



MARY ELLIOT ACADEMY

Behaviour Policy

Version: **1**

Ratified by the Local Governing Body

Signed by the LGB:

02.07.2024

To be reviewed annually:

02.07.2025

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1. Aims and Expectations

Mary Elliot Academy aims to ensure that:

- Everyone feels physically and emotionally safe and happy at the Academy
- Everyone feels valued and respected and honesty and fairness are promoted
- Positive behaviour is encouraged and celebrated
- Everyone can develop to their full potential
- Students are curious, ambitious and take pride in their achievements

Some students at Mary Elliot Academy will display dysregulation and behaviour and that challenges as a result of their communication difficulties and a lack of social skills or understanding. The following policy provides clear guidance and instruction on the methods by which our we promote positive behaviour throughout the academy.

This policy outlines what we expect from all our students, staff, and visitors to the Academy, in terms of their behaviour. It extends to all members of our Academy community and is written in line with current legislation, guidance, and best practice principles.

We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the Academy built on trust and understanding, and by using this policy we can support all of our students in developing a high level of social awareness and tolerance. We aim to ensure that all our students leave Mary Elliot with the key skills they need to prepare them for life.

Mary Elliot Academy is dedicated to ensuring that our environment supports learning and the wellbeing of students and staff through a strong sense of belonging and community cohesion. Cooperation, support, and respect are the foundations of our community, and we work hard to provide a safe environment where students feel included in every aspect of Academy life

2. Roles and Responsibilities

2.1 Local Governing Board

- Ensure that there is a Behaviour Policy in place
- Review Behaviour Policy implementation annually

2.2. Headteacher/Senior Leadership Team

- Oversee the implementation of the Behaviour Policy and evaluate its effectiveness.

- Report to Local Governing Body on the implementation of the policy including the analysis of incidents of behaviour to determine the effectiveness of the policy.

2.3. Positive Behaviour Lead (PBL)

- Review and monitor the Behaviour Policy and ensure that that it is implemented in all departments
- Ensure Positive Behaviour Plans (PBPs) are in place for learners where appropriate and that they are regularly monitored and evaluated.
- Ensure behaviour strategies are implemented consistently
- Ensure appropriate training is delivered to staff who work with students
- Provide appropriate behaviour support to class teams to support the needs of the students
- Work with Senior Leader allocated to Behaviour and Attitudes to ensure behaviour

2.4. Teachers

Teachers and class teams must be given the opportunity to learn, understand and have insight to why are students become dysregulated, and reflect on how/why it impacts in their behaviour.

Specific responsibilities are outlined below:

- Implement behaviour policy within the classroom.
- Ensure Positive Behaviour Plans (PBPs) are in place for students where appropriate and that they are regularly monitored and evaluated.
- Ensure strategies are implemented consistently.
- Collaborate with the Behaviour Support Team as needed.
- Work in partnership with parents and carers to support behaviour

2.5. All staff

- Act as positive role models for students, reflect on the quality of our relationships with each other and students. This applies to any visitors to the Academy, and to members of the general public.
- Be punctual and committed to continuously improve on the quality of our provision
- Keep your appearance smart and tidy

- Rude, derogatory, racist, or defamatory language will not be tolerated and will be recorded on appropriate Academy system and reported to the headteacher
- Be considerate of your peers and the extended community
- Take care of your environment, both on the Academy site and outside, and keep it tidy.

3. Standards of Behaviour

The first step to modelling positive behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to Mary Elliot Academy must act responsibly and professionally and will never denigrate pupils or colleagues. We work hard to ensure that behaviour support is consistent across the Academy so that behaviour boundaries and natural consequences are applied fairly, proportionately, and without discrimination, considering SEN needs and disabilities as well as the additional challenges that some vulnerable students may face.

Staff are trained in Team Teach to deal with behavioural strategies as part of their continual professional development. We work closely with parents and carers to help them to understand their children/young people and their behaviour. We believe that in conjunction with consistent behaviour boundaries and reliable support systems, praise and rewards for positive behaviour are an important part of building an effective learning community and this is a key part of daily life at Mary Elliot Academy.

We believe that behaviour is a form of meaningful communication and therefore every effort should be made to understand and respond appropriately to this communication. Staff are encouraged and supported to better understand what students are trying to communicate by the behaviours they display.

The function of behaviour can mostly be attributed to:

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

We recognise where individual students are engaging in continuing disruptive behaviour, this could be as a result of unmet mental health needs. If such needs are identified, we will do all we can to ensure that the student receives appropriate support.

We recognise our legal duties under the Equality Act 2010 in respect of students with SEN and/or disabilities. Whilst all students identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that some students often require support that is different from, or in addition to, that required by their peers to take full advantage of the educational opportunities available to all students. A Positive Behaviour Plan will be used for students whose SEN and/or disabilities cause them to display behaviour that challenges. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed regularly. Behaviours of concern will be reported on using the Academy SOLAR system. This data will then be used to further inform identifying issues and actions to improve and sustain positive behaviour throughout the Academy.

4. Team Teach

Mary Elliot Academy staff are trained regularly trained in Team Teach de-escalation and care and control techniques. The main emphasis is placed on positive behaviour management and on 95% de-escalation strategies.

Team Teach Training is:

- Respectful
- Supportive
- Practical
- Accessible
- Mindful

Team Teach is certified by the BILD ACT Association of Certified Training, complying with the Restraint Reduction Network Training Standards.

Whilst every effort is made to support students without the need of physical intervention, if the student is at significant risk of harming themselves or others the staff members supporting the students will make a professional judgement as to whether use physical interventions. The use of Physical Intervention is always the last resort.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”.
(George Matthews – Founder of Team Teach)

5. Prevention and De-escalation

Every effort will be made to resolve behaviours positively and without harm to pupils or staff, property, buildings or the environment. The Positive Behaviour Plans and Positive Handling Plans (Risk Assessments) will outline specific strategies being used/ways to prevent incidents with the individual pupil.

De-escalation techniques should be used wherever possible and appropriate to defuse a situation and prevent an incident from occurring – a non-confrontational, calm but assertive approach is generally most effective. Diverting the pupil's attention and distracting them from the "trigger" or a third person intervening can also help to prevent incidents. These should all be used before resorting to restrictive physical interventions, unless safety is at risk.

5.1. Primary Prevention

This is achieved by-

- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for communication, choice and achievement;
- Exploring pupils preferences relating to the way/s in which they are managed;
- Developing staff expertise through a programme of Continuous Professional Development;
- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff.

5.2. Secondary Prevention

This involves the recognition of the early stages of a behavioural sequence or pattern that is likely to develop into violence or aggression and employing 'de-escalation' techniques to avert any further escalation. Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of physical intervention (Positive Handling) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with NOT using a Physical Intervention (PI) are greater than the risks of using a PI

6. Positive Behaviour Plans - Monitoring, Evaluation and Review

6.1. Positive Behaviour Plans and Positive Handling Plans

All students will have a Wellbeing passport (Appendix 1) and a Positive Behaviour Plan (PBP) (Appendix 2) depending on the level of support. Positive Behaviour Plans will identify triggers, describe what behaviours look like, proactive strategies and reactive strategies where necessary and restorative practise including strategies to support the pupil during recovery.

Positive Behaviour Plans will be written by the class teacher in consultation with the relevant people who are involved with the student. Wellbeing passports should also be consulted when writing a Positive Behaviour Plan. Overall, if a student requires support in terms of behaviour(s) that may be affecting their learning and development, or displays behaviour that is deemed as challenging, then a Positive Behaviour Plan should be devised and implemented.

The Positive Handling Plan (PHP) includes risk assessment and details how a student should be supported using Physical Intervention (Positive Handling). It is vital that plans are followed precisely, and consistently by all staff and they are reviewed and amended regularly.

All plans are shared and discussed with parent/carers following any reviews.

6.2. Levels of support

At Mary Elliot Academy there are different levels of behaviour support available for students.

Universal Support:

- Pathway specific Capable Environment Expectations (see Capable Environment Policy)
- Wellbeing Passports – completed and reviewed by class teacher and support staff
- Communication Strategies, likes, dislikes, reinforcement, sensory and physical needs, situations students find difficult, how they show this and what to do to support
- Positive Behaviour Plan

6.3. Targeted Support:

- Positive Handling Plan if physical interventions are required to ensure the students safety – completed by the Positive Behaviour Lead with support if the class team.
- Direct observations are completed – review of possible triggers and the learning environment included

6.4. Specialist Support:

- Risk Assessment Management Plan – completed by Positive Behaviour Lead and supported by class teacher when student is presenting a risk to themselves or others (Appendix 3)
- If the reason behind behaviour is unclear or high risk, a Specialist Functional Behaviour Assessment will be explored through external agency
- Direct Observations carried out by the behaviour team
- Interventions and strategies are based on Functional Behavioural Assessment
- Further identified specialist support requested

6.5. Review/Monitoring of plans

Review of Behaviour Support Plan: Plans to be monitored and reviewed on a termly basis or when necessary (for example after a serious incident of behaviour that challenges or if strategies are not effective). This must be reviewed following any incident where physical intervention is needed. A Positive Handling Plan will then be reviewed.

7. Specific Issues Concerning the use of Reactive Procedures

The use of reactive strategies may be necessary when all other primary and secondary preventative measures have been unsuccessful, in order to ensure safety for the learner, staff, other learners or the public.

Good practice dictates that any reactive strategy should be tailored to meet the needs of the individual learner and used as a gradient of support as a last resort. The agreed use of any reactive strategy should be clearly identified and recorded in the learners Positive Behaviour Plan.

This will be completed in collaboration with parents/carers and staff involved in supporting the student and other professionals as appropriate. If restrictive physical intervention is needed in a crisis then the PBP must be reviewed and a Positive Handling Plan (PHP) must be formally created. The PHP should be reviewed after any physical intervention with a plan to reduce the need for this.

Keeping Children Safe in Education (September 2023) references the use of “reasonable force” in schools, academies and colleges. Guidance states there are circumstances when it is appropriate for staff in schools, academies to use reasonable force to safeguard children and young people. The term “reasonable force” covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. “Reasonable” in these

circumstances means “using no more force than is needed”. The use of force may also involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact.

The decision on whether to use reasonable force to control or restrain a child:

- Is down to the professional judgement of the staff concerned
- Should always depend on individual circumstances If you need to use reasonable force to respond to risks presented by incidents involving children with Special Educational Needs, disabilities or medical conditions, you should consider the risks.

This includes:

- carefully recognising the additional vulnerability of these groups
- considering your duties under the Equality Act 2010 Reactive strategies must:
 - not be used in isolation but always be used in conjunction with positive behavioural procedures
 - follow a gradient of support, with the least intrusive procedure always being the first option
 - they must only be used as a last resort when all other strategies have proved unsuccessful
 - they must only be used for the minimum amount of time necessary to de-escalate not be used as punishments or rewards
- deal with the immediate situation
- be tailored to meet individual need and prescribed on an individual basis only
- use the minimal amount of force necessary in any given situation
- be proportionate to the immediate situation
- focus on giving control back to the student as quickly as possible
- avoid the use of pain compliance
- not employ potentially dangerous positions that may compromise the health and wellbeing of the learner
- avoid vulnerable parts of the body (neck, chest, groin) avoid hyper extension and/or hyper flexion of the joint
- not impede the process of breathing
- be capable of being performed by all key staff

- be regularly reviewed (half termly)
- take into consideration all possible contra-indications and/or complications
- be routinely assessed following their use for any signs of injury or psychological distress to the learner
- be recorded as soon as possible after an incident but within 24 hours on the applicable recording system following their use
- if you have any cause for concern following restrictive practice with one of our learners, please contact the PBL and DSL.

8. Post Incident Support

Both receiving and applying restrictive interventions can be stressful. Mary Elliot Academy has in place a procedure to show how emotional support is provided to staff involved in incidents where restrictive strategies have proved necessary. In the first instance staff must ensure PBL/SLT are made aware of incidents requiring physical intervention.

9. Recording and Evidencing Outcomes

It is important when supporting students with behaviours that challenge that we are able to demonstrate effectiveness in terms of:

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

Mary Elliot Academy uses SOLAR as a system for recording and monitoring behaviour. Data is analysed at an individual level and also an organisational level. This helps to inform behaviour support planning and monitoring.

Progress is also monitored through the following:

- Observational Antecedent/Behaviour/Consequence forms, Partial Interval Records
- Progress data (skills development)
- Learning walk and observation process (behaviour for learning is a component of the Super Six)

10. Staff CPD

Training is critical in the provision of effective support. At Mary Elliot Academy all staff receive in house and external behaviour training. This includes universal strategies, proactive support and recording of behaviours. Staff also receive coaching as necessary in implementing strategies.

Physical intervention skills are taught to staff through a trained Team Teach Trainer. Although Team Teach's main emphasis is 95% de-escalation Physical Intervention techniques form a significant part of the support available to support a students needs.

11. Suspensions and Permanent Exclusion

Mary Elliot Academy does not want to suspend any learner from school but sometimes this may be necessary if the behaviour of the student is considered a threat to other people and approaches towards behaviour management have been exhausted. This is to ensure that other students and teaching staff are protected from disruption and can learn in safe, calm, and supportive environment.

The Head Teacher may suspend a learner for one or more fixed periods, for up to 45 days in a single academic year. In extreme and exceptional circumstances, the Head Teacher may permanently exclude a learner.

It is also possible for the Head Teacher to convert a fixed-term suspension into a permanent suspension if the situation warrants this. Mary Elliot Academy would follow Government Guidance should this happen. 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England'. September (2023).

12. Child on Child Abuse

It is important that schools and colleges can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/hazing, upskirting, sexual violence and harassment.

We fully understand that even if there are no reports of child on child abuse in school it may be happening. As such all our staff and learners are supported to:

- be alert to peer on peer abuse (including sexual harassment);
- understand how the school views and responds to child on child abuse

- stay safe and be confident that reports of such abuse will be taken seriously.

We will recognise that child on child abuse, can occur between and across different age ranges. We will follow both national and local guidance and policies to support any learners subject to child on child abuse.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive behaviour in the future.

Our values, ethos and policies provide the platform for staff to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance.

Students at Mary Elliot Academy do not always understand appropriate behaviour and it is important to have interventions and strategies to support them to manage. Many learners do not understand the implications of their actions and may display physical behaviour towards their peers. Positive Behaviour Plans will detail strategies to support. Any incidents involving peers will be recorded on SOLAR and/or CPOMs.

13. Legal and Policy Frameworks

It is important that all organisations supporting challenging individuals demonstrate that their practice meets both legal and best practice standards.

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

Guidance for good practice is available in Royal College of Psychiatrists, British Psychological Society, and Royal College of Speech & Language Therapists, 2007, Harris et al, 2008; Bild, 2014; Department of Health, 2014, 2015; Skills for Care & Skills for Health, 2014; NICE, 2015.

14. Appendix 1

Wellbeing Passport

My Wellbeing Passport

Name: _____
Class: _____

How I communicate:

How you can help me to communicate:

How you can help me understand/Support Strategies:

My rewards for learning:

I like....

I don't like....

Medical, sensory and physical needs:

This is what makes me sad/distressed/anxious:

This is how I show I am distressed/anxious:

How you can help me when I am distressed/anxious:

Help me transition around school by....

-

Help me transition to new environments/settings by....

-

15. Appendix 2

Positive Behaviour Plan



Behaviour Plan:

Pupil name:		Date of plan:	
Class:		Diagnosis / Medical Conditions:	
Teacher completing plan:		Class staff: Team Teach Trained -IT	
Proactive Phase		Active Phase	
<p>The 'Proactive' phase is where the pupil is feeling mostly calm and relaxed and can engage positively with you in a meaningful way. The aim is to try and support the pupil to stay in this phase as much as possible. This phase is when the pupil is most able to learn useful skills to help them get what they want and need</p>		<p>The 'Active' phase is where the pupil may be starting to feel anxious or distressed and there is a chance that they may escalate their behaviour. Here we need to take swift action to support the person to return to the Green Proactive phase as quickly as possible, to prevent an escalation to the crisis phase (Level 3). These early warning signs provide the opportunity to intervene before the behaviour escalates to a full-blown incident of challenging behaviour</p>	
<p>The 'Reactive phase is where challenging behaviour occurs and we need to do something quickly to achieve safe and rapid control over the situation to prevent unnecessary distress and injury.</p>			



Sensory Need See sensory profile						
Vision	Hearing	Tactile	Smell	Taste	Vestibular/ Balance	Proprioceptive
Hypersensitive	Hypersensitive	Hypersensitive	Hypersensitive	Hypersensitive	Hypersensitive	Hypersensitive
Hyposensitive	Hyposensitive	Hyposensitive	Hyposensitive	Hyposensitive	Hyposensitive	Hyposensitive

Pupil name:				Date of Plan:			Class:	
No	Behaviour of concern:	Possible Triggers:	Early Warning Signs:	Sensory Strategies:	Proactive- Strategies used to reduce behaviour:	Reactive - Supportive strategies to support behaviour:	Physical Intervention Required:	Recovery - restorative justice:
1	Example: Kicking	Noise level, unaware of expectations. Other students becoming anxious or disruptive. Being told no, or asked to wait.	Isaac will become vocal, his face will look angry (narrowed brow-looking down) Banging tables		Schedule Isaac to his booth, or to do a lap of sensory garden.	Isaac to go outside. Two members of staff walking with him at a safe distance unless the garden is empty, staff to monitor from outside the classroom door. Using caring C's to support Isaac to be moved away from peers to maintain safety. Shut sensory garden if needs be.	Yes	Make sure to give clear direction to what you are expecting of Isaac using symbols or one word instructions. Isaac will choose his own activity and at the recovery stage prefers to alone-observe from a distance.
2								



Positive Handling Plan – Completed by Kelly Knox

Pupil Name:			Date of Plan:		Class:	
No	Behaviour	Proactive strategies used	Team Teach technique		Recovery required	
Reference to plan	Taken from plan	Yes/No	Completed by Team Teach trainer – discussion with class teacher/team		May differ from plan recovery	
1	Example: Kicking	Yes	<p>Caring Cs Caring Cs: Flat hands - palms down – fingers together – thumbs sticking out – making C between fingers and thumbs. Place Caring C's just below the elbow to gently direct/escort pupil to the designated area</p>		<p>Make sure to give clear direction to what you are expecting of *** using symbols or one word instructions. *** will choose his own activity, and at the recovery stage prefers to alone-observe from a distance.</p>	
2						

It is the responsibility of the class teacher to ensure that every person who will be working with the individual read and signs this document.

16. Appendix 3

Risk Assessment Management Plan

Risk Assessment & Management Plan						
Name						
Date of RA:		Assessor:				
Hazard/Behaviour	Opinion Known	Deliberate Accidental Involuntary	Seriousness Of Outcome A	Probability Of Hazard B	Severity Risk Score	Risk Rating (Colour chart below)
	O/K	D/A/I	1/2/3/4	1/2/3/4	A x B	
Harm to Self	K	D	3	4	12	
Harm to Peers	K	D	3	3	6	
Harm to Staff	K	D	4	4	16	
Damage to property	K	D	3	3	9	
Harm from Disruption	K	D	4	4	16	
Physical Assault	K	D	4	4	16	
Unpredictability	K	D	4	4	16	

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment, critical property damage, destroys school climate for learning
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage, significantly impacts of climate for learning
2	Foreseeable outcome is harm requiring first aid, distress or minor damage, affects progress of self and others
1	Foreseeable outcome is upset or disruption, affects progress of self
Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last half term
1	There is evidence of historical risk, but the behaviour has been dormant for over a term and no identified triggers remain

Risk Rating Colour Coding

	1-2	Universal Risk Management, specific plan not required
	3-5	Consider control measures, plan carefully
	6-11	Risk Manage, specific control measures required
	12-16	Unacceptable Risk

Name:	Class:	Date:	Review Date:
Potential Triggers -	Key Themes -	SEND / Diagnosis / Social / Welfare Info -	
What we want to see -	Strategies to maintain (universal for all)		
First signs that things are not going well -	Strategies to support (specific to student)		
Where this behaviour leads next	Strategies needed (developed for student)		
What we are trying to avoid	Interventions potentially necessary (contingency considerations)		
Signature of Positive Behaviour Lead	Date	Signature of Parent	Date

17. Appendix 4

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

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Online Safety Policy
- Exclusion Policy
- Code of Conduct

18. Changes

Description	Date	Page	Section
Not Applicable			