

Emotional Regulation (Behaviour) policy and statement of emotional regulation and behaviour principles

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1. Aims

This policy aims to:

- › Create a positive culture that promotes safe, emotionally regulated behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of safe behaviour that reflect the values of LAMP
- › Outline the support for, expectations of and consequences of unsafe behaviour
- › Provide a consistent approach to unsafe behaviour management that is applied equally to all students
- › Define what we consider to be unsafe behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children; paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Purpose and Ethos

This policy sets out how LAMP Leamington supports students to feel safe, understood and regulated so that learning, wellbeing and positive relationships can flourish. It reflects our commitment to a student-centred, trauma-informed, and nurturing approach. It recognises that our students are autistic or neurodivergent young people with high levels of anxiety, and

complex sensory and emotional regulation needs. Many students have trauma relating to past school experiences; this may impact their responses at LAMP

We believe all students at LAMP need to feel safe, cared for, and have a sense of belonging. We aim to create an atmosphere where everyone feels valued, where life chances are improved, and students take with them the ability to form meaningful relationships and access learning. We strive to develop safety, security, and trust through protection, connection, understanding, and care. Changes in behaviour are a form of communication and the expression of underlying needs; it is not possible to support a student's behaviour without addressing those needs. How a student behaves gives us important information about how they are feeling.

This policy reflects LAMP's core values of **Community, Acceptance, Respect, Exploration, and Self-expression (CARES)**. It also reflects the approach, values and language of Protective Behaviours, such as the use of 'safe/unsafe' in reference to behaviour choices.

At the same time, we are clear about our responsibility to maintain a safe environment for students, staff and visitors, and to meet all statutory requirements under English education and safeguarding law.

4. Emotional Regulation and Behaviour: LAMP's Perspective

We recognise that many of our students have experienced/continue to experience:

- Chronic anxiety and overwhelm
- Sensory processing differences
- Trauma, disrupted attachment or adverse experiences
- Previous school-based distress, exclusion or unmet SEND

As a result, dysregulation may present as withdrawal, shutdown, avoidance, refusal, heightened emotional responses or unsafe behaviour

Traditional behaviourist approaches (rewards and sanctions) are unlikely to be effective, lack alignment with LAMP's student-led, trauma-informed approach and may increase student anxiety

We therefore prioritise:

- Emotional and sensory regulation
- Predictability, safety and trust
- Opportunities for self-regulation
- Repairing relationships following incidents
- The use of natural consequences whenever appropriate and possible

5. Holistic Support for Emotional regulation

5.1 LAMP's Physical Environment and Curriculum Approach

LAMP's low sensory environment is designed to minimise the previous 'environmental led' responses that some of our students may have exhibited in their mainstream schools. It provides a calm, nurturing and supportive approach which engenders safer behaviour.

Where appropriate and reasonable, LAMP adjusts routines within the curriculum to ensure all students can meet emotional regulation and behavioural expectations and can access the curriculum. These adjustments consider student needs, perspectives, health and wellbeing.

The importance of the two central themes of Protective Behaviours are reflected and reinforced through staff responses, pastoral support and some direct teaching (eg the Preparation for Adulthood curriculum):

- We all have the right to feel safe all of the time
- We can talk with someone about anything, even if it feels awful or small

5.2. Creating a Regulating Environment

We recognise that regulation begins with the environment and staff responses. A Regulating Environment is promoted in the following ways.

> Predictability and Structure

- Clear routines and transitions
- Advance warning of change wherever possible
- Visual supports and personalised timetables

> Sensory Awareness

- Access to sensory regulation resources
- Flexibility around seating, movement, noise and lighting
- Recognition that sensory and emotional needs vary day-to-day

> Relationships

- Consistent, trusted adults
- Warm, calm and respectful communication
- Time invested in knowing students well

6. Student Voice and Individualised Support

Students are actively involved, where possible, in shaping their support and reflecting on what helps them feel safe and regulated.

Student perspectives are gathered via two forms: The Student Profile form and Student Regulation Toolkits. All students are encouraged to contribute to the information on these forms, and all staff have access to them to support their understanding of students.

On the Student Profile form, students indicate their interests and strengths, important things to know about themselves, areas of difficulty, and what helps them. This information is supplemented by key information from a student's EHCP around their learning needs and experience, plus any diagnoses.

Student Regulation Toolkits record sensory preferences and needs, identifying ways to support when a student is experiencing sensory overwhelm.

7. Definitions

7.1 Unsafe behaviour is defined as:

- Responses designed to cause disruption in lessons, in corridors between lessons, and at break and lunchtimes

7.2 Serious unsafe behaviour is defined as:

- Repeated breaches of LAMP rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic, transphobic, or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

8. Responding to Dysregulation and Distress

8.1 Early Support and De-escalation

When a student shows signs of dysregulation, staff may:

- Reduce demands and expectations
- Offer space, time out or sensory regulation
- Use calm, non-confrontational language
- Prioritise connection and reassurance
- Refer to the Student Profile and Regulation Toolkit for ways to support that have been identified by the student as helpful

Staff communicate with the Senior Leadership Team, Safeguarding lead and admin staff via Teams messaging, to alert them to a change in student presentation or activity, so that further support or supervision can be offered as needed.

8.2 During High Distress

If a student becomes highly distressed:

- The focus remains on safety and regulation
- Students may be supported to move to a quieter or safer space
- Staff focus on calming interventions, reassurance, and remote supervision if this is a safe option.

8.3 After a High Distress/Dysregulation Incident

Once the student is regulated:

- Time is taken to repair relationships and reassure students
- Reflection focuses on feelings, triggers and support strategies, if appropriate
- Restorative conversations are used where appropriate

8.4. Expectations and Boundaries

We maintain clear expectations to support safety and respect. These expectations are taught, modelled, and reinforced through positive, trusting relationships.

Expectations include:

- Keeping self and others safe

- Treating people and spaces with respect
- Communicating needs in agreed ways where possible

Where expectations are not met, responses are proportionate, supportive, and reflective of individual needs.

Staff will seek to find the reasons behind the student responses and work with the student to establish ways to avoid repetitions of this unsafe response in the future

8.5 Consequences of Student Responses:

We recognise that sanctions do not teach regulation skills and may increase student anxiety.

Consequences are never humiliating, or shaming. Natural consequences will be the default approach, e.g. a student missing out on an extra-curricular experience because they cannot demonstrate sufficient consistent regulation to be considered safe.

Any consequences used:

- Are proportionate and reasonable
- Take account of SEND, anxiety and capacity at the time
- Are used alongside support and repair

Consequences are neuro-informed, e.g. the ability of the student to consider their actions and the consequences, in the light of their personalised presentation of neurodivergence, will inform the response to dysregulation.

Wherever possible, incidents will be used to try to develop student self-awareness of their own responses, to support them to consider their actions and find alternative ways to respond in the future.

9. Responding to Unsafe Behaviour from Students with SEND

9.1 Recognising the impact of SEND on behaviour

LAMP recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of unsafe behaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of unsafe behaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of unsafe behaviour will be made on a case-by-case basis.

When dealing with unsafe behaviour from students with SEND, LAMP will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by LAMP's policies or practices ([Equality Act 2010](#))

› Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

› If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, LAMP will anticipate, as far as possible, all likely triggers of unsafe behaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the student concerned.

LAMP's approach and ethos is to anticipate and remove triggers of unsafe behaviour. This is done via;

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student to sit in a space where they feel safe and can access learning
- Training for staff in understanding conditions such as autism, ADHD and AuDHD
- Flexible timetabling
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload
- Provision of sensory resources, e.g. weighted blankets, fiddle toys, theraputty

9.2 Adapting consequences for students with SEND

When considering a consequence for a student with SEND, LAMP will take into account:

- › Whether the student was unable to understand the rule or instruction
- › Whether the student was unable to act differently at the time because of their SEND
- › Whether the student is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

LAMP will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

LAMP's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes. We will work with parents to create the plan and review it on a regular basis.

9.4 Students with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and LAMP will co-operate with the local authority and other bodies.

If LAMP has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, LAMP may request an emergency review of the EHC plan.

9.5 Supporting students following a consequence

Following the imposition of a consequence, LAMP will consider strategies to help students to understand how to improve their behaviour and meet the expectations of LAMP.

This could include measures like:

- reintegration meetings
- regular contact with a key staff member
- Revisiting the emotional regulation and behaviour contract
- personalised emotional regulation and behaviour goals

10 Use of Reasonable Force

LAMP prioritises de-escalation and emotional regulation. Restrictive physical intervention (RPI) is not a routine strategy within our provision.

Under Section 93 of the Education and Inspections Act 2006, staff may use reasonable force to prevent a student from:

- Injuring themselves or others
- Committing a criminal offence
- Causing serious damage to property where this creates risk
- Seriously disrupting good order where there is risk of harm

Force must:

- Always be a last resort
- Be proportionate and reasonable
- Use the minimum force for the shortest possible time
- Maintain the safety and dignity of all concerned
- Never be used as punishment or to enforce compliance

LAMP does not use:

- Prone (face-down) restraint
- Any technique that restricts breathing
- Holds around the neck, chest or throat
- Pain-inducing techniques
- Seclusion

All incidents involving reasonable force:

- Must be recorded within 24 hours
- Must be reported to parents/carers
- Will be reviewed by senior leadership (Head of Centre and Directors) and the DSL

Because restraint is not expected within the LAMP model, any repeat use involving a single student will trigger a placement review.

When considering the use of reasonable force, staff must carefully consider any vulnerabilities of the student, including SEND, anxiety, mental health needs or medical conditions.

In the event of serious risk of harm, police support will be considered.

11. Bullying and Peer Conflict

11.1 Bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power. A single serious incident may be treated as bullying if it has significant impact or safeguarding implications

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

11.2 Our Ethos

Leamington LAMP is committed to providing a safe, respectful and inclusive environment in which all students feel secure and valued. As an autism and ADHD specialist provision, we recognise that:

- Social communication differences may affect how intentions are perceived.
- Anxiety can heighten emotional responses.
- Some peer conflict arises from misunderstanding rather than malice.

We approach peer difficulties with curiosity, fairness and a focus on restoring safety and understanding.

Bullying is not tolerated at LAMP.

11.3 Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

11.4 Peer Conflict vs Bullying

Peer conflict

A disagreement or fallout between students of relatively equal power, often linked to misunderstanding or dysregulation.

Bullying

Repeated, targeted behaviour with an imbalance of power.

In an autism-informed setting, careful assessment is essential before labelling behaviour as bullying. However, the impact on the harmed student is always taken seriously.

11.5 Prevention

Prevention is central to LAMP practice. We promote:

- Clear expectations of kindness and respect
- Structured and supervised environments
- Emotional literacy development
- Explicit teaching of boundaries and consent (age appropriate)
- Support with perspective-taking
- Safe and predictable routines
- Staff vigilance during transitions and unstructured times

Students are supported to understand differences and neurodiversity.

11.6 Reporting Concerns

Students are encouraged to report concerns in ways that feel safe and accessible. They may:

- Speak to any trusted member of staff
- Use written or visual communication
- Ask a parent/carer to contact LAMP

All concerns are taken seriously and recorded in line with the Behaviour and Safeguarding Policies.

Students are reassured that reporting will not result in negative consequences for speaking up.

11.7 Responding to Bullying or Peer Conflict

When a concern is raised:

- The situation will be investigated promptly.
- The views of all students involved will be heard.
- Neurodivergent needs and communication differences will be considered.
- Appropriate action will be taken to restore safety.

Responses may include:

- Restorative conversations
- Increased supervision
- Structured separation
- Individual support plans
- Parental involvement
- Safeguarding referral where required

The aim is to:

- Stop the behaviour
- Protect the harmed student
- Support the student whose behaviour has caused harm
- Prevent recurrence

11.8 Peer-on-Peer Abuse & Safeguarding

Some behaviours described as bullying may constitute peer-on-peer abuse.

This may include:

- Sexual harassment
- Harmful sexual behaviour
- Physical abuse
- Online abuse
- Prejudice-based abuse

A single incident of serious harm, particularly where sexual, discriminatory or violent in nature, may be treated as peer-on-peer abuse rather than bullying.

Where safeguarding thresholds are met:

- The Safeguarding Policy will be followed
- The DSL will assess risk
- External agencies will be contacted where required

Safeguarding considerations always take precedence.

11.9 Recording & Monitoring

All bullying concerns are recorded.

Where incidents meet safeguarding thresholds, they are recorded as safeguarding concerns and managed accordingly.

Leadership monitors:

- Patterns of behaviour
- Prejudice-based incidents
- Recurrence
- Impact on individual students

The Head of Centre and Directors receive oversight information as part of behaviour monitoring.

11.10 Equality & Protected Characteristics

LAMP recognises its duties under the Equality Act 2010.

We actively challenge discrimination based on:

- Disability
- Race
- Religion
- Sex
- Sexual orientation
- Gender reassignment
- Any other protected characteristic

Prejudice-based incidents are recorded and addressed.

12. Safeguarding

LAMP recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student's unsafe behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

13 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

13.1 Confiscation

Any prohibited items (listed in section 3) found in a student's possession because of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to LAMP discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

13.2 Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the head of centre, or by the head of centre themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the students, 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 student 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; **and**
- 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 student; **or**
- 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 Head of Centre, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on LAMP premises or where the member of staff has lawful control or charge of the student, for example on a LAMP 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – 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 student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate consequence.

If they still refuse to co-operate, the member of staff will contact the DSL or DDSL to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

13.3. Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks

› Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 9.1) and items identified in LAMP rules.

An authorised member of staff can search a student's possessions when the student 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.

13.4 Informing the designated safeguarding lead (DSL)

The staff who carried out the search should inform the DSL without delay:

› Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3

› If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in LAMP's safeguarding system.

13.5 Informing parents and carers

Parents and carers will always be informed of any search for a prohibited item (listed in section 9.1). A member of staff will tell the parents as soon as is reasonably practicable:

› What happened

› What was found, if anything

› What has been confiscated, if anything

› What action LAMP has taken, including any consequences that have been applied to their child

13.6 Support after a search

Irrespective of whether any items are found as the result of any search, LAMP will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow LAMP's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

13.7 Strip searches

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 LAMP premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into LAMP, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on LAMP premises, the decision on whether to conduct a strip search lies solely with them. LAMP will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If LAMP can't get in touch with the parents/carers, or they aren't able to come into LAMP to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The students' parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on LAMP premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**

The appropriate adult agrees

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- › Act to safeguard the rights, entitlement and welfare of the student
- › Not be a police officer or otherwise associated with the police
- › Not be the Head of Centre

- Be of the same sex as the student, unless the student 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 student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, LAMP will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students 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

14. Unsafe Behaviour Offsite and Online

14.1 Off-site unsafe behaviour

Consequences may be applied where a student has responded with unsafe behaviour off-site when representing LAMP. This means unsafe behaviour when the student is:

Taking part in any school-organised or school-related activity (e.g. school trips, concerts, shows)

- Travelling to or from school
- In any other way identifiable as a student of LAMP

Consequences may also be applied where a student has responded with unsafe behaviour off-site, at any time, whether or not the conditions above apply, if the unsafe behaviour

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of LAMP

Consequences will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

14.2 Online Unsafe behaviour

LAMP can issue consequences to students for online unsafe behaviour when:

- › It poses a threat or causes harm to another student
- › It could have repercussions for the orderly running of LAMP
- › It adversely affects the reputation of LAMP
- › The student is identifiable as a member of LAMP

Consequences will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

14.3 Suspected criminal behaviour

If a student is suspected of criminal behaviour, LAMP will make an initial assessment of whether to report the incident to the police.

When establishing the facts, LAMP 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 directors will make the report.

LAMP will not interfere with any police action taken. However, LAMP may continue to follow its own investigation procedure and enforce sanctions, if it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

14.4 Zero-tolerance approach to sexual harassment and sexual violence

LAMP will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that leaves them feeling unsafe or uncomfortable, no matter how 'small' they feel it might be.

LAMP response will be:

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

LAMP has procedures in place to respond to any allegations or concerns regarding a student's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

15 Responding to Safe and Unsafe behaviour

15.1 Responding to Safe Behaviour

Staff will make use of all opportunities to acknowledge student progress in emotional regulation and behaviour and to reinforce LAMP's culture and ethos.

It is recognised that direct praise would be inappropriate for many students and may have been identified within their Student Profile forms as something they find challenging to accept.

For many students, the ability to engage in LAMP routines and access the curriculum will be self-rewarding and this will be quietly and appropriately acknowledged by staff, to avoid inadvertently creating a pressure to maintain this or achieve further.

Progress and developments will also be communicated in EHCP reviews and in routine communications with parents and carers.

15.2 Responding to Unsafe Behaviour: Consequences and the Wellbeing of other Students

When a student's behaviour falls below the standard of safety that can reasonably be expected of them, and this is impacting the safety and wellbeing of other students, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence.

Staff will endeavour to create a predictable environment by always responding to unsafe behaviour in a consistent, fair and proportionate manner, so students know with certainty that unsafe responses will always be addressed.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When managing emotional regulation and behaviour incidents, staff will also consider what support could be offered to a student to help them to maintain safe standards in the future.

Where unsafe student responses are impacting the safety and wellbeing of others it may be necessary to take one of the following actions:

- phone call home to parents or carers
- Agreeing a behaviour contract
- Removal of the student from group learning, and provision of one-to-one learning
- Suspension/ fixed term exclusion (this decision will be made by the Board of Directors)
- Permanent exclusions, in the most serious of circumstances (this decision will be made by the Board of Directors)

Personal circumstances of the student will be considered when choosing responses and decisions will be made on a case-by-case basis, with regard to the impact on perceived fairness.

Serious Consequences

15.3 Removal from group teaching and learning

In response to serious or persistent breaches of this policy, LAMP may consider how best to support the student's access to education in a manner that preserves the safety and wellbeing of all students. This could include one-to-one teaching sessions.

This will only be used in response to serious unsafe behaviour.

Removal can be used to:

- Restore order if the student is being consistently disruptive or unsafe
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom will sit in the lounge area and are supervised by the SLT. Removal will normally be for the remainder of the lesson.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head of Centre and Board of Directors.

Students should be reintegrated into group learning as soon as appropriate and safe to do so. LAMP will consider what support is needed to help a student successfully reintegrate into the classroom and meet safe standards of emotional regulation and behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

LAMP will consider an alternative approach to emotional regulation and behaviour management for students who are frequently removed from class, such as

- Use of teaching assistants
- Meeting with parents/carers
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

15.4 Suspension and permanent exclusions

LAMP can use suspension and permanent exclusion in response to serious incidents or in response to persistent unsafe behaviour, which has not improved following interventions, reasonable adjustments and natural consequences

Any decision:

- Takes full account of SEND and disability
- Considers whether behaviour is a manifestation of need
- Follows statutory guidance and due process

The decision to suspend or exclude will be made by the Head of Centre and Directors and only as a last resort.

Please refer to our exclusions policy for more information

16 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, LAMP will consider whether to manage the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, LAMP will consider whether to manage the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

LAMP will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

17. Roles and responsibilities

17.1 The Board of Directors

The Board of directors is responsible for monitoring this policy's effectiveness and holding the Head of Centre to account for its implementation.

17.2 The Head of Centre

The Head of Centre is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the LAMP environment encourages safe and positive behaviour
- Ensuring that staff deal effectively with unsafe behaviour
- Monitoring how staff implement this policy to ensure that staff responses are applied consistently to all groups of students
- Ensuring that all staff understand the emotional regulation/behavioural ethos and expectations and the importance of maintaining them
- Providing new staff with a clear induction into LAMP's emotional regulation and behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully

- Offering appropriate training in emotional regulation and behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on emotional regulation and 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 students both support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

17.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of safe student behaviour
- Implementing the emotional regulation and behaviour policy consistently
- Communicating LAMP's ethos, expectations, routines, values and standards in every interaction with students
- Modelling safe behaviour and positive relationships
- Providing a personalised approach to the specific emotional regulation needs of particular students
- Considering the impact of their own emotional regulation and behaviour on the LAMP culture and how they can uphold LAMP's ethos and expectations
- Recording behaviour incidents promptly
- Supporting and encouraging students to meet LAMP's expectations

The senior leadership team (SLT) will support staff in responding to emotional regulation and behaviour incidents.

17.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the LAMP's emotional regulation and behaviour policy and reinforce it where appropriate
- Support their child in adhering to LAMP's emotional regulation and behaviour policy
- Inform LAMP of any changes in circumstances that may affect their child's emotional regulation and behaviour
- Discuss any emotional regulation and behavioural concerns with LAMP staff promptly
- Take part in any pastoral work following unsafe behaviour (for example restorative discussions)
- Raise any concerns about the management of emotional regulation and behaviour with LAMP directly, whilst continuing to work in partnership with LAMP

LAMP will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's emotional regulation and behaviour and

the LAMP's policy and working in collaboration with them to tackle emotional regulation and behavioural issues.

17.5 Students

Students will be made aware of the following during their induction into the emotional regulation and behaviour culture:

- The expected standard of emotional regulation and behaviour they should be displaying at LAMP
- The pastoral support that is available to them to help them meet the emotional regulation and behavioural standards
- LAMP's key rules and routines

Students will be supported to meet the emotional regulation and behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of LAMP's emotional regulation and behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the emotional regulation and behaviour culture to support the evaluation, improvement and implementation of the emotional regulation and behaviour policy.

18. Training

As part of their induction process, our staff are provided with regular training on managing emotional regulation and behaviour, including training on:

- The proper use of restraint and the conditions that must exist before restraint is a consideration
- The needs of the students at LAMP

The impact of neurodivergence on emotional regulation and behavioural responses

- How SEND and mental health needs impact behaviour

Emotional regulation and behaviour management will also form part of continuing professional development.

19. Monitoring and Governance Arrangements

19.1 Monitoring and evaluating school behaviour

LAMP will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students and other stakeholders on their perceptions and experiences of LAMP'S behaviour culture. The data will be analysed regularly by the SLT.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

LAMP will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

19.2 Monitoring this policy

This policy will be reviewed by the Head of Centre at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

20. Links with other policies

This policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Online Safety Policy

Appendix 1: written statement of behaviour principles

- › Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All student, staff and visitors are free from any form of discrimination
- › Staff and volunteers must always set an example of safe behaviour to student
- › Rewards, consequences and reasonable force are used consistently by staff, in line with the emotional regulation and behaviour policy
- › The emotional regulation and behaviour policy is understood by students and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Students are supported to understand their responses, to make safer choices and to take responsibility for their actions
- › Families are involved in emotional regulation and behaviour incidents to foster good relationships between the school and students' home life

The Board of Directors also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

