

**Longcause Community  
Special School**

**BEHAVIOUR AND EMOTIONAL  
SUPPORT POLICY**

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|--------------------|-----------------|
| Signature of Head: | Anne Hutchinson |
| Date:              | 17.12.2025      |
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| Reviewed by:          | Harriet Allen      |
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| Checked by:           | Anne Hutchinson    |
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**Changes:**

**December 2025:**

Updated behaviour descriptors

Updated response to behaviour at Longcause

KCSIE 2025

Key Language

**December 2024:**

Updates from KCSIE Sept 24 included:

Online behaviour and how incidents will be handled.

Contextual safeguarding and how external factors affect student behaviour.

Clear procedures for supporting victims of abuse and referring to external agencies.

Staff are trained to recognize signs of abuse and respond appropriately.

**December 2023:**

Changes made to recording and monitoring section to reflect SHE Assure System

Spiralling stages of growth added to Appendix 3

**May 2023:**

Overview of school rules based on our School Values

**September 2022:**

Inclusion of further information detailed in 'Keeping Children Safe in Education 2022' including:

-Power to search

-Peer on peer changed to child-on-child

Inclusion of further information related to updates in:

-Behaviour in schools (September 2022)

-Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2022)

**September 2021 Update:** Inclusion of further information detailed in 'Keeping Children Safe in Education 2021' including:

- Peer on peer abuse
- Harmful sexual behaviour
- Mental Health

**This policy should be read in conjunction with:**

The staff code of conduct

Anti-Bullying Policy

Guidance for safer working practice for adults who work with children and young people

Sexual Violence and Sexual Harassment with children in schools and colleges

Keeping Children Safe in Education

Safeguarding & Child Protection Policy

Positive Touch Policy

Exclusions Policy

## **Longcause Principles and Beliefs**

As a school we believe:

- Trust and connection is the foundation of our community- everything is about relationships.
- Everyone needs to be truly heard.
- In an integrated Therapeutic approach: Care, Welfare, Safety and Security.
- In the principles and practices of PACE (Playfulness, Acceptance, Curiosity and Empathy).
- Acceptance creates psychological safety- the focus is on acceptance of internal experience.
- Trust- Safety in a relationship is the foundation/basis before you can build any form of social learning.
- Behaviourally challenging pupils are challenging because they're lacking the skills to not be challenging.
- Our pupils will often have lagging skills which can and do vary according to the environment and situation.
- Many of our students' developmental ages do not meet their chronological age.
- A shared problem solving and restorative approach is most effective.
- That situations should be 'unpicked' in order to find a solution and empower our pupils to learn.
- Unsolved problems are usually highly predictable so can be solved proactively.
- Expected behaviour should be encouraged as often as possible in order to counterbalance and break into a cycle of unexpected behaviour.
- That using an individual's passions and motivators are, at times, helpful in reinforcing desired and expected behaviours.
- A non-punishment approach is the best way forward for our pupils.
- Shame can damage positive relationships
- We teach there are consequences to our actions.
- All behaviour is a form of communication.
- Providing families with opportunities to receive early help interventions to alleviate anxieties .

For our pupils, we encourage and deliver the following values:

- **Respect**
- **Determination**
- **Friendship**

As a staff team, we encourage these values through our authenticity, transparency and connected relationships.

At all times, we encourage pupils to show **safe behaviour** and to be **kind to others**.

### **School rules based on our values: 3 Rules**

1. **Respect others and our school site** (kind actions and words towards others, look after the school property and others things).
2. **Determined to learn and make the most of each school day** (follow my timetable, be where I need to be learning, listen to the adults, listen in my team).
3. **Friendship** (be friendly towards others: friendly words and actions with others, others can feel safe around me)

Pupils are introduced to the 3 rules based on our values as early as possible. Staff reinforce the values we stand for and help pupils recognise when their behaviour is in line with these and when it is not. Pupils over time comprehend the significance of following these rules and how it affects others and themselves when they do not. Staff talk with them and teach about the impact of not following rules in life and this forms part of our ongoing positive relationships work. This is also reinforced through our assembly programme.

The rules and values are displayed in class and around the school. They are shared with families via Dojo and the newsletter.

### **Key Language**

Key language is personalised to the pupil their developmental stage and understanding, whilst weaving in our school values. A pupil's key language is listed in their pupil snapshot, which lists language they find helpful and unhelpful. Students also have a risk behaviour plan which lists key language. These are updated regularly by staff that work closely with the pupil.

Staff receive regular training on key language which is supported by PACE (Playfullness, Acceptance, Curiosity and Security), Plan B and CPI ( Crisis Prevention Institute) verbal de-escalation interventions.

### **We are committed to offering:**

#### **Pupils:**

- A safe and secure school environment conducive to effective and stimulating learning.
- A high expectation by the school of their potential for achievement in all areas of school life.
- The freedom from bullying.
- A fair, consistent, clear and calm approach to behaviour, using '**restorative**' and '**solution focused**' approaches
- An expectation that adults in school will set a good example (expected behaviour).
- Trusted adults to help them feel safe in school.
- A team of staff that know them well, who are informed by the pupils snapshot, and risk behaviour plan (if applicable)
- A voice to express how they feel e.g. school council, pupil debriefs

**Staff:**

- A safe and secure school environment which is conducive to effective and stimulating education.
- A high standard of behaviour from pupils, encouraging respect from others.
- ‘Restorative’ and ‘solution focused’ approaches to settle disputes and remove tensions.
- A zero tolerance approach towards bullying by helping the pupils to understand what this is as misconceptions arise due to their social communication difficulties.
- The opportunity to prioritise the needs of the majority, whilst also recognising the needs of individual pupils.
- Support in maintaining high standards of behaviour within school.

**Families:**

- Regular information and consultations with the school about their child’s progress and behaviour.
- Clear information and expectations about their child’s behaviour in school.
- Notification of problems with their child’s behaviour and opportunities to help the school problem solve these challenges.
- To work with our family team to seek support and guidance from the school and wider community.
- Access to our range of other professionals that may be able to support and guide us all.

**We will:**

- Aim to teach students, as much as they can, to understand the school's aims, values. Students will be taught this in an accessible way to them (including visuals for pre-verbal pupils and pupils with complex communication needs).
- Ensure that staff know and understand the school's aims, principles and key language.
- Use strategies that are not ‘one size fits all’ but pertinent to the individual.
- Provide a team around the pupil. It is the responsibility of the team, in conjunction with ELT/SLT and behaviour team, to discuss and agree a consistent approach and course of action to support that pupil with their individual needs. This promotes a united approach to develop the pupils ability to co-regulate and self-regulate and view school as a safe place.
- Involve the pupil whenever possible in problem solving situations and difficulties with adult help.
- Give pupils and staff shared ownership of the school and the learning environment.
- Model mutual respect and clear expectations through our own practice.
- Involve families in supporting the principles and practices of the school through good communication via Class Dojo, meetings, telephone conversations, during Family Conferencing opportunities including and whole school events.
- Provide availability from The Family Team who can provide early help interventions.
- recognise that sanctions and punishments do not in themselves alter behaviour. ‘Restorative’ and ‘solution focused’ approaches are necessary to enable students to truly alter their own unexpected behaviours. We teach with compassion and connection. Please see Appendix 3 for some of the key inspiration and research on which our behaviour ethos and culture is based upon

## **Intrinsic Rewards**

Our emphasis is on developing our pupils' motivation to want to achieve for themselves. We focus on developing our pupil's sense of achievement and self-motivation. We empower our pupils by giving them the necessary tools to develop and embrace a growth mindset which helps them understand the power of the word 'yet'. We acknowledge that in life there are barriers that may affect us. Rather than giving up, we simply believe that we are just not there 'yet' and praise is given to the process rather than the end result. We value the importance of teaching our pupils the benefits of having intrinsic rewards. With this in mind, we also understand that for some of our pupils, extrinsic rewards are still effective and may still be used as motivators for specific children if this is found helpful for their development. Students have access to regulation time, which may be known as 'choose' in some classes between learning, this is still offered to those who need it and can be adapted for those needing a longer or shorter amount of time. Although overstimulating items or activities may not be offered, regulation time remains on the students timetable regardless of behaviour when the pupil is safe to engage in the space.

## **Consequences**

We help pupils to understand that there are consequences to their behaviour. This can include natural as well as imposed consequences. **Consequences are not a form of punishment.** Instead, they help to give the children a consistent understanding of **what will happen** in a given situation or context. These boundaries/consequences help pupils to **feel safe** and also help them to learn how to show expected behaviour.

Although we may not tolerate particular behaviours, we accept the experience the pupil is going through in a non-shaming way. This develops security which allows the children to learn rather than remaining on high alert for danger. We teach with compassionate connection and help to support pupils with the 'underlying roots' (see appendix 3) or lagging skills that they have.

### Consequences for unexpected behaviour often include:

- Reminders of expected behaviour (through non-verbal, visual and verbal cues)
- Changes to the environment
- Changes to resources being used
- Additional movement/sensory breaks or OT input
- Supportive conversations with staff
- Regular communication with families

### Consequences for unexpected behaviour sometimes includes:

- Conversations with a member of ELT/SLT.
- Further adaptations to the environment and resources
- Changes to staffing
- Meetings with family
- Suspensions or exclusions (see suspensions/exclusions information below)

When communicating consequences/boundaries, we will:

- Speak in the first person- "I'm not going to let you hit him".

- Create an all feelings allowed approach- accept and acknowledge the feelings first e.g. "You are angry. You want to travel without your seatbelt on but I won't let you- it's not safe."

### **Pupil support:**

#### **The Curriculum and Learning:**

We believe that an appropriately structured curriculum and effective learning contributes to expected behaviour. At Longcause, we strive to ensure a curriculum that meets the needs of individuals. Our schemes of work are used to meet the needs of pupils on different pathways with validated and recognised government programmes being used for Maths and English. Reasonable adjustments are made to meet the individual needs of pupils. Pathway specific provision is provided for all pupils and individualised timetables and provision are provided for pupils as needed. Subject content is monitored by Subject Leads whilst Pathway leads and SLT monitor the curriculum for all pupils on a regular basis. Lessons follow clear structures and teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in co-operation with others. Pupils receive regular feedback on their learning through verbal feedback and progress comments in books or on Seesaw to show them that their efforts are valued and so they can reflect on their progress.

#### **Positive Relationships Curriculum:**

At Longcause we follow a consistent approach to developing pupils' social communication skills through the Positive Relationships Curriculum. This includes a focus on self-awareness and self-esteem, awareness of others, understanding feelings and emotions as well as areas such as bullying, mental health and safe behaviour. Through explicit weekly teaching, pupils will learn what expected behaviour looks like and that their actions have consequences (inside and outside of school). This will then be reinforced in assemblies (where appropriate) to ensure that all pupils have the same consistent information surrounding expectations for behaviour.

#### **Mental Health:**

At Longcause, we are committed to helping pupils to develop positive mental health. We provide training to staff and also incorporate a range of activities that help pupils to learn how they can improve their mental health through daily routines as well as Positive Relationships lessons. We understand that where children have experienced trauma, which lots of our pupils have due to their special educational needs, that this can impact on their mental health, behaviour and ability to learn. Therefore, we will continue to put a high emphasis on helping pupils to take more responsibility, with support from staff, to use strategies that will help them to develop positive mental health and well-being. We work closely with our schools CAMHS link, when necessary to support students and families awaiting the service.

#### **Classroom Management:**

Classroom management and teaching methods have an important influence on pupil behaviour. The classroom environment gives clear messages to the pupil about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging expected behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave. At Longcause, we are very conscious of the needs of pupils with Autism and the way the environment can affect their ability to learn. It is the responsibility of the adults to adapt the environment to meet the needs of individuals. Adults should be highly sensitive to the sensory integration difficulties that many of our pupils experience. Classrooms should be organised to develop independence and personal initiative. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should not be overwhelming visually and the classroom should provide a welcoming environment.

### **Additional Pupil Support:**

As a school, we also use the following strategies and interventions to meet pupil needs:

- Consistent, clear and positive language.
- Opportunities for pupils to learn from their behaviour in social situations.
- The use of visuals and visual scaffolds.
- Staff understanding and use of PACE.
- Support from ELT/SLT where needed.
- Support from behaviour team, each class has a member of the behaviour team to meet with termly, or more regularly if needed to problem solve behaviour
- Pupil snapshots including risk behaviour plans where appropriate (in order to inform staff of strategies and language that is most effective for individual pupils).
- Trauma-informed practices to support individual pupils who need this.
- Interventions (swimming, cycling, Rebound, Speech and Language therapy, Occupational Therapy, reading interventions, counselling.)
- Access to external agencies for those pupils who require an alternative learning experience
- Sensory strategies built into daily routines (when needed)
- Regulation time, timetabled or additional when needed, with emphasis on co-regulation for those who are not able to self-regulate.
- Communication with families.

### **Communication and Family Partnership**

A positive partnership with families is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Family participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which families are more likely to be responsive if the school requires their support in dealing with difficult issues of unexpected behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Behaviour team links and SLT so that support strategies can be discussed and agreed.

Where behaviour is causing concern, families will be informed at an early stage, and given an opportunity to discuss and problem solve together. Support will be sought in devising a plan for their child together with the school.

### **Roles and Responsibilities:**

#### **The Governing Board:**

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

#### **The Headteacher**

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages expected behaviour
- Ensuring that staff deal effectively with unexpected behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

- Ensuring staff are trained in recognising and spotting signs of abuse.

## Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of expected pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents accurately and promptly:

### 1 - Low Level Disruption

- Disruption that can be dealt with within class team
- No extra support needing to be called
- Minimal impact on others

### 2 - Significant Impact

- Learning was disrupted for other students (more than a few minutes)
- Support needing to be called - more adults needed
- Students needed to leave the space

### 3 - Serious Incident

- Serious staff or pupil injury
- Serious damage to property
- Posing a serious risk to themselves or others
- Use of restrictive intervention (CPI)

- Challenging pupils to meet the school's expectations
- The Senior Leadership Team (SLT) and behaviour team will support staff in responding to behaviour incidents.

## Parents and Carers

Parents and carers are responsible for:

- Getting to know the school's behaviour policy (available on our website) and reinforcing it at home where appropriate
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly
- Taking part in any pastoral work following unexpected behaviour (for example: attending reviews of specific behaviour interventions)
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Taking part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## Pupils

As much as they can, based on their communication and learning needs, pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key expectations and routines
- Intrinsic motivation for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated learning opportunities wherever appropriate. Pupils will be supported to develop an understanding, as much as they can, of the school's behaviour policy and wider culture. Where appropriate, pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. This could be through pupils surveys or in school council meetings. Extra support will be provided for pupils who are mid-year arrivals.

### How we respond to behaviour at Longcause:

Longcause is committed to providing the best *care, welfare, safety and security* for its pupils as well as a curriculum or activities that meet their varying educational needs.

All staff are trained by our inhouse registered CPI instructors (of which there are currently 6) in CPI Safety InterventionTM Foundation for children and young people and are required to:

- Apply the **Care, Welfare, Safety, and Security<sup>SM</sup>** philosophy using a **person-centred, trauma-informed approach** when supporting individuals.
- Interpret distress behaviours and address underlying causes to **de-escalate situations effectively**.
- Assess risk using the **Decision-Making Matrix<sup>SM</sup>** and implement **preventive strategies** to reduce risk.
- Recognise and respond appropriately to **various levels of behaviour**.
- Manage their own **emotional responses** during incidents.
- Use **clear and supportive communication** to strengthen interventions and reduce conflict.
- Apply **directive verbal strategies** to de-escalate defensive behaviours.
- Use the **Decision-Making Matrix<sup>SM</sup>** during risk behaviour to select **reasonable, proportionate, least restrictive safety interventions** as a last resort.
- Implement **safety intervention strategies** that maximise safety and minimise harm when imminent risk is present.
- Such interventions should only be used as a last resort, when all attempts at verbal and/or visual de-escalation have failed and the situation poses imminent risk or danger or the risk of doing nothing is greater.
- Ensure the correct use of the **Opt out sequence**.
- Train for **Medical emergency scenarios** in the event occurring whilst using restrictive safety interventions.
- Follow a **post-crisis support, learning process and recording (on CPOMS)** for reflection, improvement and accurate recording.
- Consider the **Physical Skills Review Framework** and all **legal and professional standards** when using interventions.
- Demonstrate correct use of **non-restrictive disengagements** and **restrictive interventions** for individuals presenting risk behaviour.
- Parents/carers will be kept informed regarding risk behaviour and support needed. Parents will be informed when a restrictive (medium or high) physical hold has been used. All restrictive, physical holds will be reported immediately after the event to Anne, Trudi, Faye.

Staff training :

- Full 2 day CPI Safety Intervention foundation for Children and Young people (if having not previously completed in the last 12 months)
- 1 day refresher in CPI Safety Intervention foundation for Children and Young people (if completed in the last 12 months)
- Instructors are required to attend a full day refresher course annually run by the Crisis Prevention Institute.
- Regular CPD (2 times a half term) whole school - CPI principles / Behaviour Data / highlighting key individuals behaviour plans.
- Individual class team support (minimum half termly) for pupils highlighted by the behaviour team (from data) needing extra support.

## **Suspensions and Exclusions** (Guidance from: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement)

In the event of persistent disruptive or unsafe behaviour, we will follow the DFE's guidelines for suspensions and exclusions (see appendix 1). We look at each individual pupil's situation before making a decision to suspend or exclude. We aim to avoid excluding pupils except in exceptional circumstances. Only the Headteacher can suspend or permanently exclude a pupil.

We do not use suspension/exclusion as a form of punishment. In the event of a suspension, a range of strategies will be put in place as part of the pupil's reintegration to help them to develop their lagging skills related to their behaviour. A solution-focused approach will be adopted in a proactive nature in order to support the individual pupil whilst also meeting the needs of the majority.

We are committed to teaching our pupils about the consequences of their actions inside and outside of school. This is delivered throughout curriculums as well as in assemblies, where appropriate. The delivery of this information is adapted to meet pupils' communication and learning needs.

Please see our exclusions policy for further information.

### **Internal exclusions**

As a school we **do not use** 'internal exclusion' as a sanction or an approach to alter undesired risk behaviour. We always put the safety of pupils first. If a pupil is deemed not safe to return to the class they will be given choices in where they would like to continue their learning. This process helps the pupil/pupils to self or co-regulate themselves back to a safe emotional state before returning to class. At no point is this to isolate or exclude a pupil but to give them time and space to regulate until they are safe to be alongside others again. For most pupils, this may be anything from 5 minutes to a couple of hours. It is very, very rare that they require longer than this and more usual for them to work with staff to establish a safe, regulated state and return to their peers. Pupils are not given 'time out'. As a school we believe in 'time in', and helping regulation through co-regulation. However, we do allow pupils to make safe choices and to have exit strategies which may mean they choose to take themselves to a quiet space where they feel safe.

### **Power to search**

The DfE's advice on searching, screening and confiscation says staff can search a pupil or their possessions for any item, as long as the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The advice also states that Headteachers and any staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Only the Headteacher and members of staff authorised by the Headteacher have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees.

The DfE adds that if staff search a pupil, they must be the same sex as the pupil being searched and there must be another staff member as a witness. This witness should be the same sex as the pupil, if at all possible. The only exception to this is where staff reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately, and where it is not reasonably practicable to summon another member of staff.

Any searches will be reported on CPOMS following the event. Any searches for banned items will be treated as a safeguarding issue and staff will follow safeguarding procedures (KCSIE 2025). Strip searches will not be performed by any member of staff including the Headteacher. In the event of a strip search being needed, the police will be called as a last resort to do the search and parents will be informed. Please see our safeguarding policy for further information.

### **Sexual Violence and Harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This is taken seriously at Longcause; please refer to Appendix 2 for further details.

### **Bullying**

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- an imbalance of power between the perpetrator and the victim

This can include the following types of bullying which include the preventative measures that we take at Longcause:

| TYPE OF BULLYING | DEFINITION  | PREVENTATIVE MEASURES   |
|------------------|---|---|
| Emotional        | Being unfriendly, excluding, tormenting                                     | <ul style="list-style-type: none"> <li>• Training provided to staff including identifying changes in behaviour and signs of bullying.</li> <li>• Early identification and intervention with behaviour team monitoring CPOMS and working with teams</li> <li>• LLfL and Positive Relationships lessons focusing on positive interactions with others.</li> <li>• Promoting friendships.</li> <li>• Clear reporting system for pupils and staff.</li> <li>• Focus on mental health.</li> <li>• Pupil voice and student council meetings.</li> <li>• Whole school focus e.g. assemblies</li> </ul> |
| Physical         | Hitting, kicking, pushing, taking another's belongings, any use of violence | <ul style="list-style-type: none"> <li>• Training provided to staff including identifying changes in behaviour and signs of bullying.</li> <li>• Early identification and intervention with behaviour team monitoring CPOMS and working with teams</li> <li>• LLfL and Positive Relationships lessons focusing on positive interactions with others.</li> <li>• Promoting friendships.</li> <li>• Clear reporting system for pupils and staff.</li> <li>• Pupil voice and student council meetings.</li> <li>• Whole school focus e.g. assemblies</li> </ul>                                    |

| TYPE OF BULLYING   | DEFINITION  | PREVENTATIVE MEASURES  |
|--|---|--|
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)  | <ul style="list-style-type: none"><li>• Training provided to staff including identifying changes in behaviour and signs of bullying.</li><li>• Early identification and intervention with behaviour team monitoring CPOMS and working with teams</li><li>• LLfL lessons based on diversity.</li><li>• Learning about different types of families and relationships in RSHE.</li><li>• Clear reporting system for pupils and staff.</li><li>• Promoting friendships.</li><li>• Pupil voice and student council meetings.</li><li>• School focus e.g. assemblies</li></ul> |
| Sexual   | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching | <ul style="list-style-type: none"><li>• Training provided to staff including identifying changes in behaviour and signs of bullying.</li><li>• Early identification and intervention with behaviour team monitoring CPOMS and working with teams</li><li>• LLfL lessons.</li><li>• Learning about different types of families and relationships in RSHE. Learning about consent and appropriate touch.</li><li>• Clear reporting system for pupils and staff.</li><li>• Pupil voice and student council meetings.</li><li>• School focus e.g. assemblies</li></ul>       |
| Direct or indirect verbal  | Name-calling, sarcasm, spreading rumours, teasing   | <ul style="list-style-type: none"><li>• Training provided to staff including identifying changes in behaviour and signs of bullying.</li><li>• Early identification and intervention with behaviour team monitoring CPOMS and working with teams</li><li>• LLfL and Positive Relationships lessons focusing on positive interactions with others.</li><li>• Clear reporting system for pupils and staff.</li><li>• Promoting friendships.</li><li>• Pupil voice and student council meetings.</li><li>• School focus e.g. assemblies</li></ul>                           |

| TYPE OF BULLYING | DEFINITION  | PREVENTATIVE MEASURES  |
|------------------|---|--|
| Cyber-bullying   | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites | <ul style="list-style-type: none"> <li>● Training provided to staff including identifying changes in behaviour and signs of bullying.</li> <li>● Early identification and intervention with behaviour team monitoring CPOMS and working with teams</li> <li>● LLfL/Positive Relationships lessons and online safety lessons for pupils.</li> <li>● Promoting friendships</li> <li>● Clear reporting system for pupils and staff.</li> <li>● Pupil voice and student council meetings.</li> <li>● School focus e.g. assemblies</li> </ul> |

As a school we are aware that some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation e.g. name calling, threats, abusive phone calls, emails or text messages
- hate crimes

### Child-on-child abuse

According to Keeping Children Safe in Education 2025, 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 such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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, and
- 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).

We understand that not all of our pupils would be able to communicate incidents of abuse so staff are vigilant in identifying changes in behaviour or possible signs of abuse.

At Longcause, we take a zero-tolerance approach to abuse. Safeguarding procedures will be followed for all types of child-on-child abuse including bullying. We acknowledge that anyone can make a complaint to the police about bullying but encourage staff, families and pupils to contact school in the first instance. All concerns of bullying should be reported to the Head Teacher and recorded on CPOMS. Please see our Safeguarding and Anti-bullying policy for further details.

### **Recording and Monitoring**

All behavioural incidents at Longcause are taken seriously and are recorded to inform us of any trends or patterns emerging. Using this information staff can problem solve to reduce incidents keeping all safe. Recording methods used:

- CPOMS (with termly reports and analysis)- which collates all behaviour incidents reported ranging from low level to significant, including restrictive or non restrictive intervention. The analysis of this monitoring enables identification of patterns, trends, and helps staff recognise areas where more support is needed. Accidents and injuries (Health and safety issues, accidents/injuries and near misses) are also recorded on CPOMS.
- SHE Assure System (recording serious health and safety incidents) This includes critical incident details and should be completed as soon as possible after the incident has taken place. Recovery details should also be recorded. The Lead for Health and Safety will receive the information and follow up with staff to collect further information if needed. This information will be shared with the Head Teacher.
- Reporting to governors at each full governors meeting. Termly reports to governors to ensure governors have pertinent information every term involving behaviour. They are provided with detailed termly analysis which leads to future actions. Governors enquire and challenge the leadership team termly regarding behaviour throughout the school.
- Parents will be informed of any injuries (phone calls/forms sent home etc.)
- Morning meetings
- Safeguarding and personal welfare walks are carried out with governors and the leadership team several times a year.
- Each class has a behaviour team member assigned. Classes receive termly (or more regularly if needed) meetings with a behaviour team member.

### **Follow-up and Accountability**

- Serious incidents will be reported to Anne, Faye or Trudi on the day of the event

- Following (or ideally during) any incident requiring restrictive intervention, Anne, Faye or Trudi should be immediately informed. This member of SLT will ensure arrangements are in place/secured for the pupils' parents/carers to be informed.
- Steps will be taken to ensure that the incident is followed up with the pupil and behaviour support strategies will be put in place to try to prevent repeat incidents. Every attempt will be made to re-establish communication and to help the pupil problem solve and find alternative behaviour strategies.
- Key staff members will debrief after the incident in order to examine different perspectives and evaluate the strategies implemented. This could affect future strategies.
- At times, students may witness peers that have reached significant levels of dysregulation. Trusted adults will support students to reassure them and offer relevant time needed.
- Pupils voice will be listened to and will be recorded on CPOMS. We understand that pupils may not be able to verbalise their response to their communication needs. Therefore, staff will take into account their body language and actions following an incident.

### **Online Behaviour and Incident Handling**

At Longcause School, we recognize the critical importance of fostering safe and respectful online behaviour among our pupils. Misuse of digital platforms, cyberbullying, or any inappropriate online activity will be addressed promptly and in line with our safeguarding policies. All incidents of online misconduct will be investigated thoroughly, with appropriate support provided to those affected. Where necessary, incidents will be referred to external agencies, including the police or local authority safeguarding teams.

### **Contextual Safeguarding and External Influences**

We understand that a child's behaviour is often influenced by factors beyond the school environment, such as home life, peer relationships, and the community. Longcause is committed to a contextual safeguarding approach, working collaboratively with families and external agencies to address these influences. Our staff are trained to recognize and respond to these wider factors, ensuring that tailored support is in place to promote positive behaviour and well-being.

### **Supporting Victims of Abuse and External Referrals**

Supporting victims of abuse is a priority in our behaviour policy. Staff will offer a sensitive and compassionate response to any child who discloses abuse or is identified as being at risk. Clear procedures are in place to ensure swift referrals to external agencies such as social services or the police when necessary. The school will maintain regular communication with these agencies to ensure a cohesive approach to safeguarding and support.

## **Staff Training and Recognising Abuse**

All staff at Longcause Community Special School are trained to recognize the signs of abuse, including physical, emotional, and sexual abuse, as well as neglect. Training is updated regularly to reflect the latest safeguarding guidance, including Keeping Children Safe in Education (KCSIE). Staff are equipped to respond appropriately to any concerns, ensuring they are reported and acted upon in line with our safeguarding procedures. This proactive approach ensures a safe and supportive environment for all pupils, see Safeguarding Policy.

## Appendix 1

### National standard list of reasons for exclusions

| <b>CS010 / D00024</b> | <b>Pupil Exclusion Reason</b>  |
|-----------------------|--|
| PP                    | Physical assault against a pupil   |
| PA                    | Physical assault against an adult  |
| VP                    | Verbal abuse/threatening behaviour against a pupil   |
| VA                    | Verbal abuse/threatening behaviour against an adult  |
| OW                    | Use or threat of use of an offensive weapon or prohibited item                             |
| BU                    | Bullying   |
| RA                    | Racist abuse   |
| LG                    | Abuse against sexual orientation and gender identity                                       |
| DS                    | Abuse relating to disability   |
| SM                    | Sexual misconduct  |
| DA                    | Drug and alcohol related   |
| DM                    | Damage   |
| TH                    | Theft  |
| DB                    | Persistent or general disruptive behaviour   |
| MT                    | Inappropriate use of social media or online technology                                     |
| PH                    | Wilful and repeated transgression of protective measures in place to protect public health |

## **Appendix 2**

### **Sexual Violence and Harassment**

#### **(Taken from Sexual Violence and sexual harassment between children in schools and colleges)**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

All school staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

All staff should be aware of consent and it is about having the freedom and capacity to choose.

Statistically, pupils with SEND are three times more likely to be abused than their peers, this means our pupils are increasingly vulnerable and all staff need to recognise this. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;

- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

### **Sexual violence**

It is important as a school we are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Sexual violence includes rape, assault by penetration, causing someone to engage in sexual activity without consent and sexual assault.

### **Sexual harassment**

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

### **Harmful sexual behaviour**

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent.



Abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider.

## **Harmful sexual behaviour can occur face to face, online or a combination of both.**

Any disclosures or concerns regarding any acts of sexual violence and harassment should be reported to the Safeguarding Team immediately so appropriate action can be taken and relevant referrals including Police and Multi-Agency Hub, can be made. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence would be decided as needed, taking into account the age and developmental stage of the alleged perpetrator, the incident itself and the balance between sanctioning and providing support. This harmful sexual behaviour will be addressed to 'help prevent problematic, abusive and/or violent behaviour in the future.' (Keeping Children Safe in Education).

Risk assessments will be made on a case by case basis by the DSL or DDSL immediately following a report. It will consider the victim and any support required, the perpetrator and any further action required to protect other pupils and adults. This will be recorded and reviewed as required. The DSL/DDSL will work closely with the police, Children's social care and specialist provisions as required. We will listen to the victim's voice and wishes as part of managing the allegation or disclosure. We will keep the victim at a reasonable distance from the alleged perpetrator whilst on school grounds.

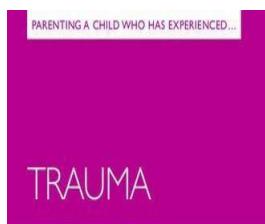
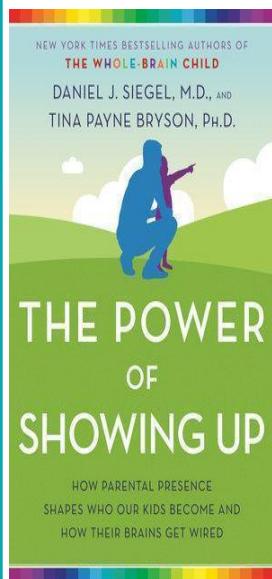
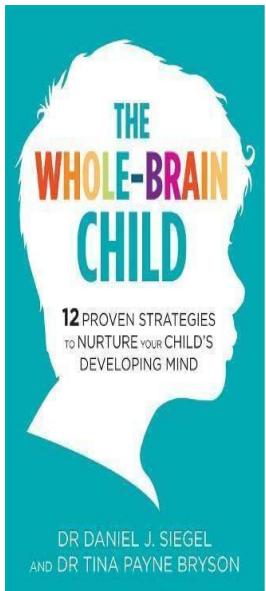
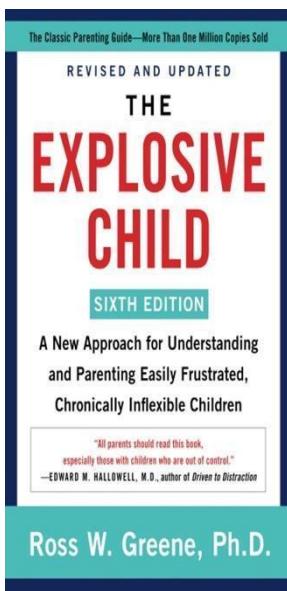
Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Pupils will have targeted RSHE lessons, taught to their understanding and developmental stage, which will include:

- Consent
- What respectful behaviours look like
- Healthy relationships
- Importance of reporting

Please refer to our child protection and safeguarding policy for more information.

### Appendix 3: Inspiration and research for our behaviour ethos and culture



coramBAF





Imagine swimming out to help someone who is drowning. What kind of behavior would you expect? Probably a lot of thrashing, grabbing, pulling, and unintelligible sputtering.

Would you say, "You need to calm down and use your words. I'm not saving you until you speak to me with respect!" Of course not...

In the same way, when a child's nervous system is flooded in overwhelm, stop focusing on their behaviors and words, and just do whatever it takes to help them get back to emotional calm and safety.

## Behavior Roots

Trying to control children's behavior with rewards and consequences is like trying to get rid of dandelions by ripping off the flower heads.

It might look like it's working, but the dandelions (and the behaviors) will come back.

### Take care of the ROOT

*Dig down to identify the underlying REASON, and then RESPOND with compassion to make things better... for everyone!*

#### THE FIVE BEHAVIOR ROOTS

- UNMET NEED: Meet the need... physical and emotional safety, connection, support
- LAGGING SKILL: Teach the skill... focus on progress, not perfection.
- UNSOLVED PROBLEM: Solve the problem... together, with shared decision-making.
- LIMITING BELIEF: Focus on hope, strengths, and creative possibilities.
- SYSTEMIC BARRIER: Eliminate oppressive systemic barriers of racism, ableism, etc.

**Sandi Lerman, MA Ed.**

HEART-STRONG International

### HEART-STRONG Model: Spiraling Stages of Growth



Sandi Lerman, MA Ed  
[www.HeartStrongInternational.com](http://www.HeartStrongInternational.com)



#### STAGE 4: RESILIENCE

Step 8: Conformity to Creativity

Step 7: Comfort to Courage

#### STAGE 3: RECIPROCITY

Step 6: Caution to Confidence

Step 5: Criticism to Collaboration

#### STAGE 2: RELATIONSHIP

Step 4: Control to Communication

Step 3: Conflict to Connection

#### STAGE 1: REGULATION

Step 2: Chaos to Calm

Step 1: Crisis to Compassion