MacIntyre Academies
Endeavour Academy

Behaviour Support Policy

Version 12

Version:	Changes/Updates	Responsibility:	Date:
12	Added reference to 'Restrictive Interventions, including the use of reasonable force, in schools – Guidance for schools in England (2026)' – page 6 Updated reference to KCSIE to 2026 version – page 6 Updated reference to Working Together to Safeguard Children to 2026 version – page 6 Updated positive behaviour support plan – page 6 Updated seclusion – page 7 Updated procedures after an incident requiring RPI – page 8 Updated Appendix 1: Low-level behaviour – page 11 Other minor changes throughout Spelling and grammar corrections throughout	Principal	Sept 2026

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1. Context

This policy should be read alongside:

- Macintyre Academies Trust 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

2. Behavioural Approaches at Endeavour Academy

The Academy uses a variety of approaches to help learners 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 learners and staff. Within Endeavour Academy positive relationships between staff and the learners 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 Positive Behaviour Support Plan (PBSP), EHCP outcomes, curriculum outcomes and Individual Risk Assessments. Combined, these can provide an understanding of an individual and what works best for them. Understanding Autistic Spectrum Condition, and the impact it has on individual learners is key to the success of a behavioural programme. Although this understanding is important Endeavour Academy also acknowledges 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 learner to ensure the safety of others and those we support within the Academy. Endeavour Academy acknowledges 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 learners.

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 learners presenting Behaviours that Challenge. Behaviours That Challenge refers to actions by an individual that can be disruptive, harmful, or dangerous to themselves or others. They can make it difficult for the individual to be part of social or community settings and can necessitate specific management strategies. This may include aggression, self-injury, property destruction, non-compliance and disruptive behaviours. Underlying causes may include biological factors, environmental influences and communication challenges. The learners 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, practitioners from LD CAMHS, social workers, behaviour support workers, and a Speech and Language Therapist. With consent, these professionals work to help staff manage behaviour and support the learner in meeting their personal needs.

Each learner at the Endeavour Academy is an 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, Global Developmental Delay, and other severe communication needs, alongside other comorbid diagnoses. The Academy recognises that, because our learners misunderstand so much of what goes on around them, and experience anxiety because of this, their behaviours may become stressed and at times inappropriate. We aim to teach each learner to manage their challenging behaviours and to provide the structure, understanding and strategies in order to manage and ultimately reduce that stress as much as is possible. All learners have the opportunity to be involved in their daily routines 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.

3. Roles and responsibilities

- Our Local Advisory Board (School Governors) supports the promotion of positive behaviour by ensuring that behaviour policy is reviewed and updated on annual basis.
- The Deputy Principal 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 are in place to promote positive behaviour and to analyse behaviour patterns within the school.
- All staff are responsible for following the behaviour policy and use PBS strategies to promote positive behaviours.

4. School rules/ Aspirations

At Endeavour Academy we believe that school rules should encourage opportunities for learners 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

5. Preventive Strategies to encourage calm behaviours:

- Appropriate staffing levels to learners and activities, including 1:1 or 2:1 support where that is stipulated within a learner's Education, Health and Care Plan (EHCP).
- Staff are well trained in the needs of learners with Autism who can present behaviours that challenge through regular Team Teach training updates. Team Teach is an approach for managing behaviours that challenge and is accredited by Bild.
- New staff receive induction training, which includes Autism and Behaviours that Challenge, Communication, Occupational and Speech and Language 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 learners.
- All learners have Positive 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 allows learners 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 learner's progress across the Endeavour curriculum domains of Independence, Wellbeing, Social Skills and Knowledge, Skills and Understanding.
- All learners have an Occupational Therapy Program and OT goals to help them to reach their optimum

calm/alert state.

- Talking to learners and families about ways each learner 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 learners' moods and behaviours in order to avoid stress and de-escalate behaviours that challenge.
- Staff are committed to respectful and professional working and contribute effectively across Multi-Disciplinary Teams.
- Working collaboratively with parents/carers and wider professionals to advise on consistent behaviour management strategies across learners' 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.

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

- All activities are differentiated and person centred so that learners can learn through their interests and particular skills to become as independent as possible.
- Routines and personalised schedules are in place so that learners feel secure and calm.
- Individualised visual timetables are used so that learners 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 learners are calm and can understand what is expected of them. Verbal language is reduced in times of high anxiety.
- Learners are supported to identify and manage their feelings and emotions through staff's awareness and understanding of the complex emotions which students experience.
- A total communication environment including Makaton, symbols, PECS and Adaptive and Augmentative Communication devices are used to support language, so that learners 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 learners.
- A low arousal environment.
- Staff understand the learners' likes, dislikes and triggers, and how their needs affect them in different ways.
- Staff understand what calms each learner and will offer those strategies as necessary.
- Staff offer learners time to respond to a question or instruction and time to finish their work.
- Staff understand sensory issues, and how these affect each learner.
- Staff talk to learners about what they are doing, even if the young person is not using verbal speech.
- Staff use clear prompts to redirect a learner: "it is time for . . ." "we need to . . ."
- Staff work with learners to reduce any sexually inappropriate behaviours and teach learners the difference between public and private places, and the sorts of behaviours that are only appropriate in private.
- Learners 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 meetings are held regularly to offer time to discuss individual, class, and whole school ideas.
- Staff and parents/carers use Class Dojo so that they are aware of any issues that might affect the learner on that day and are able to share information effectively between school and parents/carers.
- The environment is appropriately equipped with activities and equipment to allow learners 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 learners.
- We call on the advice of specialist services to support a multi professional approach to supporting learners' behaviours.

Staff are expected to make themselves familiar with key updates to the following documentation which will support their knowledge and understanding of each learner with Autism and behaviours of concerns. This will be reviewed through refresher training through the year.

- **Restrictive interventions, including use of reasonable force, in schools – Guidance for schools in England (April 2026)**
- **Keeping Children Safe in Education (September 2026)**
- **Working Together to Safeguard Children (March 2026)**

All learners have a Positive Behaviour Support Plan which outlines positive and consistent ways to manage behaviours that challenge, outlining the learner's specific triggers and naming specific RPI techniques should they need to be used, and what the individual learner may be trying to tell us through certain behaviours. Positive Behaviour Support Plans are updated as behaviours change, and new behaviours develop throughout the year.

6. Screening and searching pupils

Endeavour Academy reserve the right to search learners if severe safety concerns arise, however this is highly unlikely due to a level of support our learners have at home and in the Academy. Endeavour learners 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 learner with their own safety and encourage them to hand the object over. If safety of parties involved is jeopardised staff might need to use reasonable force.

7. Reasonable force - Restrictive Physical Intervention (Team Teach)

Reasonable force is a term used when describing a form or 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 Behaviour Support (PBS) approaches are entirely compatible with Team-Teach.

By adopting this ethos, we believe that every adult and learner 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.)

8. 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 learner 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 that challenges 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 of behaviours that challenge.

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

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 learner 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 learner.
- Any physical intervention should adhere to the approved techniques delivered within Team Teach training and as such should always respect the dignity of the learner.
- 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 learners safe, whether they have already received Physical Intervention training or not. This exercises the Duty of Care towards all learners, and the expectation of all employees is to act in the best interests of learners in any circumstance.

Seclusion – 'Restrictive interventions including reasonable force in schools (2026)' defines seclusion as a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. The use of seclusion must be reported to the Principal immediately and the measure must be recorded on Iris Adapt by no later than the same day. Parents/carers must be informed by no later than the same day and a written report being sent as soon as practicably possible after the incident and within 24 hours. A 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 does 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 space is dynamically assessed on each occasion. A young person can stay in the room by themselves, if they wish to do so, but is never left in the room without close supervision. This applied to internal and external spaces. The young person is able to leave when he/she wishes to do so.

All staff will undergo Team Teach training as part of their induction. Those staff who join mid-year will be given support to understand the basic interventions and principles from trained staff and will be expected to respond as responsible adults exercising their duty of care until Team Teach training can be provided. Staff complete mandatory Team Teach refresher training on an annual basis and further training is delivered through a twilight training programme throughout the year.

9. Procedures after an incident requiring RPI within Endeavour Academy:

Any incident of Physical Intervention must be logged on Iris Adapt.

Iris Adapt is reviewed on a regular basis by the Principal/Deputy Principal and Behaviour Manager.

A member of the School Senior Leadership Team must be notified on the same day if a Restrictive Physical Intervention is used. The school Senior Leadership Team member or the Behaviour Lead will add to the report the same day. Parents/carers must be informed by no later than the same day and a written report being sent as soon as practicably possible after the incident and within 24 hours.

A debrief with the learner who was restrained must be held at a time most suitable for them and staff must check on the wellbeing of any other young people who were impacted by the restraint.

When staff have been hurt, they will receive the treatment necessary for their injury (First Aid or treatment with a medical professional). 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.
- 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 Positive Behaviour Support Plans or Risk Assessments that are in place to see if they are adequately reflecting behaviours and strategies.
- 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 record will be completed on Iris Adapt.

10. Classroom Management

Classroom management is the responsibility of the class teacher or a HLTA in the teacher's absence.
General management strategies used across Endeavour Academy include:

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

11. Rewards

There are a variety of rewards that young people can receive. These include:

- Instant rewards for completing a set piece of work or helping with a directed task or activity.
- Additional choosing time
- Opportunities for activities off site in the community when supported with members of staff.
- Additional time for an independent activity.
- Receiving a certificate from the Principal 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 certificates.

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

12. 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 learner 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 learner.

No sanction is used at Endeavour Academy unless a specifically created programme is agreed by a multi-agency team. This team must include parents/carers and relevant external professionals.

No punishment is permitted at Endeavour Academy.

13. Bullying

Endeavour Academy has a separate Anti-Bullying Policy.

14. Pupils beyond the school gate

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

All our learners need additional support and supervision and are supported by a family member. Many are also supported by professionals. They are not likely to be alone outside of school hours. This reduces the need for staff intervention with any discipline matters outside the school. Should any of our staff members witness an incident involving our learners they will offer support and reassurance. If possible, the staff member will remain in the learner's proximity to ensure everyone's safety. Staff will discuss the incident the next working day with a SLT member. Additional advice could be given to the parent or the carer as an outcome of event.

15. External support – When to work with other local agencies to assess the needs of learners 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 a 'fresh pair of eyes' could identify a behaviour strategy which could be beneficial to individual learners. We will actively seek advice from a variety of learners to develop strategies for them when our internal knowledge and strategies are not being effective.

Changes at previous reviews:

Version:	Changes/Updates	Responsibility:	Date:
11	Removed reference to Endeavour House throughout Changed terminology to 'learner' throughout Spelling and grammar corrections throughout Corrected terminology to Positive Behaviour Support Plan throughout Changed CPOMS to Iris Adapt throughout Changed terminology to 'Behaviours that Challenge" throughout Deleted Appendix 3 Page 3 – added explanation of Behaviours that Challenge Appendix 2 – clarified protocol for debriefs Other minor changes throughout	Principal	Sept 2025

Version:	Changes/Updates	Responsibility:	Date:
10	Changes made throughout the policy to reflect current practice Updated reference to KCSIE to 2023 version Updated to refer to Class Dojo – page 5 Updated reference to KCSiE 2024 and Working Together 2023 – page 5 Clarified expectations around staff practice in relation to key documents – page 5 Updated Team Teach training frequency – page 8 Updated process for recording RPIs and debriefs – page 9 Updated process for allegation management – page 13 Updated behaviour recording guidance – Appendix 1 Updated Team Teach details – Appendix 2 Updated process for recording incidents – Appendix 2	Principal Clerk Principal	July 2023 Sept 2024

Appendix 1

Behaviour Recording Guidance

Positive Behaviour Support Plans (PBSP)

- A Positive Behaviour Support Plan should be used for each young person AND shared with all relevant staff.
- The PBSPs should be kept for behaviours that you recognise the triggers for and that you have a strategy for reducing.
- If the strategy links into the young person's Learning Intentions this should be highlighted on the BSP

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 Iris Adapt.

Low level behaviour recording

- Low-level behaviours are recorded using the low-level behaviour tally sheet. This will be uploaded to Iris Adapt by the behaviour team. Low-level behaviours are classified as behaviours that do not result in harm or are repetitive low-intensity behaviours that have previous been recorded on Iris Adapt

Team Teach intervention, including RPI

- Any incident that requires a Team Teach intervention should be recorded on Iris Adapt.

Concern behaviour recording

- Any concerns about learner's behaviour which is not typical for the learner should be recorded on Iris Adapt.

Staff should ensure that all learners involved in an 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 follows the principals of Team Teach.

Team Teach focuses on holistic strategies used to reduce behaviours of concern. We are commented 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 used
- Deliver regular twilight sessions for all staff
- Develop Positive Handling Programmes for all students
- Reduce the use of restrictive practise by developing individualised Positive Behaviour Support Plans

Training:

Endeavour Academy has 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 complete a Team Teach refresher every 12 months.

Recording and Reporting:

Incident reporting – at Endeavour we believe that all behaviours that challenge are forms of communication. In order to support our learners fully we need to understand what they are communicating to us. Good data collection and analysis will give us a good understanding of learners' emotional wellbeing. Staff

are expected to record any incidents of behaviours that challenge on Iris Adapt.

Debrief for learners – all learners must be debriefed after being involved or witnessing a physically restrictive intervention. The form of debrief must be specific to each learner and strategies for debrief are stated in Positive Behaviour Support Plans. Where restrictive intervention takes place, debrief with the learner must be carried out as soon as possible and be adapted to the communication needs and level of understanding of the individual learner.

Debrief for staff – as above. We have the duty of care for our staff. A debrief after a serious incident where restrictive intervention was used is necessary. A debrief can be carried out by any member of staff. The debrief is recorded on Iris Adapt. Where restrictive intervention took place, debrief with the member of staff must be carried out within 24 hours.