Lexden Springs School
Attend, Aspire, Achieve

BEHAVIOUR POLICY

DOCUMENT CONTROL

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Revision History

Version	Date	Change Summary	Changed By
1.0	June 2025	Initial Policy Release	JG

Aims and Objectives

At Lexden Springs School we promote high expectations of behaviour and personal achievement for all our pupils.

By creating a caring and stimulating environment we seek to promote the principle that the school is a community within which all members share a mutual responsibility for the care and wellbeing of others. We believe that all individuals are worthy of respect and that actions and behaviour must recognise the dignity and safety of others. We are committed to ensuring that a positive way forward may be found for individuals who may experience difficulties with personal behaviours, relationships and attitudes.

We are committed to developing skills within Lexden Springs School that enable all pupils to be independent, have the ability to self-regulate or seek help to regulate, are safe, happy and have respect when out in the wider community. A wide variety of behaviours are tolerated but not accepted as inevitable and unchangeable.

Pupils are encouraged to be independent, develop self-regulation and show respect for others. The use of rewards and sanctions that is consistent and fair is an integral part of successful behaviour relationships. We believe that promotes behaviour promotes effective learning.

This policy is written in response to 'Essex County Council - Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings'. It is the responsibility of all staff to be aware of the content of this document.

Equal Opportunities

All pupils and staff should have the same expectations for their behaviour, whilst considering the needs of individuals at our school. The system is there to support the whole school community and ensure clear boundaries are established that benefit everyone.

Code of Conduct

There are 6 school rules at Lexden Springs School:

- We listen to each other
- We are kind to each other
- We look after our things
- We use kind words
- We walk in school and our residential setting
- We respect each other

The emphasis should be on praising pupils when they are following the rules.

In order to promote positive behaviours, it is expected that in each part of the school there will be:

- Effective presence/supervision/time keeping by all staff
- Consistency in approach

- Supportive yet firm approach/style
- Focused attention
- High expectations
- Positive Language
- Effective match of curriculum to the individual
- Effective use of positive attitudes, language and rewards
- Team responsibility
- Regularly attending training regarding behaviour
- Good organisation of space/resources/timetable
- Appropriate forms of communication – verbal and non-verbal inc. signs and symbols
- To be a positive role model at all times.

Staff at Lexden Springs School are trained in supporting behaviour for learning in our school through Therapeutic Thinking. This is a therapeutic approach to behaviour management and we all share this ethos as a school.

Pastoral Support

Home School Support

At Lexden Springs School it is important to us that communication between home, school and college if effective and supportive. This is undertaken by all School and College staff with class teams taking responsibility for:

- Regular liaison with parents/carer
- Working in partnership with other agencies
- Supporting pupils with behaviour in School, College and our residential setting
- Supporting pupils one-to-one with any issues at Home, School/College or the residential setting

Parental Contribution

Parents/carers play a crucial role in shaping the attitudes, which produce good behaviour in School, College and Residential. Parents/carers need to provide their children with firm guidance and positive models through their own behaviour and attitudes. The School, College and Residential acknowledges its duty to accept responsibility for the care and welfare of pupils.

Parents can expect:

- Their children to be in a safe environment when in School, College and Residential.
- That their child will be treated in a manner that reflects the behaviour policy of the School, College and Residential.
- To be informed of the significant problem or difficulties that may be affecting their child.
- To be informed of children's successes and wow moments through Evidence for Learning and/or the home school book. The school can expect parents/carers:
- To trust and respect the work of the staff on behalf of their children.
- To support the School and College in enabling children to develop and progress.
- To support and encourage their child to be a positive member of the school and community.

Parental Involvement

Parents will be asked to support the school behaviour policy by:

- Attending relevant meetings through the year, or as required.
- Communicating with staff appropriately through home school contact.
- Home school contact is agreed with parents/carers and the class teacher.
- Supporting techniques and routines used in school and trying to carry these on at home wherever possible.

Working with Other Agencies

The school can provide support for extended pastoral services to the pupils. A range of pupils access extended services and provision for pupils within the local community. These are identified within our local offer. Other activities available to pupils may access include:

- After School clubs.
- Holiday clubs.
- Individual support e.g. TIS, Play therapy and Music therapy.
- Liaising with respite facilities.

Staff
The aim of our behaviour system is to allow pupils to be praised for their progress irrespective of their ability, the ultimate long term goal is that pupils will be intrinsically regarded as they mature and will not need external rewards. Staff need to praise pupils when they 'catch the pupil getting it right' e.g. a pupil comes into the room and sits nicely without any prompts or, for another pupil, it might be working for 5 mins without distracting others. If a pupil has an Individual Risk Management Plan (IRMP) staff will follow the strategies on it and not deviate from the plan. Through the pupils individualised targets staff will plan in opportunities to work on individual behaviours, prosocial group behaviours and appropriate behaviours in the community

Positive Language

We ask all staff to consider the language they use with pupils. We expect positive language wherever possible. All our pupils have communication as an area of need on their EHC plan which means they all have difficulties in this area. A child in crisis will find understanding language even more difficult than they normally do. Therefore, we expect staff to be mindful of this, give pupils extended time to process what they are saying, limit the language they are using and support this with visuals or signing if necessary.

Recording and Documenting Pupils' Behaviour

If a pupil's difficult behaviour continually disrupts their own and other pupils' learning, causes offence or upsets others, Staff need to:

- Record the behaviour/incident on IRIS in accordance with the behaviour flowchart (appendix 3).
- Office staff or therapeutic thinking team to record incident on SIMS.

- Inform the parent or guardian of the behaviour via the home school book, phone call, email or face to face.

If a pupil's dangerous behaviour continuously disrupts learning, behaves in a manner likely to cause harm to themselves or others or damage to property the teacher needs to:

- Record the incident on IRIS.
- If RPI takes place record in the bound and numbered book (A member of the therapeutic thinking team will report this RPI to Essex Health and Safety).
- Phone the parent/ guardian to discuss and if deemed necessary invite them into School for a meeting to discuss.
- Where agreed in advance with SLT and parents, the parent may be emailed to inform them of an RPI.
- Highlight behaviour to social worker if the pupil has one.
- Consider approaches/ next steps from the graduated approach document.
- Amend or create all relevant documentation as required.
- Ensure copies of the previous, current and new IRMP's are kept and saved in the therapeutic thinking folder on the staff shared drive.
- Send home the IRMP for parents to read and sign.
- Ensure Audit of Need is signed by therapeutic thinking and headteacher.
- Review six monthly or as needed if behaviours change

Educational and Protective Consequences

Setting high expectations for behaviour throughout the school means that educational consequences will be used in order to allow pupils to learn how to meet the behaviour expectations which are set. Wherever possible 'logical' consequences for behaviours will be employed. This will support and encourage pupils to learn how to behave in a prosocial and safe manner. These maybe used alongside protective consequences.

Educational consequences used in School may include:

- Logical consequence linked to behaviour displayed e.g. tidying up, playing with younger pupils, repairing a display.
- The use of Visuals.
- Social stories.
- Rehearsing a task or situation i.e. keeping seat belts on.

Protective consequences used in School may include:

- A different break or playtime.
- Eating in a different area.
- Not using the minibus for a period of time.
- Not going into the community for a period of time.

Protective consequences are used until there are changes in the pupil's behaviour or the school environment to ensure they are safe in certain situations.

Individualised Area Guidelines (when a child is not able to function as part of the group)
If a pupil needs time out a staff member needs to take the student to a designated area for a set time

and monitor them. Exclusion from the classroom needs to be supervised by the class team and should only occur if the safety of others is at risk or the pupil is unable to regulate themselves around others. If a pupil is finding it hard to engage with their differentiated learning and continues to become anxious, disrupt others and not able to focus then a individualise area approach should be adopted, if a suitable area is available, and written into their IRMP.

- In setting up an individualised area for a child staff should
- Identify a quiet suitable area where they can work/settle/be calm.
- Consider all health and safety implications and risk assess around this.
- Set appropriate tasks or activities for the pupil to engage with and monitor their progress.
- Use a social story or a learning strategy which is appropriate to their ability to help them regulate and make progress within the school setting.

Procedures and Practice

When difficult or dangerous behaviour is displayed in our School, staff will use the following procedure to ensure a consistent and well managed approach.

The procedure for managing behaviour is as follows:

Difficult Behaviour	Dangerous Behaviour
- De-escalation - Differentiate the task set/Tactical ignoring/distract/redirect - Sensory input - Change of face - Seek support from SLT, other teachers and therapeutic thinking team - Anxiety mapping/predict and prevent progress - Learning consequences to be carried out, if appropriate. - Contact with parents/carers - Some teams to use walkie talkies if appropriate	- Where behaviours are dangerous or causing significant disruption to learning & pupil's well-being a member or SLT or therapeutic thinking team is called - Clear other pupils from class if able to do so - Removal of dangerous pupil by a trained person following the principles of restraint reduction techniques if needed (previously step up). - Return to class only to take place if pupil is calm enough - Phone call or email where previously agreed to Parents/Guardians and inform social worker if relevant - This situation should be followed up with a review/setting up of an IRMP/monitoring of behaviour

At Risk of Suspension and/or Exclusion Meeting

- If pupils continue to demonstrate extremely difficult and dangerous behaviour this may trigger a meeting to consider if they are at risk of exclusion. The procedure is as follows
- Significant increase in behaviour reporting.
- This will be reported at the weekly SLT meeting and a decision will be made if whether the pupil may be at risk of exclusion and therefore a meeting is needed. SLT will email the class teacher the outcome of this meeting.

- If a meeting is to take place it will involve class teacher, SLT, therapeutic thinking lead, parent and social worker. The actions from this may include EP/IP referral, therapeutic referral, discussion around banding, feedback from teacher on staff wellbeing, further training, considering environmental changes if possible, meeting with parents/carers and anything else deemed relevant.
- Minutes will be taken which will include a time frame set for a review meeting and an action plan.
- If the head teacher feel an exclusion is necessary they will follow the current policy and procedures on this.

Physical Intervention and Guidance at Lexden Springs School

At Lexden Springs School, staff may, at times, need to use physical guidance, touch, or prompts to support pupils. It is essential that all staff are familiar with and understand the relevant policies around physical intervention and restrictive physical intervention (RPI). This ensures such practices are applied correctly and safely. Staff must also adhere to the uniform policy and wear any protective clothing provided. Should an RPI occur, it must be documented in the bound and numbered book. Parents, carers, and any relevant social workers will be notified.

Rationale for Using Touch

Physical intervention is used for a variety of reasons, generally to offer comfort, reward, or guidance to a pupil. The approach is always intended to serve the individual's needs in a supportive and constructive manner.

Methods of Touch

- Supportive Hug
  At Lexden Springs School, staff are encouraged to offer 'supportive hugs' when providing comfort or reward. This involves a sideways hug with the staff member placing their hands on the pupil's shoulders, which helps maintain appropriate boundaries and prevents the pupil from turning towards the staff member. This form of touch is to be used with positive verbal reinforcement such as praise, encouragement, or reassurance, and can be given while standing or seated. (See appendix 1)
- Handholding / Offering an Arm
  While handholding is a natural and positive interaction for many pupils, it is important that it occurs voluntarily and compliantly. If handholding is used by a staff member to control the pupil's movement, this could be considered a form of restraint. To avoid this, staff are encouraged to offer their arm for the pupil to hold. This method allows the pupil to wrap their hand around the staff member's lower arm, with the option of the staff member placing their hand over the pupils for additional security if necessary.

Methods of guiding

At Lexden Springs School, all staff are comprehensively trained in Therapeutic Thinking, with annual refresher sessions to ensure consistency and the reinforcement of best practices. This training forms the foundation of our philosophy, which emphasises the importance of supporting and nurturing the individual needs of every pupil.

Through this approach, staff are equipped to guide pupils effectively during periods of dysregulation and distress, using strategies that prioritise empathy, understanding, and de-escalation. The techniques outlined in the Therapeutic Thinking framework are explicitly non-restrictive and are

implemented alongside established de-escalation principles taught as part of the training, see (appendix 1) for specially labelled guiding techniques.
This unified and reflective approach ensures that all interventions respect the dignity and wellbeing of our pupils while fostering a positive and supportive school environment.

Methods of Restrictive physical intervention

Restrictive Physical Intervention (RPI) refers to any action that physically restricts a person's movement, liberty, or freedom of choice to prevent harm to themselves or others. While RPI may be necessary in exceptional circumstances, its use is carefully considered and implemented only as a last resort. The use of RPI must be pre-approved through an Audit of Need form, which outlines the rationale and strategies to support the individual. Following the completion of the Behaviour Toolkit this document is collaboratively completed and signed by parents, the Senior Leadership Team (SLT), and the Therapeutic Thinking Team. The form ensures transparency, shared understanding, and accountability while outlining agreed-upon restrictive interventions to be used in stated situations (See appendix 2).

Key Elements of RPI in Therapeutic Thinking:

1. Last Resort
   RPI is used only when all other non-restrictive strategies (e.g., de-escalation, calming techniques, and verbal guidance) have been tried and found ineffective. It is never the first course of action and must be justified in the context of preventing immediate harm.
2. Proportionality
   Any RPI used must be proportionate to the risk posed and should involve the least amount of force for the shortest duration necessary. It must focus on maintaining the dignity and safety of all involved.
3. Prevention Through Therapeutic Thinking
   The Therapeutic Thinking framework emphasises proactive and preventative approaches to reduce the likelihood of situations escalating to the point where RPI might be considered. By addressing underlying triggers and promoting emotional regulation, the aim is to minimise the need for restrictive interventions.
4. Training and Competence
   Staff trained in Therapeutic Thinking are equipped with skills to assess situations critically and make informed decisions regarding RPI. Staff will be trained in accordance with the Audit of Need outlining the specific RPI strategy used for that individual pupil.
5. Post-Incident Reflection and Review
   Following any RPI, a thorough debrief is conducted for both staff and if appropriate the pupil involved. This reflection process ensures that the intervention was appropriate and identifies any adjustments to prevent recurrence. It also supports the emotional recovery of the pupil and those affected.
6. Ethical and Legal Compliance
   The use of RPI must comply with legal guidelines and ethical standards, including safeguarding policies, health and safety regulations, and respect for human rights. Lexden Springs School will document any RPI using a bound and number book.

By prioritising de-escalation and non-restrictive practices, the Therapeutic Thinking approach seeks to significantly reduce the use of RPI, ensuring it remains an exceptional measure to safeguard all members of the school community.

Inappropriate Touch

- Picking Up and Carrying
  Staff are not permitted to pick up or carry pupils due to the potential risks of injury to both the pupil and the staff member. Should a pupil drop to the ground, the staff should allow them to get up independently unless there is a direct safety concern, in which case appropriate emergency measures should be taken.
- Kissing
  If a pupil attempts to kiss a staff member, they should be gently redirected to a supportive hug. It is important to remind the pupil that kisses are reserved for family members at home. Many pupils may have attachment-related challenges, and it's crucial to avoid creating any confusion in these situations. Staff should encourage alternative forms of greeting, such as high fives or handshakes, to promote appropriate interactions.
- Lap-Sitting
  At Lexden Springs School, lap-sitting is actively discouraged. pupils should be supported in finding alternative ways to seek comfort or attention, which will be explored through therapeutic training. If a pupil tries to sit on a staff member's lap, the staff member should redirect the pupil to sit next to them or offer comfort through a side hug. In some instances, a pupil may experience such distress that they seek physical contact in ways not outlined above (e.g., attempting a 'front on' hug or inappropriate touch). In these cases, the staff member should redirect the pupil, inform a member of SLT and complete an IRIS incident form. This documentation helps monitor the pupil's emotional needs and informs appropriate support strategies.

Incident Reporting

Any incidents which cause concern should be reported and written up by the member of staff involved using the IRIS Behaviour reporting tool in accordance with the behaviour flow chart. This should be recorded as soon as possible but within a 24hr timeframe.

Incidents which should be recorded include:

- Concern over time of repeated inappropriate behaviours.
- Change in pupils' behaviour over time causing concern.
- Physical aggression.
- Unusual emotional outbursts.
- Destruction of property.
- Absconding.
- Racial abuse.
- Bullying.
- Sexual incidents.

This list is not exhaustive; individual staff may wish to record other incidents they feel are significant.

Purpose of reporting system

- To alert class staff and the Therapeutic Thinking Team to changing behaviour.
- To analyse behaviour and develop appropriate support strategies for pupils.
- To inform risk assessment and the behaviour tool kit.
- To help develop a consistent approach to particular types of incidents.
- To help staff to develop a consistent approach to individual pupils.
- To help staff and pupils avoid and prevent reportable incidents.
- To provide ongoing documentation with which to support action.
- To provide evidence should it be required at any time in the future.

Appendix 1 – Therapeutic Thinking Guides

Offering an arm

to support, guide or escort

- Stance
- Hip to hip
- Arm is offered – explicit teaching
- Student accepts the invite
- Communicate intention
- Draw elbow in for extra security



Therapeutic Thinking

ESSET

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Supportive hug

To support, guide or escort or to communicate comfort or reward:

- Stance
- Hip to hip
- Closed mittens around each shoulder
- Communicate intention, consider de-escalation script



Therapeutic Thinking

ESSET

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Supportive arm

To support, guide or escort

- Stance
- Maintain penguin shape
- Hip to hip
- Closed mittens above or around each elbow
- Communicate intention, consider de-escalation script

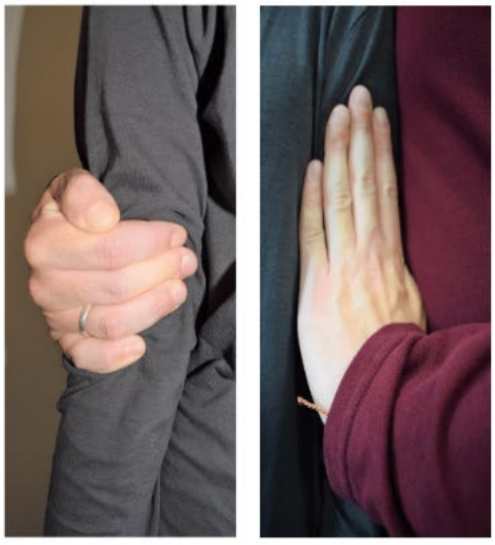


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Supportive arm

To support, guide or escort

- Stance
- Hip to hip
- Closed mittens above or around each elbow
- Communicate intention, consider de-escalation script



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Supportive arm paired

To support, guide or escort

- Stance
- Maintain penguin shape
- Hip to hip, slightly behind
- Closed mittens around each shoulder
- Communicate intention, consider de-escalation script



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Open mitten

to support, guide or escort, used to move a student away

- Fingers together
- Thumb away from fingers
- Palms parallel to floor

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice



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Open mitten guide - paired





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Open mitten guide to communicate

To support, guide or escort

- Stance
- Contact just above elbow
- Intermittent eye contact
- Free hand reassuring or directing
- Communicate intention, consider de-escalation script

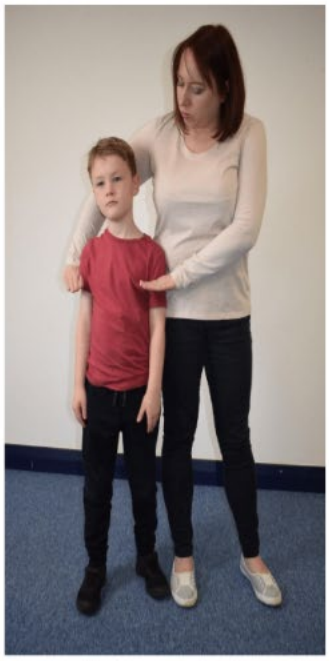


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Open mitten escort

To support, guide or escort

- Stance
- Hip to hip
- Open mittens above each elbow
- Palms parallel to floor
- Nudge
- Communicate intention, consider de-escalation script



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Open mitten escort – paired

To support, guide or escort

- Stance
- Hip to hip
- Open mittens above each elbow
- Palms parallel to floor
- Nudge
- Communicate intention, consider de-escalation script

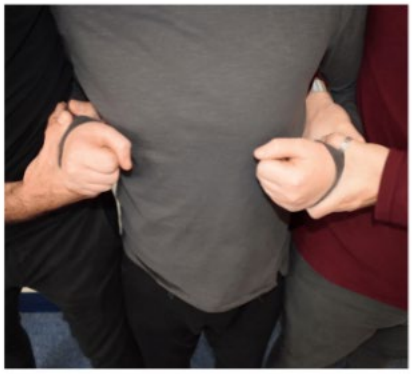


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Elbow tuck – rescue shape

Elbow tuck shape:

- Staffs' arms pass either side of the CYP's arm
- Thumbs on top, over or above the wrist (avoid holding the hand)
- Check CYP shape
- Check adult shape
- All elbow tucks can start from this rescue shape



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Elbow tuck – figure of 4

- Stance
- Hips to hip, slightly behind
- Elbows tucked

1. Both hands thumb on top
2. Inside hand goes over CYP's arm and holds onto own arm

- CYP shape
- Adult shape
- Communicate intention, consider de-escalation script



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Elbow tuck – braced

- Stance A shape
- Hips to hip, slightly behind
- Elbows tucked

1. Far hand closed mitten
2. Near hand open mitten, thumb on top

- CYP shape
- Adult shape
- Nudge
- Communicate intention, consider de-escalation script



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Elbow tuck – lone worker

- Stance
- Hips to hip, slightly behind
- Elbows tucked

1. Far hand closed mitten
2. Near hand open mitten, thumb on top

- CYP shape
- Adult shape
- Nudge
- Communicate intention, consider de-escalation script



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Appendix 2 – Behaviour Incident Reporting

