



MacIntyre Academies Discovery Academy

Discovery Academy

Behaviour Support Policy

Person Responsible:	Assistant Principal Behaviour & Therapies
Date of first draft:	2015
Date of staff consultation:	May 2017
Date 1st adopted by the Trust Board:	July 2015
Date adopted by the LAB:	Dec 2015 and then Sept 2017
Date of implementation:	Sept 17
Date reviewed:	May 2017
Date of next review:	July 2018

Aims

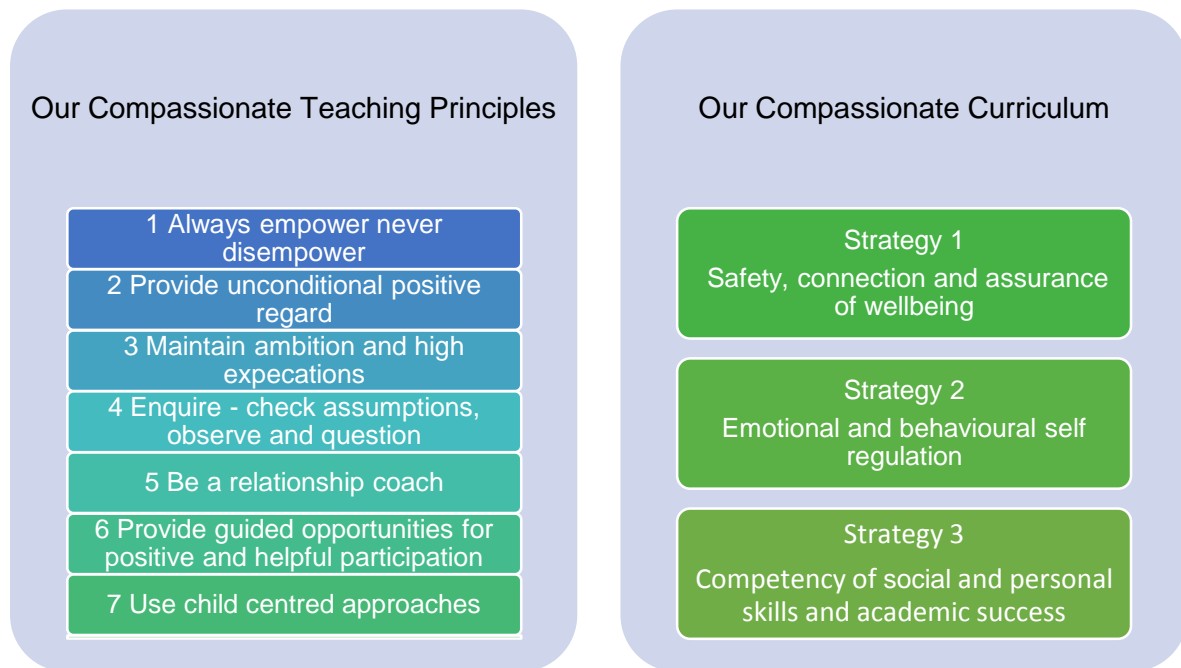
At Discovery Academy we aim to equip our students with strategies for managing their behaviours and emotions, ensuring their safety and wellbeing as far as possible. Provide students with the best opportunities to learn by reducing barriers created by negative behaviours and encourage them to take care of the physical learning environment while respecting their own and others belongings. We want our students to have the best opportunity to be accepted into the community by teaching them what acceptable behaviour looks like and strategies to recognise and manage their emotions.

We make every attempt to avoid children becoming stressed or anxious and therefore avoid the need for physical interventions wherever possible. We do this by using good preventive curriculum and pre agreed behaviour strategies including input from students, their families/carers or other professionals.

With a focus on positive behaviours and giving students real life examples of what this behaviour looks like we hope to equip them with the strategies for managing their behaviour and emotions in adult life. We work towards minimising the need to use restrictive physical interventions by creating a calm and safe environment which decreases the risk of someone's behaviours becoming challenging. The students we support at Discovery 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 challenging behaviour. To help reduce these anxieties individual support programmes/strategies are implemented with the input and advice of professionals such as an Occupational Therapist, Educational Psychologist and Speech and Language Therapist. With consent, these professionals work to help staff to co-produce behaviour strategies and support the young person in meeting their needs as an individual.

Each pupil at Discovery Academy is a young individual with a personality and likes and dislikes of their own, but also has a Statement or Health & Care Plan (EHC) detailing their additional needs. The academy recognises that, because our students can misunderstand so much of what goes on around them, and experience high levels of anxiety because of this, that their behaviours may become stressed and at times inappropriate. We aim to teach each child to manage their behaviours through agreed individualised strategies and to provide the structure, understanding and a curriculum in order to reduce that stress as much as is possible, thereby avoiding anxious or inappropriate behaviours.

Our Approach



These principles foster positive relationships between pupils and staff, and support pupils to become more resilient. The principles act as a reminder of the big picture, which can be lost in challenging environments like ours, and when staff focus solely on subjects, facts and techniques.

We strive to approach behaviour using strategies in line with our positive behaviour support ethos. Behaviour displayed by students is managed on an individual basis using strategies to support that student as an individual. Using “My active learning profiles” which include personalised behaviour support plans (PBSP) and one page profiles we have clear and in depth understanding of students attending the academy. These documents detail the individual strategies in place for our students allowing us to support them before they reach the stage of crisis in the best way for them. They are to be shared with and include information from students, their families, staff supporting them at the academy and other professionals.

As a school we have set out expectations for students and staff these are:

Dvelop

Ensure you develop as a person using agreed strategies to help you access learning in the most appropriate way for you.

Involvement

Take a part in the activities available to you and give your best.

Support

Provide support and encouragement to each other in the ways we know work best for the individual.

Context

Look at all behaviour as a form of communication and the bigger picture surrounding this.

Open & Honest

Create an environment where students and staff are confident to be open and honest with each other.

Values

To for everyone to share the values of the academy as set out in the vision statement.

Equality

Treat everyone with equality without prejudice for age, sex, ethnic origin or sexual orientation.

Respect

To be respectful to each other, the property of the academy and the property of others.

Yourself

Make time to look after yourself following times of anxiety and also for support if you need it.

Being consistent, setting clear understandable boundaries and providing consequences natural to behaviours where possible should help our students learn to predict the outcomes of their behaviours and therefore be in a better position to make positive choices.

Each class will hold class discussions and decide on the three expectations for that class. These are to be positive expectations for example “we will respect each other’s belongings” rather than phrased negatively for example we will not damage property. This is in line with the positive behaviour approach we strive to deliver. These expectations are clearly visible in the classroom and examples of how the expected behaviour looks demonstrated to students with praise when they then get this right.

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

Through intensive support and 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 Discovery Academy behaviour is primarily managed through a Person Centred Approach which utilises key planning tools such as the Individual Education Plan (IEP) and Personal Behaviour Support Plan (PBSP) which are included in students My Active Learning Profile (MALP) as well as other documentation. 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 positive behavioural strategy. Although this understanding is important Discovery Academy also acknowledge that, in exceptional circumstances, staff may need to take action where the use of reasonable, proportionate and necessary restrictive physical intervention (RPI) is required to ensure the safety of others and those we support within the service. Discovery 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 input.

Preventive strategies to encourage positive behaviours:

- High staff to pupil ratios
- New staff receive induction training which includes Safeguarding, a copy of the staff handbook and an understanding of the principals of the compassionate schools policy
- The environment has been designed to provide a calm, low arousal environment
- The ability to change tasks to avoid situations that are known to provoke extreme behaviours;

- All children and young people have a Personal Behaviour Support Plan (PBSP) as part of their My active learning profile (MALP) that detail individualised strategies on how their behaviour is best managed
- A diverse and interesting curriculum allowing children and 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 demonstrate progress in academic and behavioural terms and know what to teach next
- Where appropriate children have an occupational therapy program and OT goals to help them to reach their optimum calm/alert state
- Talking to children and their families about ways children and young people prefer to be managed when they pose a significant risk to themselves or others
- Staff understand the frustrations our children experience and try to help them overcome them
- Staff recognise the value of class teams, and help each other to recognise students' moods and behaviours in order to avoid stress and de-escalate challenging behaviours
- Staff are committed to respectful and professional working, and will find ways to tell others if they are not working in such a way
- Working collaboratively with parents and carers to use consistent behaviour management strategies in home and the academy
- Any incidents of bullying will be dealt with, whether they were intentional or not

Rewards & consequences

We consistently strive to reward the behaviours we would like our students to display, serving reinforcement to the positives and not focusing on challenging behaviours.

As a school we have set out expectations for earning rewards these are:

E ffort	Giving it a go with maximum effort
A chievement	Achievements should be acknowledged no matter how small they may seem to others
R esilience	For showing resilience
N oticing	If you notice something another person has done well anyone can give praise.
E ncouraging	Encouraging others to make positive choices and take part in activities.
D eserved	Rewards should be deserved on an individual basis and others should not affect the rewards of a group.

Using consequences that seem natural to the behaviour should help students understand why they are in place and would be agreed by class teams. This means these can be tailored to individuals and so the same behaviour may have different consequences for students and it is important class teams take the time to help other students understand this.

Students will work towards rewards and this can also be tailored to individuals. Using the ClassDojo system students, academy staff and parents / carers can view how a child's day is going from any electrical device with the ClassDojo app. The aim of this is to promote positive behaviour, give students a voice, be able to show achievements to parents / carers effectively and analysis of data. The agreed classroom expectations can be entered into ClassDojo and students will receive positive points when they meet these which would also be met with praise. When they are showing behaviours that do not meet these expectations they would have points removed at this time with a reminder of the expectation and what this looks like. Throughout the school day the ClassDojo app would then convert this into a percentage to show how positive an individual student's day has been so far.

In addition to the rewards and consequences set out above academy staff have a duty of care to ensure all members of our school community are safe and so staff have the right to search pupils belongings if they have reason to believe they have on their person items which could cause harm or are inappropriate for the school site. Items would be confiscated and parents / carers contacted to discuss the item and plan what happens next or how they will be returned.

Should an incident be of a serious nature and exclusion be deemed necessary please refer to the exclusions policy.

Pupil & Staff support

We want the academy to be a supportive place for students and staff alike. By building strong, trusting working relationships we are confident students will feel comfortable talking through incidents with staff. This does not have to be someone from their class team with other staff available for example our compassionate schools coaches. Each student will always have opportunities to discuss their own behaviour strategies, incidents they are involved in or concerns regarding the behaviour of others with a member of staff. Giving time to repair relationships and moving forward from incidents or times of challenging behaviours is important for everyone.

To ensure we are supporting students individually and in the best way for them positive behaviour support plans will be constructed by a group of people who know that student best. This plan will be available to all staff supporting the student and reviewed regularly. With these plans in place we hope to decrease the severity and frequency of incidents or times of crisis for the individual student.

Further to these other interventions available include, occupational therapist, student support sessions, music therapy and referrals to multiagency support for example CAHMS.

All staff attend a two day Team-Teach training course and a refresher every two years. Team-Teach focuses on de-escalation techniques and how to resolve incidents using positive behaviour support. This training also shows staff how to safely use restrictive physical intervention when necessary. Further training courses are available to staff within the academy and outside of this. Following incidents staff are encouraged to take some time for themselves in a quiet area or with a colleague and debrief when ready.

Working with Parents / Carers

Co-operation from parents/ carers and positive relationships are vital in fostering positive behaviour at school and home. Staff are encouraged to maintain regular contact with parents/ carers in the most convenient way for them and should make themselves available to listen and provide support when this is required.

Should students be involved in incidents parents / carers may be invited to school to discuss the incident further and agree what will happen next.

All parents / carers should have available to them the contact details of the class team their student is a part of to discuss any concerns.

MacIntyre Academies, Discovery Academy

Staff Team Mobile Numbers

Autumn Term 2017

KS2 Class D KS2	7/8 Class I 1	7/8 Class S 2	7/8 Class C 3	7/8 Class O 4	KS4 Purple Class V 5	9 White Class E 6	9 Purple Class R 7	KS4 White Class Y 8	Post 16 Class P P16
Jo 07415 210879	Hannah 07415 211028	Lisa H 07496 168057	Lauren 07415 210806	Steve A 07508 675079	Adam D 07415 211017	Lisa S 07496 167864	Cathy 07496 088896	Liza P 07415 210772	Michelle Dt Nikki S 07496 168010
Penny	Andrew	Jake	Evie	-	Nikki H	Jess N	Rachel S	Genna	-