



FOREST BRIDGE SCHOOL

Behaviour Management Policy

Introduction

Forest Bridge School is a Special school provision for pupils aged 4 to 16 years old with a primary diagnosis of Autism. We recognise that communication, social interaction, and positive behaviour management are fundamental to educating pupils with special educational needs.

We focus on helping our pupils achieve their full potential using Applied Behaviour Analysis (ABA) principles. The aims of our Behaviour Management Policy are to:

- Help pupils develop a range of social skills and assist them in learning what constitutes prosocial behaviour.
- Help pupils develop confidence, self-discipline, and self-esteem in an atmosphere of mutual respect and encouragement.
- Promote and improve positive pupil behaviour through the collaborative efforts of pupils, school staff, parents/guardians, school boards and other stakeholders.
- Help all stakeholders to understand and exercise their rights and responsibilities in managing pupil behaviour.
- Help create a fair, caring and safe learning environment for pupils and staff.

In conjunction with the aims above, the school follows its purpose-designed curriculum (Forest Bridge School Curriculum – FBSC), which is highly individualised to meet our pupils' needs. Having a differentiated curriculum allows us to provide an environment to promote:

- Respect
- Achievement
- Enjoyment
- Resilience

Principles and Purpose of behaviour management at Forest Bridge School

Forest Bridge School's behaviour management focus is not just changing behaviour but maintaining positive behaviours and reducing negative ones and creating a safe environment in which all pupils can learn and reach their full potential. This form of management results in ways to help our pupils, both individually or in groups, choose or engage through learning in personally fulfilling, productive, and socially acceptable behaviours, and more importantly assisting in building skills that improve well-being and, eventually, flourishing of the individual. Furthermore, the school's attitude towards managing behaviour is also characterised by having procedures in place

that plan for the fading of intensive behaviour management systems and a decrease of the level of assistance needed to demonstrate prosocial behaviours. The end goal is for the pupil to eventually engage in prosocial, appropriate behaviour independently, thus promoting independence and more successful integration. Furthermore, maintaining the safety of all pupils, staff and visitors at the school is of paramount importance.

Leadership, Management and Stakeholder responsibilities

Governors

- The Governors act in accordance with 'Behaviour and discipline in schools: Guidance for governing bodies'. The Governing Body is responsible for ensuring that a school policy on behaviour is in place.
- They are informed of behavioural incidents, effectiveness of systems and updates on promoting positive behaviour and addressing behaviours of concern on a termly basis through the Behaviour and Welfare Committee meetings. Resources allocated?

Headteacher

The Headteacher is responsible for ensuring effective behaviour management throughout the school. The headteacher will act in accordance with the current statement of behaviour principles *made by the governing body and have regard to any guidance provided by the governing body on promoting positive behaviour at the school*. The headteacher:

- leads on the establishment and continuation of Forest Bridge school culture where pupils and staff flourish in safety and dignity
- ensures it permeates through every aspect of school life
- ensures that all staff adhere to the measures as stated in this policy for positive behaviour and respect for others to be consistently and continuously encouraged
- ensures that the measures are in place to prevent and address all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying – see anti-bullying policy).

Senior Leadership Team

The senior leadership team consistently supports all staff in managing pupil behaviour through following the behaviour policy.

- The Lead Behaviour Analysts (LBA's) and PCM trainer(s) - in collaboration with the LBA's - are responsible for monitoring behaviour management across the school.
- The LBA's are responsible for developing positive attitudes to learning and ensuring staff receive appropriate training to minimise, decrease and safely manage behaviours of concern.
- The senior leadership team should consider the policy at a formal meeting on an annual basis

Class Leaders (ABA Supervisors and Class teachers)

The ABA supervisor and the Class teacher work together to ensure that there are strategies to

help prevent, decrease, and/or maintain reduced levels of behaviours of concern.

More specifically, the class leaders will:

- Arrange an environment that offers pupils frequent opportunities to choose.
- Arrange a learning environment that frequently assesses the pupil's motivation for specific activities.
- Plan teaching activities that are appropriate for pupils' abilities and interests.
- Plan behavioural goals that allow pupils to self-regulate and self-monitor their behaviour when appropriate.
- Employ evidence-based teaching strategies to promote the acquisition of adaptive replacement skills (e.g., functional communication, self-direction skills, increased task cooperation, transitioning across activities, tolerance to denial of preferred activities, accepting "no").
- Use clear, direct, unambiguous language to inform pupils what they should do rather than what they should not.
- Use written/visual aids to tell the pupil what is expected of them.
- Use a timetable to help the pupil to understand and prepare for the changes and transitions in their day.
- Follow the established behavioural systems and record data daily.
- Provide pupils with a range of communication strategies to express their needs, wants, and frustrations in an acceptable way.
- Consider environmental factors such as classroom layout, seating arrangements, ecological variables (e.g., lack of sleep)

Parents & Carers

All parents and carers receive

- Regular and active involvement in their child's social and personal education.
- Constructive advice in formulating solutions regarding concerns about their child.
- Regular and open contact with school staff. Communication via home schoolbooks and/or emails.
- Information about the school's Behaviour Management Policy (on the school website).
- The opportunity to express their views and concerns and contribute to behaviour plans.
- Support to ensure that appropriate behaviours are generalised to the home and other settings as a school provision to the best of our ability.
- Encouragement to work alongside the school in managing behaviour as parents and carers are our most important partners.

Pupils

At Forest Bridge school, all pupils are given the opportunity to assist in developing their own behavioural systems to help them address all potential challenges inherent in school life.

Whenever it is applicable and meaningful to the pupil, the pupils:

- Will be made aware of the school behaviour standards, expectations, pastoral support and consequence processes
- Will be taught that it is part of their responsibility as a pupil to follow the school behaviour policy and uphold the school rules

- Will be asked to assist with developing their own personalised behavioural systems and identify their own proactive and teaching strategies, their rewards and consequences
- Will be asked about their experience of behaviour systems in place and provide feedback to help shape current and future school behaviour culture

School systems

Behaviour management can be accomplished, amongst others, through modelling, rewards, or strategies that reduce the likelihood of that behaviour happening again in the future (e.g., redirection, corrective feedback), to name a few of the principles that underlie the science of ABA.

Forest Bridge School Curriculum

- Forest Bridge School follows its own bespoke curriculum that was developed with the behavioural needs of its pupils as one of the core elements. One (Employment Prerequisites) of the twelve domains that comprise the curriculum specifically addresses any behaviours of concern and sets personalised objectives, whilst three of the domains (Communication, Health and well-being, and Social Skills) outline targets that have either an indirect or a direct goal of addressing any behaviours that challenge and, most importantly, to teach our learners the importance of positive behaviour and equip them with the tools to blossom and thrive (for more information on the curriculum see FBS Curriculum policy).

Risk assessments

- Behaviour risk assessments will be conducted, in September, for all pupils regardless of exhibiting behaviours of concern. The ABA Supervisor and the Class Teacher will conduct the behaviour risk assessment for the pupils in their class(es) and discuss with all staff involved with the pupil (and with the pupil if appropriate). The assessments will be updated as needed based on pupil behaviour change and overall needs.

Evidence – based Strategies

- Staff equip our pupils with evidence-based self-regulation strategies to manage and control their behaviour. Staff will aim to promote positive behaviour through the use of reinforcement, modelling and proactive teaching.
- Staff equip our pupils with functional communication skills to replace behaviours of concern
- Behaviour management strategies are tailored to meet individual needs within our whole school approach and devised under board-certified behaviour analysts' supervision.
- A commitment to adopting the "least restrictive treatment" model in which the least intrusive interventions to de-escalate potentially critical situations will be employed.
- If a pupil is observed to engage in behaviours that impact their ability to access the curriculum or are unsafe to themselves or others, a Functional Behaviour Assessment (FBA) may be conducted.
- FBAs are conducted by an ABA Supervisor under the supervision of a Lead Behaviour Analyst (LBA)
- An FBA is conducted when additional information is needed to ensure a behaviour of concern is appropriately addressed. There are three types of FBA that include:
 1. Indirect assessment

2. Descriptive assessment, and
3. Functional (experimental) Analysis (FA).
 - Indirect FBA includes the use of interviews, questionnaires, checklists, and rating scales to gather information regarding the context for concerning behaviour from individuals who are familiar with the pupil and have observed the concerning behaviour.
 - Direct observation is at the core of descriptive FBA. Through ABC (antecedent-behaviour-consequence) narrative recording, scatterplot assessment, or systematic direct observation methods, the concerning behaviour is observed in the natural context in which it occurs, without any manipulation of the environment. In descriptive FBA, direct observation data are used in combination with data collected through indirect methods to help identify the reason behind the concerning behaviour(s) of the pupil. If concerns continue and progress is not achieved with current strategies, the following will be implemented:
 - Agreement from parents is obtained at the beginning of a pupil's entry to Forest Bridge School for indirect and descriptive assessments, as they are part of the general ABA practice of the school.
 - At times, the team determines that an FBA may not be sufficient to develop an appropriate plan, and further information is needed. If that is the case, a FA may need to be conducted. A FA is a series of several situations contrived to determine the function of a child's concerning behaviour and provide valuable information in developing an appropriate intervention plan. This will be done in consultation with parents and carers (*See Appendix C and D*) and will only be carried out with their agreement and no risk of harm to the pupil
 - The ABA Supervisor will design a Behaviour Intervention Plan (BIP) under the supervision of their mentor with input from the school team, family, the pupils themselves (whenever possible), and other appropriate professionals, followed by the training given to all staff concerned. Prior to go to parents the BIP will be approved by a member of SLT.
 - The behavioural plan will be discussed with parents and pupils (whenever possible) and agreed upon. If multiple attempts to obtain the families' agreement and signature have been unsuccessful, a team may decide to move forward if they believe the BIP is in the best interest of the pupil but must document multiple diverse and multimodal attempts to obtain consent.
 - A data collection system will be in place to track the concerning behaviour and monitor the effectiveness of the intervention plan.
 - Ongoing and open lines of communication with home and care settings so that all adults involved can use an agreed consistent approach.

Professional Crisis Management (PCM) and Crisis Plans

- All permanent classroom staff are trained in behaviour management procedures and regularly participate in refresher training in PCM to de-escalate and positively handle students who are showing concerning behaviours.
- As part of a planned response, or in extreme circumstances, this may result in physical intervention. The physical intervention will only be used as a last resort to ensure the safety of pupils and staff, will be proportionate to the concerning behaviour and will be reasonable (as per 'Use of reasonable force. Advice for headteachers, staff and governing bodies', July 2013) to safeguard children (i.e., using no more force than is needed) and will only be

conducted by qualified staff

- All responses to concerning behaviour should be transparent, accountable, and recorded.
- If a pupil's behavioural needs warrant the use of physical intervention or seclusion on an ongoing basis to ensure their safety and that of others, a Crisis Plan will be developed that documents what interventions are to be used, under what conditions these interventions are to be used, by whom, and for how long.
- Crisis Plans are written by the ABA Supervisor, approved by the LBA (or member of SLT in absence), and shared with the appropriate staff members for training and support, and with parents and carers.
- Physical Intervention is not to be used when behaviours can safely be managed in other, less restrictive ways. It also is not to be used when it is deemed unsafe to do so due to medical reasons, physical limitations, or the emotional needs of the pupil.
- A medical risk assessment will occur before physical intervention is included as part of a planned response in a behaviour intervention plan.
- Cover staff, volunteers, therapists, and other visitors who have not participated in PCM training and who have not presented an up-to-date certificate to the LBA, or PCM trainers in school are not permitted to physically intervene with pupils unless in extreme circumstances where no other safe option is available. Such staff will seek support from PCM-trained staff members. All necessary information around appropriate actions will be delivered to them by the class leaders or the members of the SLT who overview school-wide behavioural management.
- All physical interventions will be recorded in writing on an Incident Report Form. Parents will be informed, in person, via phone, or email the same day
- The information recorded will be monitored by the ABA Supervisor and LBA, and behaviour intervention plans will be updated if appropriate.
- In an emergency, it may be necessary for staff to use interventions not recognised by PCM to keep themselves and others safe. Details of the intervention used will be recorded on the incident form, and parents will be informed. In addition, a behaviour management plan will be drawn up or adjusted to address how to lower the risk of a repeated incident and how to respond in the future.
- Staff will work to reduce the likelihood of the need for Physical Restrictive Intervention over time.

Seclusion

Seclusion is defined as any time a pupil is in a room separate from other pupils or staff and not permitted to leave until calm. Seclusion is used as an alternative to other physical interventions where it is determined it is a safer or more effective way to maintain pupil and staff safety.

More specifically:

- Seclusion will only be used as a last resort to ensure the safety of pupils and staff. It will be proportionate to the concerning behaviour and will only be conducted by qualified staff (i.e. PCM trained staff who (if possible) may be guided by the class/SLT leaders at that moment)
- Seclusion is not to be used when behaviours can safely be managed in other, less restrictive ways. It also is not to be used when it is deemed unsafe to do so due to medical reasons, physical limitations, or the emotional needs of the pupil.
- Pupils will be monitored for the duration of any seclusion, and their basic health and safety will be addressed during and afterwards.

- Any incident of inclusion will be in accordance with the Liberty Protection Safeguards for our pupils who are 16+ and who might require seclusion.
- Any incident of seclusion will be documented through ABA data, and parents will be notified in person, via email or phone the same day as any incident.

Pupil transition through systems

Crisis plans and Behaviour Intervention Plans are two of the five different levels of behaviour systems for each pupil, depending on the magnitude, frequency and/or duration of the concerning behaviour(s). Starting with the most intensive, those systems are:

- Crisis plans
- Behaviour Intervention Plans
- Behaviour Guidelines
- School-wide systems and
- Self-management.

Those systems come into place based upon criteria that apply to all pupils across the school. For example, more intensive systems (e.g., crisis plans) are designed to address concerning behaviour, whilst least intensive systems (e.g., self-management) are put in place to promote self-regulation and self-management in the absence of behaviours of concern and/or behaviours that interfere with learning (**See Appendix A**)

Equally importantly, set criteria that apply to all pupils across the school are also in place when the team investigates fading a type of behaviour support system to transition to a less intensive system or removed entirely if no longer needed.

The behaviour data is reviewed daily by the ABA supervisor to identify progress and make informed decisions around fading the systems in place with the assistance of their mentor or LBA (**See Appendix B**)

Staff induction, development and support

All school staff have a responsibility to provide a safe environment in which pupils can learn (KCSIE 2023). Forest Bridge School has simple, clear and well communicated expectations of behaviour and provides staffing levels on the needs of the pupils at the school so that behaviour can be managed consistently and both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust. In order to ensure that this is consistently happening, all staff receive:

- A supportive environment to promote effective teaching and learning.
- Access to appropriate training via 'New to ABA' training for newly hired staff, whole school and cohort-based training and class-specific training delivered by the class leaders that focus on teaching and behaviour management strategies.
- Advice and support from colleagues via individual coaching or team briefings and staff meetings.
- Pastoral mentoring and debriefing opportunities.
- Clinical supervision as appropriate for relevant staff members pursuing advanced behavioural training (e.g., Masters etc.), in the form of Board-Certified Behaviour Analyst

supervision.

- All staff who work with students are trained to de-escalate a difficult situation, and some staff are specifically trained in physical intervention.
- Staff will respond professionally, fairly and treat pupils with equality, recognising that behaviour is learned (thus all behaviour can be unlearned, and new behaviours learned in its place) and is not a reflection of the child, their diagnosis, or their personality.

Child-on-child abuse

At Forest Bridge School, bullying is unacceptable and can damage children's individual and educational needs. All members of the school community have a duty to create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully, any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively. We, therefore, do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances (see anti-bullying policy).

Online misbehaviour

Forest Bridge School can issue appropriate consequences to pupils for online misbehaviour when the pupil is identifiable as a member of the school and it poses a threat or causes harm to another pupil or it could have repercussions for the orderly running of the school or it adversely affects the reputation of the school. Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Consequences will be agreed by the Headteacher and Head Behaviour Analyst, and will be discussed with the parents and, whenever appropriate, with the pupil.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, Forest Bridge School will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher or member of the senior leadership team will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) or deputy designated safeguarding lead (DDSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Please refer to the school's child protection and safeguarding policy for more information.

Banned items

All stakeholders will recognise that there is a broad range of items which if, brought into a school setting or, in the possession of a young person, could compromise the health and safety of the individual pupil, other members of the school community, including students, staff or visitors to the school. The Governing Body of Forest Bridge School has a duty under section 175 of the Education Act 2002 requiring them to plan to ensure that their functions are carried out with a view to safeguarding and promote the welfare of children.

Banned items list

The 2022 DfE Screening Searching and Confiscation Advice is the foundation for this part of the policy, and it identifies prohibited items such as:

- knives (any bladed article including but not limited to - craft knife, Stanley knife, Swiss Army knife, fishing knife, razors, kitchen knives etc. or any bladed item)
- weapons (any gun, including but not limited to air rifles, BB gun, toy guns, nerf guns, pellet guns, crossbow, tasers, blow pipes, knuckledusters or any similar item and includes any item made for the purpose of assault or defence)
- 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 pupil).

The policy is not constrained by the criminal definition of an offensive weapon but refers to any item which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others.

Unauthorised items list

In addition to the prohibited items identified above and detailed in the DfE Screening Searching and Confiscation Advice, there are a number of other items which could cause harm, distress or injury to pupils or persons or 'Adversely affect good order and discipline of the school community' (DfE Behaviour and Discipline in Schools).

Forest Bridge School's Governing Body considers that the following items are inappropriate and should not be brought into school:

- Chains
- Catapults
- Lighters, matches
- Tools (scissors, screwdriver, hammer, nails, etc)
- Pepper sprays and gas canisters
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass
- Laser pens
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)
- Aerosol (including hair spray). Aerosol deodorants can be used under supervision for those pupils who do not like the tactile feedback from roll-ons
- E cigarettes

- Stink bombs
- Solvents
- Chewing gum (unless authorised by Headteacher/Head Behaviour Analyst for behaviour support purposes such as, for example replacement behaviour for spitting).
- Energy drinks
- Super Glue
- Needles (Syringes if required for medical grounds should be kept in accordance with the pupil's own care plan and the school's own drugs/medical policy)
- Offensive material - pornographic, racist, homophobic, extremist material (in any medium)
- Rope
- Cable ties
- Hover boards
- Electric scooters

At Forest Bridge School we understand that mobile devices with or without access to the internet are sometimes essential for the smooth transition of our pupils to and from school, especially during their long travel times. Those devices will be handed over upon arrival and kept at the school's reception. The items will be locked away and will be handed back to the students upon leaving the school during dismissals. However, the school will occasionally allow mobiles in class so that our pupils can be taught appropriate use but that would only be for the purposes of a lesson and after SLT or appropriate cohort lead have been informed.

This is not an exhaustive list and the Headteacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress, or injury to another.

Searching, screening and confiscation

Searching, screening and confiscation at Forest Bridge School is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any banned and/or unauthorised items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. The authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency.
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil.
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept. If the

authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher or DSL or DDSL.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- assess whether there is an urgent need for a search
- assess whether not doing the search would put other pupils or staff at risk
- consider whether the search would pose a safeguarding risk to the pupil
- explain to the pupil why they are being searched
- explain to the pupil what a search entail – e.g. I will ask you to turn out your pockets and remove your scarf
- explain how and where the search will be carried out
- give the pupil the opportunity to ask questions
- seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff will try and determine why the pupil is refusing to comply. If the pupil is still refusing to comply the member of staff will liaise with the senior leadership team about appropriate next steps. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, or desks. If the pupil does not agree to the search, staff can still carry out a search for banned/unauthorised items (listed above). An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff. The staff member who carried out the search should inform the DSL/DDSL without delay.

All searches for banned and unauthorised items (listed above), including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS). Parents will always be informed of any search for a prohibited/unauthorised item (listed above).

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times. Staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before the strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult. The pupil's parents will always be informed by a staff member once a strip search has taken place. The appropriate adult will: act to safeguard the rights, entitlement and welfare of the pupil, not be a police officer or otherwise associated with the police, not be the Headteacher, be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex, except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

After any strip search, the pupil will be given appropriate support, irrespective of whether any

suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it. Staff will follow the school's safeguarding policy and speak to the DSL. Any pupil(s) who have been strip searched more than once or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Mobile phones and tablets

Mobile phones

At Forest Bridge school, pupil mobile phones cannot be used during the school day. Some pupils may own mobile phones, especially as they get older, but they will need to hand them in the office upon arriving at the school and collect them at the end of the day. The reason for this has to do with mitigating risks, including distraction and disruption which is a detriment to learning, and safeguarding concerns such as bullying and abuse and/or access to inappropriate content. On certain occasions, pupils may be allowed to have their phones when accessing community trips or when accessing external provisions for further education, training or employment. The approval, frequency and duration of this permission will be decided by the Headteacher and can be withdrawn at any point (e.g. if irresponsible use is observed).

Tablets

The use of tablets is permitted at Forest Bridge School, as we recognise that many of our pupils, on their journey to develop and strengthen their communication skills, may initially need aids such as augmentative and alternative communication devices. Those tablets should not have access to their own internet data whilst in use at school, to mitigate risks such as distraction, disruption, and safeguarding concerns such as bullying and abuse and/or access to inappropriate content.

Exclusions

Forest Bridge School aims to operate a non-exclusion policy. We will always work with the pupil and family to find the best solution to meet the child and family's needs. Should we feel Forest Bridge School cannot meet the needs of a pupil, a meeting will be held with the family, and local authority and a plan developed to secure an alternative provision that is better able to meet the needs of the pupil and the family.

However, we recognise that there may be exceedingly rare occasions where we are unable to keep a pupil and the wider school community safe, in which case a fixed-term or permanent exclusion may need to be used. At the same time, we either make alterations to the building or seek alternative emergency provision in conjunction with the family and local authority.

Other sanctions

Punitive forms of discipline (i.e., inflicting a penalty such as loss of recess, suspension, detention)

will not be utilised or tolerated. At Forest Bridge school, the use of strategies designed to directly reduce behaviours of concern based on the reinforcement of appropriate behaviour are the preferred interventions. Strategies designed to directly reduce behaviours of concern will only be used as a last resort to support pupils who display behaviours of concern which could cause harm to themselves or others. These strategies will be approved by the HBA/LBA Assistant. Types of strategies designed to directly reduce behaviours of concern can be, but are not limited to:

- Response Cost: loss of a specific amount of reinforcement e.g. a token being removed, access to a whole class reinforcement (non-educational) trip removed
- Bonus response cost: additional reinforcement is made available that can be removed if behaviour of concern occurs e.g. losing extra computer time.
- Time out from reinforcement: the opportunity to access reinforcement is withdrawn or access to reinforcers is lost for a specific period of time.
- Verbal correction is given after a behaviour of concern depending on the level of learning and understanding of the pupil and on the function that maintains the behaviour of concern.
- Response blocking: physically intervening as soon as the person begins to emit the behaviour of concern to prevent them from completing the response.

Removal from classrooms and reintegration

At Forest Bridge School, we will utilise removal from a classroom for a pupil who has been demonstrating behaviours of concern of a level of frequency, magnitude and/or duration that poses a health and safety risk to the pupil or the other pupils and staff in the classroom or triggers a high level of disruption that is significantly impacting the learning of the pupil or the other pupils for a prolonged and repeated period of time and only if other behavioural strategies in the classroom have been attempted but have not been effective, unless the behaviours of concern are so extreme as to warrant immediate removal.

Removal is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. Removal is also to be differentiated from the use of separate spaces (e.g. sensory room, quiet room) where a pupil is taken out of the classroom to regulate their emotions because of identified sensory overload as part of a planned response.

The use of the removal will always come with a clear, concise and achievable re-integration plan that will take into consideration the pupil's needs and presentation. The plan will need to include criteria for mastery across steps towards final re-integration and an estimated timeline. Class leaders will give regular updates to the Headteacher and HBA/LBAs on the progress of the pupil as well as discuss any updates or revisions.

The environment will be set up in a way that continuous education is provided and will still be meaningful to the pupil. The removal location will need to be properly and appropriately managed to enable the pupil to access education that can be continued and allow the pupil to work on self-regulation and self-control in a safe and calm place. Work, whilst the pupil is in the removal location, will be done to facilitate reflection by the pupil on the behaviour/s that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future, based on the pupil's level of verbal behaviour and learning cohort. The removal location will be in an

appropriate area of the school and stocked with appropriate resources, will be a suitable place to learn and refocus and will be supervised by members of staff trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of behaviours of concern and contexts. The pupil will never be locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk (i.e. utilisation of seclusion as a restrictive intervention) but this would be a safety measure and not a disciplinary sanction. The Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts will always be complied with.

Any recommendation for removal and its accompanying plan will always be first reviewed by the Head teacher and the Head Behaviour Analyst/Lead Behaviour Analysts. The pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Parents should be informed prior to any implementation of removal as a strategy and be given the reasons in a clear manner and, if possible, an estimate of duration and future re-integration. If the pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are a looked-after child, their social worker will also be notified. If the pupil is looked-after, their Personal Education Plan will be appropriately reviewed and amended and their Virtual School Head will be notified.

The HBA will review collected removal data in order to interrogate repeat patterns and the effectiveness of the use of removal. Data-based decisions will be made if a pupil is frequently removed despite meeting the re-integration plan to identify whether the pupil will benefit from additional approaches or whether specific teachers and ABA supervisors may require more support.

Monitoring and evaluating school behaviour

This behaviour policy will be reviewed by the Head Behaviour Analyst alongside the Senior Leadership team and the School's governing body. At each review the policy will be ratified and approved by the governing body. Behaviour data on restraint, seclusion, injuries and number of behaviour systems introduced and faded are presented termly on governing body and shared with the SLT. Behaviour Guidelines and Behaviour Support Plans are monitored on a termly basis by the HBA/AHBA as part of the Quality of Education termly evaluation period.

Behaviour outside of school premises

Forest Bridge School practises a non-sanction policy for all its pupils. All responses to behaviours of concern will be channelled through a pupil's detailed behaviour system in place that takes effect inside and outside of school premises at a time that the pupil is under the duty of care or charge of a member of staff of the school. If the pupil does not have a behaviour system in place or the system is not designed for the demonstrated behaviour, all actions necessary to ensure the health and safety of the pupil will be taken by the staff members and planned responses following the incident will be discussed with the HBA and the Headteacher.

A detailed plan to ensure the quick and smooth in-the-moment response to behaviour incidents outside of the school premises is designed and in place for all staff at Forest Bridge School (**see Appendix E**). A detailed plan to ensure the quick and smooth in-the-moment response to behaviour incidents related to a pupil attempting to exit or successfully exiting the school premises whilst in-view and not in-view by a school member of staff is also designed and in place for all staff at the school (**see Appendix F**).

Complaints procedure

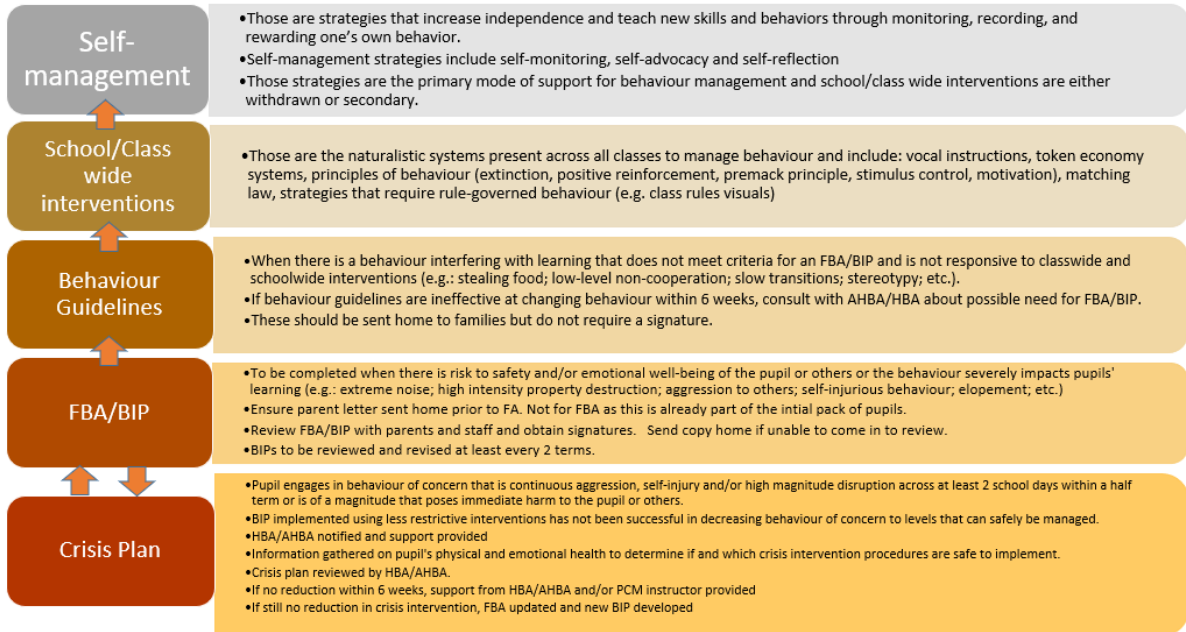
Forest Bridge School has a clearly defined complaints procedure that will be followed if a case arises (**Please look at Complaints Policy**).

Appendix A



Behaviour Systems Definitions and Guidelines

Developed: Spring 2021

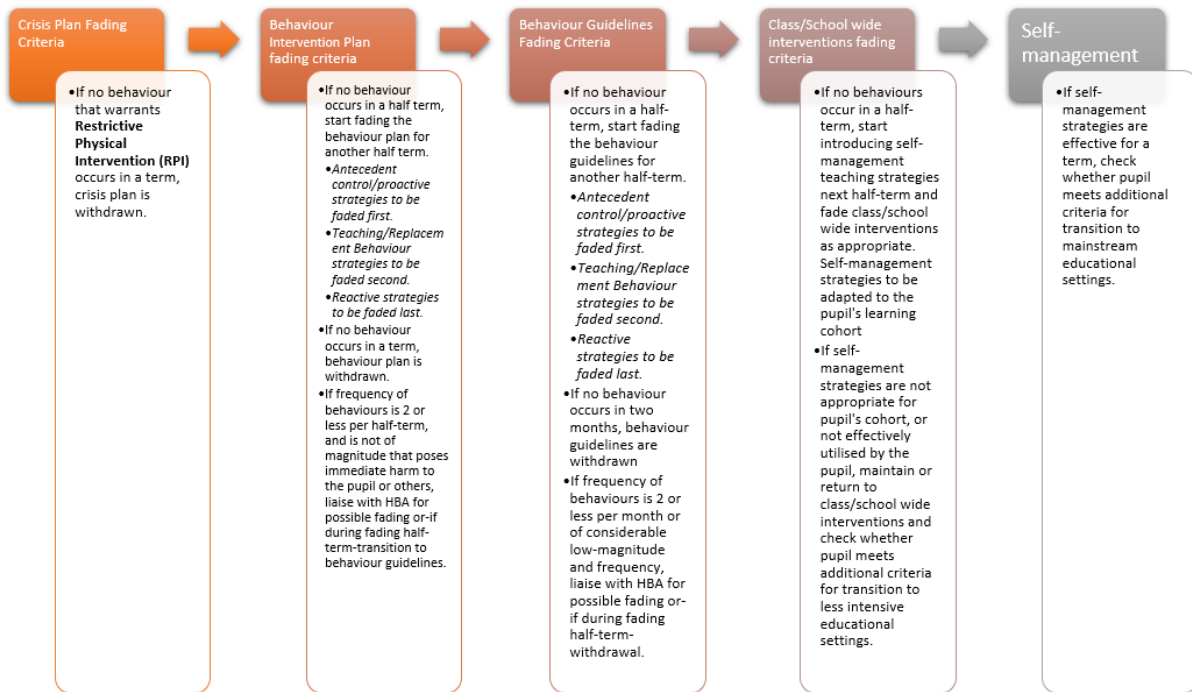


If signatures not able to be obtained, print off any confirmation communicated (i.e.: email). If parent not responsive, letter to be sent home from HBA/HT saying that BIP will be implemented effective on specified date.
Crisis Intervention Procedures may be used as part of emergency intervention in the absence of a Crisis Plan if imminent risk to safety of pupil and/or staff.
In Forest Bridge School Curriculum, the Independent Level of support for PLOs related to behaviours of concern (Employment: Prerequisites) requires the absence/complete withdrawal of Behaviour Guidelines, FBA/BIP and/or Crisis Plans

Appendix B



FBS Behaviour System Fading Criteria Developed: Spring 2, 2021



- In Forest Bridge School Curriculum, the Independent Level of support for PLOs related to behaviours of concern (Employment: Pre-requisites) requires the absence/complete withdrawal of Behaviour Guidelines, FBA/BIP and/or Crisis Plans
- HBA to be informed of all changes regarding behavior systems fading and/or withdrawn

Appendix C

Forest Bridge School

Functional Analysis (IISCA, aka Practical Functional Behaviour Assessment) Notification and Consent

Dear Mr and Mrs _____,

This letter is to notify you that staff at Forest Bridge School (FBS) would like to conduct a **Functional Analysis**, in the form of an Interview-informed Synthesized Contingency Analysis (**IISCA**), also known as Practical Functional Behaviour Assessment (**PFBA**), on your son/daughter, _____ (*name*) to best address your child's needs on the following behaviour(s) of concern:

-

A PFBA is a form of FA whereby personalised factors, which behaviours may be sensitive to, are manipulated to test our hypothesis about what makes concerning behaviour start and stop. This then provides the information needed for an intensive communication and tolerance building programme before re-introducing demands that are either more complex or less likely to be followed by the pupil in the classroom setting.

A PFBA is conducted by the ABA supervisor and the Head Behaviour Analyst in the classroom or a separate room of the school. It may consist of placing demands on a pupil that they have historically found difficult and then waiting to see if they will engage in any warning signs that a concerning behaviour may occur or the concerning behaviour itself, depending on what the interview highlighted as a potential reason for the behaviour. At the first warning sign of concerning behaviour, the staff will honour all the factors that are likely to make the behaviour stop (e.g. escape from the initial demand, access to a preferred item and/or attention). The PFBA typically consists of five 5-minute scenarios and can last up to 25 minutes in total if sufficient information is gained. If needed, each condition may be repeated or extended.

The PFBA will never be carried out if there is a risk of harm to the pupil or without your agreement. Also, the assessment will be terminated at any sign of extreme distress to the pupil or if concerning behaviours escalate to an unsafe level.

Finally, the assessment can also be terminated by any participant at any time within the scenarios and the consent can be withdrawn and the PFBA stop at any point you feel it needs to.

We understand and acknowledge that parents may want additional information on one or more components of a PFBA before our staff begins conducting one. If you have questions that need to be addressed, please contact us at 01628 202030 or email our Head Behaviour Analyst at krizos@forestbridgeschool.org.uk.

We value your collaboration and support in addressing your child's educational needs. Once the PFBA is complete, we will contact you to share our assessment findings along with an updated Behaviour Intervention Plan (BIP).

As always, it is a pleasure working with _____ and your family.

Yours sincerely,

By signing below, you consent for Forest Bridge School staff to implement the FBA and IISCA
outlined above for your child _____.

Printed name

Signature

Date

Appendix D

Functional Analysis Notification and Consent

Dear Mr and Mrs _____,

This letter is to notify you that staff at Forest Bridge School (FBS) would like to conduct a **Functional Analysis** on your son/daughter, _____ (*name*) to best address your child's needs on the following concerning behaviour(s):

-

An FA is a series of several scenarios s contrived to determine the reason (function) of a child's concerning behaviour and provide valuable information in developing an appropriate intervention plan. These scenarios have been proven effective in helping us determine the reasons an individual engages in concerning behaviour

An FA is conducted by the ABA supervisor and the Head Behaviour Analyst (HBA) or Assistant Head Behaviour Analyst (AHBA) in the classroom or a separate room of the school. The functional analysis exposes the child to different scenarios such as being asked to complete a task, being asked to return a preferred item, or wait for a teacher to complete an activity before they can interact with them. The FA consists of several scenarios that are typically presented no more than 3 times and last about 10 minutes. An FA may last up to 1 hour in total.

The FA is not intended to be teaching new skills to a pupil but rather to better assist in identifying the reason the pupil engages in concerning behaviour

The FA will never be carried out if there is a risk of harm to the pupil or without your agreement. Also, the assessment will be terminated at any sign of extreme distress to the pupil or if concerning behaviours escalate to an unsafe level.

Finally, the assessment can be terminated by any participant at any time within the scenarios and the consent can be withdrawn and the FA stop at any point you feel it needs to.

We understand and acknowledge that parents may want additional information on one or more components of an FA before you agree to our staff conducting one. If you have questions that need to be addressed, please contact us at 01628 202030 or email our Head Behaviour Analyst at krizos@forestbridgeschool.org.uk .

We value your collaboration and support in addressing your child's educational needs. If you agree, once the FBA is complete, we will contact you to set up a meeting to share our assessment findings along with an updated Behaviour Intervention Plan (BIP).

As always, it is a pleasure working with _____ (name) and your family.

Yours sincerely,

By signing below, you consent for Forest Bridge School staff to implement the FA as outlined above for your child _____.

Printed name

Signature

Date

APPENDIX E



Decision Flowchart Behaviour Support Off-premises

Forest Bridge School, June 2022

The following chart shows the main steps that need to be taken when a child with a crisis plan requires **additional** behaviour support outside of the school premises

Direct staff	Admin office	SLT/Support team	Stakeholders
<ul style="list-style-type: none"> All members of staff to have their personal mobile phones with them Upon the occurrence of the behaviour, the second member of staff to support with behaviour as needed Third member of staff to return to school premises with rest of pupils who are not in crisis Third member of staff to call admin office if more support is required in the allocated behaviour support number: 07342 692939 (FBS Behaviour support number) 	<ul style="list-style-type: none"> Ensure free and manned allocated phone line Inform a staff member from pupils' class immediately Inform an SLT member 	<ul style="list-style-type: none"> One staff (preferably pupil supervisor or SLT) with personal phone to leave site, go to the location where pupil is in crisis for guidance and assistance. Another member of staff to join third staff member to assist with safe transition of pupils back to school <p>Headteacher:</p> <ul style="list-style-type: none"> To be notified and an email to be sent in case of injuries as per Incident (PCM) form and procedure <p>HBA:</p> <ul style="list-style-type: none"> To be notified and an Incident (PCM) form to be handed in their office within 48 hours 	<p>Parent/Carer:</p> <ul style="list-style-type: none"> Informed by pupil supervisor/teacher (or SLT member in the absence of) as per procedure at the end of the day

PROACTIVE: A pupil with a crisis plan can only access offsite premises With two more pupils and their respective staff members or with a staff member and the pupil's ABA supervisor i.e. pupils with crisis plans can only access premises offsite in a triad or if 2:1. A maximum of two pupils with crisis plans will be allowed in the triad.



Decision Flowchart Missing Pupil

Forest Bridge School, 2021

The following chart shows the main steps that need to be taken when a child goes missing inside, from and outside of the school premises and adult supervision

Direct staff	Admin office <small>(First step: Inform a member of SLT immediately)</small>	SLT/Support team	Stakeholders and Authorities
<p>Onsite and missing:</p> <ul style="list-style-type: none"> Walkie-talkie call: "ALL HANDS/EYES ON MISSING STUDENT (PUPIL NAME)" Continue to look for pupil <p>Absconded/-ing from school:</p> <ul style="list-style-type: none"> Walkie-talkie call: "(PUPIL NAME) ABSCONDED/-ING – Location (i.e. bike shed, entrance gate, pedestrian exit gate) Continue to look for pupil and/or transport back to school if they have eyes on them <p>Offsite and missing:</p> <ul style="list-style-type: none"> Direct staff to call police (999) immediately (inform police of location student last seen, emotional state and what they were wearing) Direct staff to then call 07342 692939 (FBS Behaviour support number) Direct staff to continue to look for student 	<p>Onsite and missing:</p> <ul style="list-style-type: none"> Pull student file – student details (Name, address, DOB, parent contacts) Call police (999) upon SLT directive (location pupil last seen, emotional state, what they were wearing, share photo) Call parents upon SLT directive (if SLT unavailable) Ensure free and manned FBS BS phone <p>Absconded/-ing from school:</p> <ul style="list-style-type: none"> Pull student file – student details (Name, address, DOB, parent contacts) Give phone kept on admin office to SLT/Support team Call police (999) upon SLT directive (if SLT unavailable) location pupil last seen, emotional state, what they were wearing, share photo) Call parents upon SLT directive Ensure free and manned FBS BS phone <p>Offsite and missing:</p> <ul style="list-style-type: none"> Pull student file – student details (Name, address, DOB, parent contacts) Notify parents upon receiving phone call from direct staff Call police (999) with additional information upon SLT directive (if SLT unavailable) Ensure free and manned FBS BS phone 	<p>Onsite and missing:</p> <ul style="list-style-type: none"> To join search for pupil within school premises Direct admin office to call parents and police accordingly <p>Absconded/-ing from school:</p> <ul style="list-style-type: none"> SLT/Support team with personal phones and the phone from admin office to search local area <u>on foot</u> (one person around leisure centre area, another around RFC) Two staff (one of them SLT) with walkie-talkies and personal phone to leave site <u>with a car</u> and assist with search (areas to search: towards Lidl, towards train station, towards Braywick Service station) Direct admin office to call parents and police accordingly <p>Offsite and missing:</p> <ul style="list-style-type: none"> Two staff (one of them SLT) with personal phones and phone from admin office to leave site with a car, go to location where pupil was last seen and assist with search Direct admin office to call parents and police accordingly 	<p>Local police:</p> <ul style="list-style-type: none"> Onsite and missing: informed by Admin Absconded/-ing from school (no eyes): informed by Admin Offsite and missing: informed by <u>Ground staff</u> <p>Parent/Carer:</p> <ul style="list-style-type: none"> Onsite and missing: Informed by Admin Absconded/-ing from school: informed by Admin Offsite and missing: informed by Admin <p>LADO:</p> <ul style="list-style-type: none"> Onsite and missing: Informed by DSL Absconded/-ing from school (no eyes): Informed by DSL Offsite and missing: Informed by DSL <p>Chair of Governors:</p> <ul style="list-style-type: none"> Onsite and missing: informed by HT (or SLT in absence of) Absconded/-ing from school (no eyes): informed by HT (or SLT in absence of) Offsite and missing: informed by HT (or SLT in absence of)
<p>1. If pupil found inform office immediately 'Pupil returning to school' and with what (i.e. car, on foot) 2. Duty of care transfers to Police/Parents 3. LADO, Chair of Governors and Local Authority to be contacted based on events 4. Whole School Debrief</p>			

PROACTIVE: If pupil shows signs of possible absconding behavior (e.g. saying they want to leave the school, demonstrating heightened and escalated running or fast walking towards possible exit areas whilst emotionally triggered etc.), let nearby staff, class leaders or anybody available in the premises know whilst following/supporting the pupil!