1987). The accomplishments are:

- Community Presence: The right to take part in community life and to live and spend leisure time with other members of the community.
- Relationships: The right to experience valued relationships with peers and other adults.
- Choice: The right to make choices, both large and small, in one's life.
- Competence: The right to learn new skill and participate in meaningful activities with whatever assistance is required.
- Respect: The right to be valued and not treated as a second-class citizen. (Brown & Benson, 1992)

- 4.2. At Calthorpe Academy these principles provide the basis of reasoning for all our actions relating to supporting learners in managing their behaviour. We aim to create an environment where all learners can be effectively supported towards to academic, social, emotional attainment by adults equipped in developing positive working relationships with our learners.

4.3. We believe that behaviour results from an unmet need and is a form of meaningful communication and therefore every effort should be made to understand and respond appropriately to this communication. Staff are encouraged and supported to better understand what learners are trying to communicate by the behaviours they display. We aim to understand how the brain works, emotions and the function of behaviour:

- access to tangibles or activities
- social interaction/attention
- escape or avoidance
- sensory stimulation
- pain or discomfort

4.4. It is important that we use our understanding and skills to develop strategies to address the function of the behaviour. All strategies need to be appropriate to the needs and understanding of each learner.

4.5. Punitive measures such as shouting at learners or using sanctions are not part of our Academy ethos. These are often not understood by our learners and therefore do not reduce the likelihood of the behaviour happening again and can be harmful.

4.6. Children's rights are of paramount importance. We respect the United Nations Convention of the Rights of the Child:

- Article 19- I have the right to be protected from being hurt or badly treated
- Article 23- If I have a disability, I have the right to special care and education and to be treated with dignity
- Article 34- Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad
- Article 37- I have the right not to be punished in a cruel or hurtful way and to be treated with respect and care

4.7. At Calthorpe Academy all learners have an Education Health Care Plan which details individual targets and support needed to ensure a person-centred approach.

## **5. Positive Behaviour Support (PBS)**

5.1. Research evidence shows that Positive Behaviour Support (PBS) is effective in supporting learners with behaviours that challenge.

5.2. The characteristics of PBS are that it:

- is based on an understanding of why, when and how behaviours happen and what purposes they serve (via the process of functional understanding)
  - focuses on altering triggers for behaviour (in order to reduce the likelihood of the behaviour occurring)
  - uses skill teaching as a central intervention (as a lack of critical skills is often a key contributing factor in the development of behavioural challenges)
  - uses changes in quality of life as both an intervention and outcome measure
  - achieves reductions in behaviour as a side-effect of the above
  - has a long-term focus (in that behaviours of concern are often of a long-term nature and successful interventions therefore need to be maintained over prolonged periods)
  - has a multi-component focus (reflecting that the fact that behaviours of concern are often multiply determined and also that users typically display multiple forms)
  - eliminates the use of punishment approaches
  - includes both proactive strategies for supporting behaviour and reactive strategies for managing behaviour when it occurs (because even the most effective change strategies may not completely eliminate risk behaviours from behavioural repertoires)
- 5.3. It is important to acknowledge and reinforce positive behaviour in order to have a proactive approach to behaviour. We believe that it is vital to use all opportunities to teach regulation skills and reinforce positive behaviour. This needs to be taught in a way that is relevant to individuals and the reinforcement needs to be relevant to the individual. Communication of behaviour expectations and the praise or reinforcement need to be understood by the individual learners and it is important to consider how to support their understanding. We aim to reinforce positive behaviours rather than using a punishment based system and responding to negative behaviours. We understand that our learners need support to regulate and provide this throughout the curriculum. Opportunities are embedded throughout the day and we recognise the importance of adults being able to co-regulate with learners. Trusting and respectful relationships are important in supporting this.

## 6. Capable Environments

- 6.1. Behaviour happens as a result of the interaction between a person and their environment and adapting the social and physical environment can improve quality of life and prevent many behaviours that challenge. As part of our whole school approach we use Capable Environment Expectations for all pathways. The features of a capable environment (based on research) are operationalised into expectations for each pathway that detail what this looks like in practice, for example, how we provide predictable routines, meaningful activities, how we provide choices. We also ensure that we provide high levels of social contact and social interaction with communication being a priority across our provision.
- 6.2. As part of a whole school approach we also promote a sensory aware learning environment as sensory processing difficulties can impact on our learners' ability to regulate. This means recognising and addressing the unique ways in which our learners process sensory information by proactively adapting our environments and educational practices to meet these needs. As appropriate, learners have sensory profiles detailing their needs and how to support them to regulate through having access to appropriate equipment or strategies, for example adapted seating, fidget toys, having a break. This is provided throughout the day as needed.
- 6.3. Our teaching and learning framework and Pedagogical development guidance also has a focus on positive relationships and co-regulation. There are links to capable environment expectations embedded throughout the framework to ensure this is central in our approach to teaching and learning.

## 7. Positive Behaviour Management (PBM) Model

- 7.1. At Calthorpe Academy we use Positive Response Training's Model for delivering Positive Behaviour Support (PBS) interventions (Allen et al. 1997). This has been widely adopted in the UK and features the following three components:
- 7.1.1. **Primary Prevention** involves changing aspects of a learner's environment so as to reduce the probability of behaviours of concern occurring. Primary prevention strategies include:
- changing features of learner's physical environment
  - addressing internal setting events (mental & physical health)
  - eliminating or modifying specific triggers for behaviour

- increasing rates of access to preferred reinforcement
- modifying demands to meet the needs of the individual
- teaching new skills

7.1.2. **Secondary Prevention** involves identifying the early signs that a learner may be becoming distressed and then implementing appropriate supportive actions to restore calm and prevent behaviours from escalating. Secondary prevention strategies include:

- removing or changing the stimulus that may be causing the behaviour
- prompting to use coping skills
- diversion to reinforcing/compelling activities
- strategic capitulation (i.e. giving them what they want in order to stop the behaviour)

7.1.3. **Reactive Strategies** are procedures that may be required should it not prove possible to prevent or avoid challenging behaviours that pose risks to the persons or others. They may involve physical interventions such as breakaway, removal or restraint procedures. Their only objective is to ensure the safety of those concerned in the most ethical, least restrictive manner and in accordance with Calthorpe Academy safeguarding ethos.

7.2. Every learner that presents with behaviour of concern should have an up-to-date positive behaviour support plan that contains the above elements. This plan should be amended/reviewed as necessary each time there is a serious incident of challenging behaviour or termly as a minimum.

## **8. Behaviour Support Plans, Monitoring, Evaluation and Review**

8.1. All learners will have a Wellbeing passport that is written by the class teacher, with information gained from the learner, parents, staff and other professionals. Some learners may also require a Behaviour Support Plan (BSP) depending on the level of support they need in terms of their behaviour(s) or adaptive skills. Behaviour Support Plans will include the identified behaviour(s) for which they need support, possible environmental and/or behavioural triggers and agreed supportive interventions and strategies. Behaviour Support Plans will be written by the class teacher in consultation with the relevant people who are involved with the learner. Wellbeing passports should also be consulted when writing a Behaviour Support Plan. Overall, if a learner requires support in terms of behaviour(s) that may be affecting their

learning and development, or displays behaviour that is deemed as challenging, then a Behaviour Support Plan should be devised and implemented.

8.2. a) Universal – *support for ALL learners*

Capable Environment Expectations (pathway specific expectations)

Wellbeing passports (completed and reviewed by teacher)

- Includes communication strategies, likes, dislikes, reinforcement, sensory and physical needs, situations learner finds difficult, how they show this and what to do to support.

b) Targeted support - support for some learners– (with low-intensity behaviours, regardless of frequency)

- Targeted Behaviour Support Plan (completed and reviewed by teacher with advice as needed from other professionals)
- Definition of target behaviour(s)
- Occurrence of target behaviour(s) is recorded on Antecedent-Behaviour-Consequence (ABC) chart, Partial Interval Records (PIR) and/or Sleuth
- Direct observations are completed/possible environmental triggers are identified
- Intervention strategies are based on brief and informal functional assessment to modify the environment and/or teach functional communication or coping skills.
- Behaviour Support Team (BST) up skill staff through modelling and providing guidance as necessary to support staff in consistent implementation.
- Targeted Behaviour Support Plan is devised (completed and reviewed by teacher, with support from Behaviour Support Team as needed). This will include:
  - Communication strategies; both expressive and receptive
  - Proactive strategies (environmental and behavioural)
  - Informal functional assessment based on basic problem solving
  - Environmental adaptations to support learner
  - Teaching new skills
  - Secondary prevention and reactive strategies

- c) Specialist Tier -Behaviour Support Plan – (updated by Behaviour Support Team in collaboration with class teacher)
- Additional support to understand the function of behaviour, which may be unclear or have multiple contributing factors.
  - Partial Interval Records are used alongside Antecedent-Behaviour-Consequence (ABC) forms and Sleuth (recording software)
  - Direct observations carried out by the Behaviour Support Team and standardised behavioural assessment questionnaires are completed
  - Interventions and strategies are based on Functional Behavioural Assessment
  - Data shows a sustained increase in the number of behavioural events, or a significant rise in frequency, duration, or intensity.
  - Learners require bespoke provisions to access learning opportunities effectively.
  - Support involves a multi-agency approach to address all aspects of the learner's needs.
  - Ongoing monitoring and evaluation of data and support strategies to ensure effectiveness.
  - Coaching and guidance from the Positive Behaviour Support Team (BST) provided for a defined period to support staff in implementing strategies consistently.
  - Behaviour Support Plan updated by Behaviour Support Team in collaboration with teacher and reviewed by teacher in collaboration with Behaviour Support Team. This will include:
    - Functional Behavioural Assessment
    - Description of target behaviour(s)
    - Precursor behaviours and setting events are identified
    - Summary of functions of target behaviour(s) are described
    - Functionally equivalent replacement behaviours are described
    - Reinforcement strategies are described
    - Function-specific secondary prevention and reactive strategies are described

d) **Functional Assessment Summary:** A Functional Assessment Summary is completed by the Behaviour Support Team. Best practice standards (O'Neill et al, 1987) indicate that functional assessment requires the following:

- A clear description of the behaviours of concern, including response classes and behavioural chains that frequently occur together
- Identification of the events, times, and situations that predict when the challenging behaviours will and will not occur across the full range of typical daily routines
- Identification of the social outcomes that maintain the behaviours (i.e. the function they serve for the person)
- Construction of one or more summary statements or hypotheses that describe specific behaviours, specific situations in which they occur, and the reinforcers that are maintaining them
- Collection of direct observational data that confirm the summary statements.

e) **Risk Assessment:** A Risk Assessment should be completed for learners with a BSP, as their behaviour(s) could be a risk to either themselves or others. Teacher to complete risk assessment

f) **Review of Behaviour Support Plan:** Plans to be monitored and reviewed on a termly basis or when necessary (for example after a serious incident of behaviour of concern or if strategies are not effective). This must be reviewed following any incident where physical intervention is needed. The evaluation section of the BSP is then completed also.

## **9. Monitoring Learner Progress and evidencing outcomes**

9.1. It is important when supporting learner with behaviours of concern that we are able to demonstrate effectiveness in terms of:

- Improving access to the curriculum and quality of life
- Achieving reductions in the frequency, duration and intensity of behaviours
- Achieving reductions in the frequency and duration of any restrictive practices

9.2. Calthorpe Academy uses sleuth as a system for recording and monitoring behaviour. Data is analysed at an individual level and also

an organisational level. This helps to inform behaviour support planning and monitoring.

9.3. Progress is also monitored through the following:

- Observational Antecedent/Behaviour/Consequence forms, Partial Interval Records
- Progress data (skills development)
- Curriculum in action and observation process (behaviour for learning is a component of the Fantastic Five Teaching and Learning Framework)

## **10. Staff Training**

10.1. Training is critical in the provision of effective support. At Calthorpe Academy all staff receive in house training in Positive Behaviour Support and receive annual refreshers. Staff receive training as part of their induction and at regular points throughout the year through the inset programme. This includes universal strategies and proactive support. Staff also receive coaching as necessary in implementing the training they have received in practice and implementing strategies.

10.2. Physical intervention skills are only taught to staff identified as needing this to support learners with their BSP. We use Positive Response's Positive Behaviour Management training. This includes both the generic principles of PBS and their specific applications to the learners they support and that their working methods support the implementation of this training in practice. It focusses on a gradient of support and this is reinforced throughout the training. Staff who are not trained should call for assistance if needed to support a learner.

## **11. Quality Assurance**

11.1. It is important that Behaviour Support Plans are implemented effectively by all staff and that this is monitored. Behaviour for learning is included in the teaching and learning observations looking specifically at engagement, positive interactions, appropriate use of reinforcement and that behaviour strategies are taught with a focus on primary prevention. This ensures that behaviour support is embedded throughout all aspects of the curriculum. Capable environment audits are completed to monitor implementation. Audits are completed on Behaviour Support plans to ensure they are high quality. Fidelity checks are used to monitor implementation to ensure proactive elements of the BSP are in place.

## 12. Specific Issues Concerning the use of Reactive Procedures

12.1. The use of reactive strategies may be necessary when all other primary and secondary preventative measures have been unsuccessful in order to ensure safety for the learner, staff, other learners or the public. Good practice dictates that any reactive strategy should be tailored to meet the needs of the individual learner and used as a gradient of support as a last resort. The agreed use of any reactive strategy should be clearly identified and recorded in the learners Behaviour Support Plan. This will be completed in collaboration with staff involved in supporting the learner and other professionals as appropriate. If physical intervention is needed in a crisis situation (and is unplanned) then the BSP must be reviewed and this must be written into the plan. The BSP should be reviewed after any physical intervention with a plan to reduce the need for this. The use of any restrictive intervention must be recorded on sleuth. The Behaviour Support Team will routinely analyse any restrictive interventions and act upon this if needed. They will train staff in effective recording methods and conduct periodic checks to ensure the reliability and validity of ongoing records. They must also respond swiftly and effectively to any escalating patterns of use, identifying root causes and taking appropriate corrective actions.

12.2. Reactive strategies must:

- not be used in isolation but always be used in conjunction with positive behavioural procedures
- follow a gradient of support, with the least intrusive procedure always being the first option
- they must only be used as a last resort when all other strategies have proved unsuccessful
- they must only be used for the minimum amount of time necessary to deal with the immediate situation
- not be used as punishments or rewards
- be tailored to meet individual need and prescribed on an individual basis only
- use the minimal amount of force necessary in any given situation
- be proportionate to the immediate situation
- focus on giving control back to the service user as quickly as possible
- avoid the use of pain compliance

- not employ potentially dangerous positions that may compromise the health and wellbeing of the service user
- avoid vulnerable parts of the body (neck, chest, groin). Avoid hyper extension and/or hyper flexion of the joint
- not impede the process of breathing
- be capable of being performed by all key staff
- be regularly reviewed
- take into consideration all possible contra-indications and/or complications
- be routinely assessed following their use for any signs of injury or psychological distress to the learner
- be recorded within 24 hours on Sleuth following their use
- if you have any cause for concern following restrictive practice with one of our learners please contact a Designated Safeguarding Lead.

12.3. Keeping Children Safe in Education (September 2025) references the use of “reasonable force” in schools, Academies and colleges. Guidance states there are circumstances when it is appropriate for staff in schools/academies to use ‘reasonable force’ to safeguard children and young people. The term “reasonable force” covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain learners. This can range from guiding a learner to safety by the arm, to more extreme circumstances such as breaking up a fight or where a learner needs to be restrained to prevent violence or injury. “Reasonable” in these circumstances means “using no more force than is needed”. The use of force may also involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact.

12.4. The decision on whether or not to use reasonable force to control or restrain a child:

- is down to the professional judgement of the staff concerned within the context of the law
- should always depend on individual circumstances

12.5. If you need to use reasonable force to respond to risks presented by incidents involving children with Special Educational Needs, mental health problems, disabilities or medical conditions, you should consider the risks. This includes:

- carefully recognising the additional vulnerability of these groups
- considering your duties under the Equality Act 2010

### **13. Post Incident Support**

13.1. Both receiving and applying restrictive interventions and supporting behaviours of concern can be stressful. Calthorpe Academy provides emotional support to staff involved in incidents where restrictive strategies have proved necessary. This process of emotional support is separate from any organisational learning that takes place following critical incidents. The former is designed to ensure and maintain well-being, whereas the latter aims to ensure improved management of critical incidents and, as far as possible, reduced use of restrictive interventions.

13.2. Support offered to staff:

13.2.1. Universal Support

- Discuss how you feel following an event with colleagues, weekly class team meetings.

13.2.2. Targeted Support

- Supported by pathway leads or PBS team following an incident and the impact it may have, weekly drop in sessions offered by behaviour support team.

13.2.3. Specialist Support

- Psychological support if staff member is still experiencing difficulties from Schools Advisory Service (SAS).

### **14. Suspension and Exclusion**

14.1. Calthorpe Academy does not want to suspend or exclude any learner from the Academy but sometimes this may be necessary if the behaviour of the learner is considered a threat to other people and behaviour support strategies have been exhausted. The Headteacher may suspend a learner for one or more fixed periods, up to a maximum of 45 days in any one academic year. In extreme and exceptional circumstances, the Headteacher may exclude a learner permanently. The decision to exclude a pupil permanently should only be taken in response to serious or persistent breaches of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of others. Calthorpe Academy would follow government guidance should this happen (Suspension and permanent

exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England. August 2024).

## **15. Reducing the Use of Restrictive Practices**

- 15.1. Huckshorn (2004, 2005) identified six key organisational initiatives that have been repeatedly shown to reduce restrictive practices. These are: clear leadership commitment; using data to inform practice; involving the workforce in formulating reduction plans; employing specific restraint reduction tools (such as risk management plans that feature non-restrictive alternatives); involving service users in developing and monitoring plans; and having effective individual and organisational debriefing strategies in place.
- 15.2. Calthorpe Academy is committed to reducing the use of restrictive practices.

## **16. Child on child abuse**

At Calthorpe Academy we know that children can cause harm to other children. As a school we have a zero acceptance of child-on-child abuse and create a culture of keeping an open mind and attitude that "it could happen here." Our staff are aware that even if no reports are being made in our school, it does not mean it is not happening.

Our staff understand that it is important to challenge inappropriate behaviours between children that are abusive in nature, and we have clear expectations that incidents are not downplayed or suggested to be jovial or part of growing up as this can lead to a culture of unacceptable behaviours and unsafe environments for children and young people. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment Page
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party • consensual and non-consensual

sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Our safeguarding and child protection policy will apply to all incidents that raise safeguarding concerns where the alleged behaviour:

- is serious, and potentially a criminal offence
- could put learners in the school at risk
- is violent
- involves learners being forced to use drugs or alcohol
- involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).
- Refer to safeguarding policy for further information

## **17. Legal and Policy Frameworks**

17.1. It is important that all organisations supporting challenging individuals demonstrate that their practice meets both legal and best practice standards. While there is no specific legislation that addresses the provision of care to people with intellectual disabilities and challenging behaviour, all of the following may be relevant at some time when supporting challenging individuals: The Deprivation of Liberty Safeguards (2008), the Mental Capacity Act (2005), the Human Rights Act (1998), the Children Act (1989) and the Mental Health Act (1983, 2007). In addition, the Health & Safety at Work Legislation (1974, 1999), with its statutory requirements for employers to manage risks in the workplace, has major relevance to the planning and delivering of training in reactive strategies. Lyon & Primor (2004) remains the definitive UK guidance on legal issues relating to the use of physical interventions. The Academy also has legal duties under the Equality Act 2010, in respect of safeguarding and in respect of learners with special educational needs (SEN).

- 17.2. Guidance for good practice is available in Royal College of Psychiatrists, British Psychological Society, and Royal College of Speech & Language Therapists, 2007, Harris et al, 2008; Bild, 2014; Department of Health, 2014, 2015; Skills for Care & Skills for Health, 2014; NICE, 2015, Bild, CAPBS Organisational and Workforce Development Framework (2016), Positive and proactive care: reducing the need for restrictive interventions (2014), BILD Code of Practice for the use and reduction of restrictive physical interventions (fourth edition 2014), Keeping Children Safe in Education September (2024), DfE, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, September (2024)

**18. Appendix A**

18.1. This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- E-Safety Policy
- Anti-bullying Policy
- Exclusion Policy
- Mental Health and Wellbeing Policy

## 19. Changes

Description	Date	Page	Section
Extended Leader responsibilities	27/09/23	3	2.3.1
Post incident support	27/09/23	14	12.2
Teacher responsibilities and staff responsibilities	10/12/24	4	4. and 4.4
Added capable environment expectations and sensory aware learning environment	10/12/24	7	6.1 and 6.2
Suspension and exclusion –updated in line with guidance	10/12/24	15	13
Child on child abuse – updated in line with Safeguarding policy	10/12/24	17	15
Mental Health	17/11/25	3	1
Teacher responsibilities and staff responsibilities	17/11/25	4	4.3 and 4.4
Behaviour Support Plans, Monitoring, Evaluation and Review	17/11/25	11	8.2
Child on child abuse – updated in line with Safeguarding policy	17/11/25	17	16