



MacIntyre Academies

Endeavour Academy

Behaviour Support Policy

| Version: | Changes/Updates | Responsibility: | Date: |
|----------|--|--------------------|-----------|
| 9 9i | Changes made throughout the policy to reflect current practice Updated reference to KCSIE to 2023 version | Principal Clerk | July 2023 |

Person Responsible: Principal/Behaviour Lead
Date of first draft: July 2014
Date of staff consultation:
Date adopted by the Trust Board: July 2014
Date of implementation: September 2014
Date reviewed: July 2023
Date of next review: July 2024

For the purposes of the policy, the 'Academy' is defined as Endeavour School and Endeavour House. This policy relates to both environments.

This policy should be read alongside:

- Macintyre Academies Compassionate School Policy
- Endeavour Academy Safeguarding Policy
- Endeavour Academy Consequences and Exclusion
- Endeavour Academy Complaint Policy
- Endeavour Anti-bullying Policy
- Endeavour Children and Young People Voice Policy

Behavioural Approaches at Endeavour Academy

The Academy uses a variety of approaches to help young people manage their behaviour. We believe that the physical environment can have both a direct and indirect effect on behaviour as does the interpersonal relationships between the students and support staff. Within Endeavour Academy positive relationships between staff and the young people are vital to ensure the well-being and safety of everyone involved.

Through intensive support including personalised Positive Behaviour Support (PBS) coaching, regular individual supervision, reflective supervision with teams and yearly appraisals as well as training, staff members will be made aware of the key features for recognising and responding to the psychological, emotional, social and environmental factors that can determine a person's behaviour.

At Endeavour Academy behaviour is primarily managed through a Person Centred Approach which utilises key planning tools such as the personalised Behaviour Support Plan (BSP), Learning Intentions, EHCPs outcomes and Individual Risk Assessments. Combined, these can provide an understanding of an individual and what works best for them. Understanding Autism, diagnosis, causes, predisposing factors and environmental planning are key to the success of a behavioural programme. Although this understanding is important Endeavour Academy also acknowledge that in exceptional circumstances, staff may need to take action where the use of reasonable, and proportionate physical intervention is required in the best interests of the young person to ensure the safety of others and those we support within the Academy. Endeavour Academy acknowledge that physical techniques are only a small part of a holistic approach to behaviour and have ensured that systems are in place to train staff and support young people with therapeutic approach.

At Endeavour Academy we aim to work towards minimising the need to use Restrictive Physical Intervention (RPI) by creating a calm environment which decreases the risk of someone presenting concerning behaviours. The students we support at Endeavour Academy have a variety of different needs, some of which may be physical or related to sensory impairments where sensory stimuli might increase their anxiety levels and therefore increase the risk of concerning behaviours. To help reduce these anxieties individual support programmes/strategies are implemented with the input and advice of professionals such as an Occupational Therapist, Clinical Psychiatrist, Red Stone (PBS service), practitioners from LD CAMHS and Speech and Language Therapist. With consent, these professionals work to help staff manage behaviour and support the young person in meeting their personal needs.

Each young person at the Endeavour Academy is a young individual with a personality and likes and dislikes of their own, but also has a diagnosis of Autism and a Moderate or Severe Learning Disability or Global Developmental Delay. The Academy recognises that, because our young people misunderstand so much of what goes on around them, and experience anxiety because of this, that their behaviours may become stressed and at times inappropriate. We aim to teach each young person to manage their autistic behaviours and to provide the structure, understanding and strategies in order to manage and ultimately reduce that stress as much as is possible, thereby avoiding anxious behaviours. All young people have the opportunity to be involved in their daily structure by having access to personal choice time. This is different for each young person and choices are individualised to match young person's level of understanding and personal interests.

We plan to avoid young people becoming stressed by the use of preventive behaviour strategies.

Roles and responsibilities

- Our Local Advisory Board (School Governors) support the promotion of good behaviours by ensuring that behaviour policy is reviewed and updated on annual basis.
- A lead PBS coach has the responsibility for overseeing, evaluating and monitoring of the behaviour policy as well as reporting on behaviour management within the Academy.
- The Principal and the Senior Leadership Team must ensure that processes and are in place to promote and evaluate the good behaviour within the school.
- All staff are responsible for following the behaviour policy and use PBS strategies to promote positive behaviours.

School rules/ Aspirations

At Endeavour Academy we believe that school rules should encourage opportunities for students and staff. We follow six rules:

1. Dream big
2. Be ready to learn
3. Try new things
4. Work hard and have fun
5. Believe in ourselves
6. Take risks and make mistakes

1. Preventive Strategies to encourage calm behaviours:

- Appropriate staffing levels to young people and activities.
- Staff are well trained in the needs of young people with Autism who can present behaviour of concerns by regular Team Teach (training equipping staff to manage distressed behaviours) training updates.
- New staff receive induction training, which includes Autism and Behaviours which Challenge, Communication, Sensory Processing and Occupational Therapy and Team Teach.
- The environment is modified to provide a calm, low arousal environment.
- Effective staff management and understanding of situations that are known to increase anxieties of individual young people.
- All young people have personalised Behaviour Support Plans and Individual Risk Assessments that show how their behaviour is best managed. These are a multi-agency tool.
- A diverse and interesting curriculum in the school and support plan in the Childrens Home allowing young people to engage in meaningful activities which include opportunities for choice and a sense of achievement.
- A high standard of recording and assessment so that we can evidence young people's progress in academic, functional life skills and behavioural terms in both school and the Children Home.
- All young people have an Occupational Therapy Program and OT goals to help them to reach their optimum calm/alert state.
- Talking to young people and families about ways each young person prefers to be managed when they pose a significant risk to themselves or others.
- Staff recognise the value of teamwork, and help each other to recognise young people moods and behaviours in order to avoid stress and de-escalate behaviours of concern.
- Staff are committed to respectful and professional working, and as such will inform

professionals outside of the Academy in the most appropriate way to enable cross working to be effective.

- Working collaboratively with parents and carers to use consistent behaviour management strategies in young people's homes and the Academy.
- All staff will adhere to the Academy Anti-Bullying Policy should a young person show behaviours of bullying towards each other, whether these were intended or not.

2. The following is a description of the day-to-day practices which our staff members follow in order to minimise young people's anxiety and help them to learn to interact positively with others around them:

- All activities are differentiated and person centred so that young people can learn through their interests and particular skills to become as independent as possible. Learning needs of the young people are always identified and adhered to.
- Routines and personalised schedules are in place so that young people feel secure and calm.
- Individualised forms of visual timetables are used so that young people can see the structure of the day and respond to it in an appropriate way allowing them to manage and regulate their behaviour.
- Simple verbal language is used, so that young people are calm and can understand what is expected of them. The verbal language reduces in times of high anxiety.
- Young people are supported to identify and manage their feelings and emotions through the effective use of Student Voice, and through staff's awareness of the complex emotions which students display.
- A total communication environment including Makaton Signing, symbols, PECS and augmentative communication devices are used to support language, so that young people can understand what is happening, what is expected of them and how they can communicate.
- A positive environment, with lots of praise and encouragement and positive body language between staff members and young people.
- A low arousal environment, so areas are clear of clutter and visually simple.
- Staff understand the young people's likes and dislikes and triggers, and how their needs affect each young person in different ways.
- Staff understand what calms each young person, and will offer that strategy as necessary.
- Staff offer young people time to respond to a question or instruction and time to finish their work.
- Staff understand the sensory issues, and how these affect each young person.
- Staff talk to young people about what they are doing, even if the young person is not using verbal speech.
- Staff use clear prompts to redirect a young person: "it is time for . . ." "we need to . . ."
- Staff work with young people to reduce any sexually inappropriate behaviours and teaching students the difference between public and private places, and the sorts of behaviours that are only appropriate in private.
- Young people have individual quality time offered on a day-to-day basis to reflect and give an opportunity to talk or communicate in other ways.
- School council and house meetings are available to young people on regular basis

to offer time to discuss individual as well as whole school ideas.

- Staff read the home-school diary/file so that they are aware of any issues that might affect the young person on that day, and also are able to share information effectively between schools, Children's Home and parents where applicable.
- Verbal handovers are robust between school and the Children's Home in the event of any behaviour management strategy being implemented.
- The environment is appropriately equipped with toys and equipment to allow the young people to engage in behaviours that help regulate their sensory processing.
- Within the Academy we offer a calm, happy place where staff are approachable and accessible to all students.
- We call on the advice of specialist services such as Red Stone and LD CAMHS (Children and Adolescent Mental Health Services) to support a multi professional approach to supporting young people's behaviours.

Staff are expected to make themselves familiar with the following documentation which will support their knowledge and understanding of each young person with Autism and behaviours of concerns. This will be deemed good practice, and senior managers will monitor this through Induction, Supervision and Appraisal.

- Guidance from Restrictive Physical Interventions – How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorders (2002).
- Keeping Children Safe in Education (September 2023)
- Working Together to Safeguard Children (March 2018)

All young people have a personalised **Behaviour Support Plan** which outlines positive and consistent ways to manage behaviours of concern, outlining the young person's specific triggers and naming specific RPI techniques should they need to be used and what the individual student may be trying to tell us by certain behaviours. Personalised Behaviour Support Plans are reviewed on a set basis (as a minimum once a term) by the young person's key team and changes reflect the observations made by all those working with the young person to any differences in behaviours presented, or new behaviours which have emerged.

Screening and searching pupils

Endeavour Academy reserve the right to search pupils if severe safety concerns arise, however this is highly unlikely due to a level of support our pupils have at home and in the Academy. Endeavour pupils are more likely to pick an object and use it immediately than hiding the object in order to use it later. Should such situation occur, wherever possible Endeavour staff team will initially involve the young person with their own safety and encourage the student to hand the object over. If safety of parties involved is jeopardised staff might need to use a reasonable force.

Searching bedrooms

A child's bedroom should not generally be entered without their permission, though it may be necessary to establish routines to allow for rooms to be cleaned regularly. Usually, rooms should only be searched if the child has been informed or asked for their permission. Immediate searching may be necessary where there are reasonable grounds for believing that there is a risk to the child's or another person's safety or well-being.

Reasonable force - Restrictive Physical Intervention (Team Teach)

Reasonable force is a term used when describing a form of control, including restraint. This can take form of guiding a pupil to safety by the arm through to the use of Restrictive Physical Intervention.

The Academy follows the ethos and training of the Team Teach physical intervention programme which is described as;

Our aim: through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. Positive Behavioural Support (PBS) approaches are entirely compatible with Team-Teach.

By adopting this ethos we believe that, every adult and young person is entitled to:

- Respect for his/her private life
- The right not to be subjected to inhuman or degrading treatment.
- The right to liberty and security, and
- The right not to be discriminated against in his/her enjoyment of those rights.

(Human Rights Act 1998 and The United Nations Convention on the Rights of the Child, ratified 1991.)

Underpinning Principles:

- The use of Restrictive Physical Intervention (RPI) should, wherever possible, be avoided.
- There are occasions when the use of RPI is necessary.
- When RPI is necessary, it must be used in ways that maintain the safety and dignity of all concerned.
- Any use of RPI should be reasonable and proportionate and acting in the best interests of the student and with Duty of Care.
- Any use of RPI must be recorded and reported on.

The Academy uses Team Teach, Physical Intervention techniques, which provides effective training in safeguarding people and services whilst reducing reliance on physical restraint. It emphasises the need to look for the underlying reason for the behaviour of concern and for staff to take a proactive approach to managing it. It presumes that all behaviour is an attempt to have a need met which the Academy also believes is the main function for behaviours of concern.

Restrictive Physical Intervention involves the use of physical support to direct a young person's behaviour and can mean using re-direction techniques, physical touch (approved techniques) or changes to the person's environment.

The use of Restrictive Physical Intervention should only be used to prevent:

- Harm to others
- Harm to self
- Severe damage to property that is likely to cause physical or psychological harm to the young person or to others
- Immediate risk to life

The use of Restrictive Physical Intervention must be:

- Reasonable
- Proportionate

- Necessary

It is important to remember that:

- A minimum amount of physical intervention must be used and this should be applied for the shortest period of time.
- The risks of not using physical intervention are judged to be higher than the risks of doing so and within the best interests of the young person.
- Any physical intervention should adhere to the approved techniques delivered within Team Teach training and as such should respect the dignity of the young people at all times.
- Physical intervention is an exceptional rather than routine method of behaviour management and is always practised as a last resort.
- All staff will receive Team Teach Physical intervention training and regular refreshers to ensure their competency and confidence levels.
- The Senior Leadership Team, LAB members and Trustees expect all staff employed in the Academy to act as responsible adults and act to keep young people safe, whether they have already received Physical Intervention training or not. This exercises the Duty of Care towards all young people and the expectation of all employees would be to act in the best interests of young people in any circumstance.

Seclusion – Seclusion is a confinement of a person in a room and it's a breach of human rights and refers to situation where a person has to spend time in room or a specific location on their own. Seclusion also refer to a situations where a person believes he/she cannot leave the room due to repercussions which might follow. This restrictive practice is for **EMERGENCY USE ONLY** as a response to a situation where there is a risk of a serious and immediate harm, all other options have been exhausted and no other alternative remains. The use of seclusion must be reported to the Principal immediately and the measure must be entered to the Bound and Numbered book. Multi-agency meeting must be called in case of seclusion being used more than once with any individual young person.

Use of safe spaces – Endeavour Academy doesn't not provide designated calming spaces or areas. If a calmer, quieter or less arousing location is needed to support a young person in distress all communal areas can be used. The use of such room would be assessed on each situation and each young person. Young person can stay in the room by themselves, if they wish to do so, but is never left in the room without a close supervision. The young person is able to leave on when he/she wishes to do so.

All staff will undergo Team Teach training as part of their induction. Those staff who join in between training will be given support to understand the basic interventions and principals from trained staff, and will be expected to respond as responsible adults (please see above re. Duty of Care). All staff are updated in Basic Level training on regular basis, no later than every two years to ensure competency and certification issued to demonstrate this.

Procedures after an incident requiring RPI within Endeavour Academy:

Any incident of Physical Intervention must be logged in the *Bound and Numbered Book*.

The incident must be described in handwriting, on the same day and also recorded on the CPOMS system

Incidents which occur on site at the Academy during the hours of 9.00 - 15.00 on during After School Club (15.00 – 18.00) in term time should be logged in the School Bound and Numbered Book and any incident which occurs outside of this time frame should be logged in the House Bound and Numbered Book within Endeavour House.

The log will be reviewed on a regular basis by the Principal/Responsible Individual.

A member of the Senior Leadership Team or Team Leaders must be notified on the same day if a record is made in the Bound and Numbered Book. The Senior Leadership Team member or Team Leader will sign the log on the same day. Social care will be notified within 24 hours or on the next working day.

When staff have been hurt, they will receive the treatment necessary for their injury (First Aid or treatment at a facility such as doctors or A&E). When staff have been hurt and are able to stay at work, they will have the opportunity for any of the following:

- Their team takes over so they can have a short break to spend time on their own, go to the staff room to have a hot drink, etc.
- There is support from SLT so that staff feel they can talk about the incident without any judgement, and confidentially.
- A debrief session with the team they work within (a format is available to support this).
- There will be a follow-up review of any Behaviour Plans or Risk Assessments that are in place to see if they are adequate.
- They can be honest about the extent of their injuries, and not feel that anyone thinks that it was their fault that they were hurt. The accident book will be completed.

Classroom Management

Classroom management is a responsibility of a class teacher or a HLTA in the teacher's absence.

General management strategies used across Endeavour Academy:

- Leading by example
- Routines and use of visual clues
- Language rich environment
- Clear working areas
- Lesson plans
- High staffing levels
- Personalised behaviour management techniques

Rewards

There are a variety of rewards that young people can receive, either during the school day or in the Children's Home. These include:

- Instant rewards for completing a set piece of work or helping with a directed task or activity.
- Additional choosing time e.g. use of iPad, games and off site activities.
- Opportunities to try new activities off site in the community when supported with members of staff.
- Additional time for an independent activity such as using the Soft Play or Sensory Room.
- Receiving a certificate of commendation from Principal/Responsible Individual to praise young people for their achievements.
- Social praise and recognition for appropriate behaviours and self-regulation within the school community.
- Star of the Week announcement during the school assembly.

Other rewards can also be used based on the special interests of individual students and groups, and these are also based on the fair not equal principle.

Consequences

Consequences are offered on an individual basis. Consequences are designed to provide natural outcomes wherever possible and to assist students in understanding the concept of cause and effect. For example, a young person who has broken an iPad will not be immediately given a new iPad as we want to encourage the understanding that items which are broken need to be fixed and are not immediately available if this happens.

Consequences are designed to develop intrinsic motivation to behave in an expected way, as well as providing some extrinsic motivation. This is where the concept of fair not equal is applied as it allows staff to take account of individual circumstances, patterns of behaviour, recent behavioural history and knowledge of what will be effective for a particular young person.

No sanctions is used at Endeavour Academy unless specifically created programme is agreed by multi-agency team. This team must include pupil's guardian and external professional such as LD CAMHS or Red Stone.

No punishment is permitted at Endeavour Academy.

Bullying

Endeavour Academy has a separate Anti-Bullying Policy.

Pupils beyond the school gate

We support our families and care givers with behaviour management for our pupils by giving advice, offering outreach work and providing other resources. During our parents evenings, EHCP reviews, PCP reviews and any other official or unofficial meetings we discuss the difficulties our families are facing and offer the guidance and strategies which could be used to manage specific behaviours.

All our students need additional support and supervision and are supported by a family member or carer. They are not likely to be alone outside the school hours. This reduced the need for staff intervention with any discipline matters outside the school. Should any of our staff member witness an incident involving our pupil they will offer a support and reassurance. If possible staff member will remain in the pupil's proximity to ensure everyone's safety. Staff will discuss the incident the next

working day with the SLT member in the school. Additional advice could be given to the parent or the carer as an outcome of event.

External support – When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

As an academy we are open to external professional advice. Although our staff team has a good knowledge and expertise we believe that 'fresh pair of eyes' could identify a behaviour strategy which could be beneficial to individual pupils. We will actively seek an advice in any case of highly concerning behaviours. We are working closely with Red Stone (PBS Independent Positive Behaviour Support service), LD CAMHS, external PBS coach and we have a good working relationship with an advance Team Teach trainer, located in another special school in Oxfordshire. External support must be approached by a member of the senior leadership team.

Pastoral care for staff accused of misconduct

The Academy will not necessarily immediately suspend a member or staff who has been accused of misconduct, pending an investigation. Endeavour pupils are unlikely to make malicious allegations however they might refer to events from the past in the way that might be misunderstood. Most pupils at Endeavour Academy have an assigned LD CAHMS practitioner who can support the SLT should such a situation occur. At Endeavour Academy we treat each pupil as an individual and all supporting strategies would be tailored to his/her specific needs.

Appendix 1

Behaviour Recording Guidance

Behaviour Support Plans (BSP)

- ♦ A personalised Behaviour Support Plan should be used for each young person AND shared with all relevant staff
- ♦ The behaviour support plans should be kept for behaviours that you recognise the triggers for and that you have a strategy for reducing.
- ♦ If the strategy links in to the young person's Learning Intentions this should be highlighted on the BSP
- ♦ A copy should be sent to the Principal.

Incident recording

- ♦ Incidents involving damage to property, near miss incidents or low level physical incidents with other young people or staff should be recorded via CPOMS.

Low level behaviour recording

- ♦ Concerning Low level behaviours where no harm or damage has been made should be recorded via CPOMS.

Team teach Physical intervention

- ♦ Any incident that requires Team Teach with a level of resistance from the young person should be recorded in the *Bound and Numbered Book*.

Concern behaviour recording

- ♦ Any concerns about young person's behaviours which is out of ordinary 'not typical for the young person this could be the form, frequency, impact etc.

Staff should ensure that all young people involved in the incident are given time to reflect and reassurance after the incident, at a level that is appropriate to their learning need and understanding.

Appendix 2

Team Teach Protocol

Endeavour Academy carries out the principals of Team Teach.

Team Teach focuses on holistic strategies used to reduce behaviours of concern. We are committed to follow all proactive strategies and aim to reduce the use of restrictive practice in the academy setting.

We are committed to:

- Train all Endeavour Academy staff in de-escalation techniques but also in restrictive techniques. The restrictive techniques taught will depend on the needs of the individual
- Ensure that staff team is aware of the importance of recording and reporting appropriately and in a required time frame
- Ensure additional documents are completed when restrictive interventions have been exercised
- Deliver regular twilight session for all staff
- Develop Positive Handling Programmes for all students
- Reduce the use of restrictive practise by developing individualised behaviour support plans

Training:

Endeavour Academy has two in house **Team Teach trainers** on site. Across the MAT a number of Team Teach trainers are available to deliver training and support. Team Teach trainers are expected to complete a refresher course every 12 months. Team Teach trainers follow the Team Teach code of conduct. In house Team Teach trainers are expected to fulfil all Team Teach requirements.

New members of the staff team will be trained in Team Teach during their probation period. All staff must access a regular refresher every 24 months.

Recording and Reporting:

Incident reporting – at Endeavour we believe that all behaviours of concern are forms of communication. In order to support our students fully we need to understand what they are communicating to us. Good data collection and analysis will give us a good understanding of students' emotional wellbeing. Staff are expected to record any incidents of behaviours of concern on an incident form. Incidents of behaviours of concerns are reported via online system CPOMS.

Bound and Numbered Book – the book is required to be filled in when a restrictive intervention has taken place. At Endeavour we believe that staff must be aware of the seriousness of such restriction

and it must be recorded separately. Endeavour Academy has two separate books, one for the school and one for Endeavour House. The book meets children's home legal requirement. The de-escalation techniques, the length and the description of the intervention, the time intervention was exercised and the name/s of people exercising the intervention as well as student's feedback after the intervention are recorded in a bound and numbered book which fulfils are the recording requirements. Bound and Numbered book is monitored by the member of SLT and is checked by the Principal on termly basis.

School database – the database collates all information needed in order to develop positive behaviour plans. The database meets the standards required by the regulations for children's homes.

Debrief for students – all students must be debriefed after being involved or witnessing a serious incident, specifically if a physically restrictive intervention has been used. The form of debrief must be specific to each student and strategies for debrief are stated on student's Positive Behaviour Support Plan. Where restrictive intervention takes place, debrief with the young person must be carried out within 48 hours from the incident.

Debrief for staff – as above. We have the duty of care for our staff. Debrief after a serious incident and/or incidents where restrictive intervention was used is necessary. Debrief can be carried out by any member of staff. The record of debrief is logged and attached to the relevant incident form. Where restrictive intervention took place debrief with the member of staff must be carried out within 24 hours.

Appendix 3



