



MacIntyre Academies  
Discovery Academy

# Behaviour Support Strategies



## Table of Contents

Intro .....	<b>2-3</b>
Pupil Centered Plans & Zones of Regulation .....	<b>4-5</b>
PBS – PBS Plans, de-escalation and diversion .....	<b>6-7</b>
Holistic and Therapeutic support.....	<b>8</b>
Team Teach.....	<b>9-12</b>
Debrief & restorative practice .....	<b>13</b>
The use of Alternative provision and exclusion .....	<b>14-15</b>

## Introduction

Here at Discovery we aim to create a positive, safe and encouraging environment for all our students and staff. Our aim is for students to feel comfortable to communicate effectively, and be able to express their emotions confidently in ways that are socially acceptable and appropriate, to give them the best chances for success.

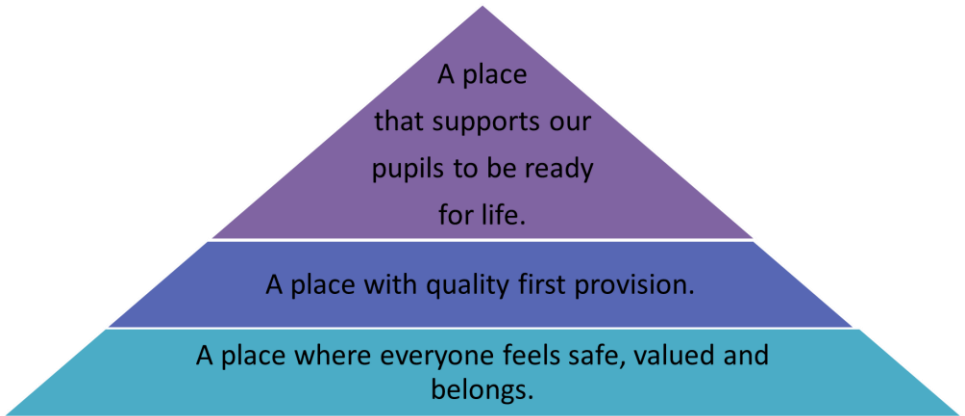
We understand that some of our students with additional needs can struggle to communicate and express their emotions effectively. This can be displayed through a range of challenging behaviours.

With a person-centered approach and by treating each learner as an individual, we hope to gain success through a range of evidence-based support strategies as a response to behaviours that challenge. We always have the best interests of our students at the forefront of everything we do and we use many preventative strategies to encourage positive behaviours.

The purpose of this booklet is to help families and pupils understand the structures of support we have in place. When pupils find it difficult to be or feel safe at Discovery, staff have a duty to respond safely and effectively. This document lays out how we endeavor to do that.

We recognise that sometimes students can arrive home with questions, frustrations, worries or a lower level of understanding about how situations may have been dealt with during the day. We have produced this resource to explain the rationale of why we do what we do and to support families by providing you with the information if these conversations arise.

Our vision for our school is that we all work together to ensure that we are:



Where pupils find it difficult to be or feel safe we have a duty to respond to them and this document lays out how we endeavour to do that.

We have set our community three expectations that will help support the above and provide a common ground in discussions of behaviour and expectations. These expectations are;

- **Be Safe**
- **Be respectful**
- **Try Your Best**

## Pupil Centered Plans

Every student that arrives to start their Discovery journey will have their own '**My Personal Support Plan**' folder in their classroom. This gives us a holistic and individualised look at each student and how best to support them to give them the best chances for success.

Included in this folder will be:

- 'All About Me' section which allows the student to have their say about how they prefer to be supported, their likes and dislikes and names of their trusted adults and the people/things they care about.
- Positive Behaviour Support Plan which is a working document that explains our responses to known behaviours and the plans and strategies in place for that student. Attached to this plan is a risk assessment which is carried out upon joining the school. This outlines a probability and severity scale for different environments and what we do to minimise the risks of your child becoming heightened or displaying challenging behaviours in those areas.
- A copy of Their EHCP as a guide to meet targets and give new staff any relevant information about the student they will be working with.



# Zones of Regulation

We work within the principles of 'Zones of Regulation'. This is a well-researched scheme for categorising how students might feel, Focusing on levels of anxiety and arousal. When students can communicate with trusted adults about how they feel, adults can respond and support proactively. We build our pupil-centered plans around the language used in the Zones of Regulation.

The ZONES of Regulation™ Reproducible E The Zones of Regulation Visual

## The ZONES of Regulation™

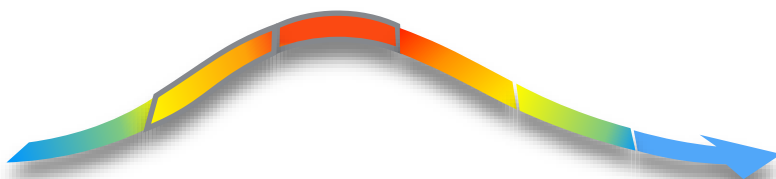
			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

© 2011 Think Social Publishing, Inc. All rights reserved.  
From The Zones of Regulation™ by Leah M. Kuypers • Available at [www.socialthinking.com](http://www.socialthinking.com)

## Positive Behaviour Support (PBS)

Positive Behaviour Support (PBS) is an integral part of what we do at Discovery to help students achieve in all areas. We try to take a proactive rather than reactive approach to support our students so that we are able to build a good understanding of what support works well for them at different stages of their regulation. We understand that each child is different and each child will react and respond in different ways when trying to communicate a need.

- All students have an individualised Personal Behaviour Support Plan.
- They are reviewed and updated regularly by the staff that support them and know them best.
- The plans have a strong focus on understanding the student and identifying the most beneficial strategies and responses to use to support them to minimise the risk of anxiety, stress or crisis behaviours.
- They outline how we should respond to a student who needs support after an incident where they may have experienced high levels of stress and/or anxiety.



We try to identify what may trigger such experiences in the hope that we can support our students before they arise. This is through analysis of patterns in behaviours.

In all we do to support our students, especially through our PSHE and THRIVE lessons, we aim to give our students the skills and ability to identify and manage their emotions to then make better decisions. This in turn cultivates positive behaviours and minimizes behaviours that challenge or cause barriers to achieving.

## **(PBS) Cont.**

Some of the strategies we may use, but are not limited to are:

- Use of safe spaces (reflection room, pods, Dawson's den)
- Sensory items
- Regulation breaks
- Opportunity to learn in different environments
- Student support slips for compassionate schools
- Key/Trusted adults
- Distractions tasks

There may be times where plans and strategies may be difficult to implement however, we strive to give the students what they need but we may have to adapt our approach at times for these to happen.



## Holistic and Therapeutic Support

**We employ a team of holistic practitioners and therapists either directly or as contractors. All are subject to the same recruitment checks as our class-based staff. This means that if a pupil's needs support to stay in their 'green zone' we can work with those colleagues to find winning strategies and ideas. We currently have:**

Occupational Therapy

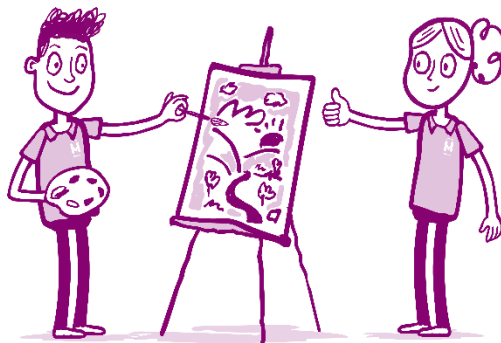
Drum therapy

Speech and Language Therapy

Compassionate Schools Coaches

Family Footings Facilitators

Educational Psychologist (external professional)



## Team Teach

Team Teach are an internationally recognised organisation who deliver positive behaviour management training. Their whole emphasis is on de-escalation, managing challenging situations safely and reducing the need for physical intervention.

Discovery staff are required to complete and stay up to date with Team Teach training, so that they have the skills and knowledge available to them to help understand our student's behaviour and implement strategies to reduce the risk of physical intervention.

Team Teach instruct on positive handling techniques to minimise the risk during conflicts/incidents, for those small percentage of incidents that may require the use of physical intervention. This is only used as a last resort and in response to disruptive, concerning, angry and aggressive behaviours, to ensure safety and within the best interest of the student.

Circumstances in which positive handling techniques would be used include but are not limited to; significant damage, physically challenging behaviours, causing harm to themselves or others (physically or mentally) causing an unsafe physical or mental environment, putting themselves or others at risk of harm, causing psychological distress to others.

Staff are required to attempt many de-escalation strategies or preventative measures before the use of physical intervention where possible. There may be some situations that may require immediate intervention if the risks or probability of the above are high. When physical intervention is involved, we always strive to de-escalate the situation with minimum force and maximum care and use everything within our means to reduce the need for Restrictive Physical Intervention.



## Team Teach Cont.

The use of **Restrictive Physical Intervention** (RPI), which is covered by a number of legal frameworks and acts, should be used in context with it being REASONABLE, PROPORTIONATE AND NECESSARY in every situation. This should be in the forefront of our staff's decision making and whether it is in the best interest of the student or the safety and well-being of others.

It is a legal requirement that RPI is recorded following the incident and that a parent/carer is informed. When explaining to you what happened, some staff may use the words 'held' or we had to 'hold' the student during an incident – this will mean that a physical intervention was used.

The positive handling techniques have been developed over the last 20 years and are regularly reviewed by Team Teach, along with healthcare professionals, to ensure they are safe and risk assessed for any further developments to make them as least intrusive as possible.

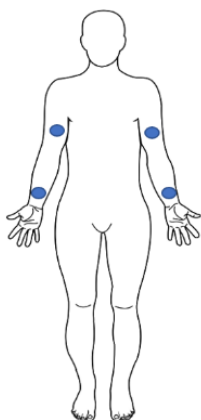
Team Teach does state that: *Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.*

We understand that the use of physical intervention can be a stressful and upsetting situation for those involved or those who witness it, especially where a student involved displays a high level of resistance and distress. The training given also provides focus on repair and reflection for all involved and staff will be happy to discuss this with families if needed. This is also sometimes referred to as Restorative Practice.



## Team Teach Cont.

The body map below indicates where the main points of contact of Team Teach techniques are. They are the long and short bone areas of the arms, avoiding any pressure on the elbow and shoulders. There are responses to spitting and biting where contact may be used on the head and face however, very limited to no pressure is applied to head/face contact.



## Team Teach Cont.

Team Teach have created a 'parent hub' website, where families can have access to a range of resources, webinars, forums and more to support them with managing behaviours that challenge outside of school ... and it's **FREE** to sign up! We encourage parents to have a look at the website to gain further understanding and find out more about what Team Teach can offer.

[www.myfamilycoach.com](http://www.myfamilycoach.com)



At Discovery, we currently have three Team Teach instructors on our staff team who are all available if you have any further questions around the use of restrictive physical intervention. These are;

- Jake Saville (PBS Lead)
- Victoria Smith (Key stage 4 & 5 phase lead)
- Danni Gee (Compassionate schools coach)

The above information will also be outlined in the School's behaviour policy.

## Debrief & Restorative Practice

Following challenging situations and incidents it is important we give our students a chance to reflect, discuss, try to understand what happened and try to identify what feelings were involved. We understand some of our students may find these conversations difficult so we will always attempt debriefs with flexibility and adapt to meet the individual needs of our students. The conversations can be done very informally for example some students may want to kick a ball around, while others may go for a walk or talk.

We adopt a restorative practice approach which is non-judgmental and passes no blame; instead it helps all involved to understand the thoughts and feelings throughout the process of the incident. We will try to discuss what happened leading up to the incident to try and identify when emotions began to change and why. This practice will help develop and build upon a child's understanding of their emotions and give ideas of how to manage them better moving forward, leading to a greater chance of success in their journey.



## The Use of Alternative Provision and Exclusion.

Alternative Provision is used with the aim of getting a student back to learning in our classroom environment or providing opportunity to develop a skillset if they are refusing to engage within the school setting. We may attempt to engage our learners in an alternate provision if their attendance is extremely low or have become non-attenders at school. Any use of alternate provision is exceptionally costly and therefore must be time limited and have clear outcomes and targets that are regularly monitored.

When dealing with high risk incidents, as a school not only do we need to respond effectively and appropriately in the best interest of the student but also consider the wellbeing and safety of others. As previously mentioned, all of our students have a risk assessment when they join our school; this is partly because employees have a legal duty to anticipate foreseeable risk and be proactive about it.

We try our best to implement plans and a range of strategies to support the students before moving to the decision of exclusion, something we would rather avoid. Approaches we can use to help support students that could become at risk of exclusion are:

- Time out of the classroom with 1:1 support.
- The use of the learning pods.
- Compassionate schools input
- Occupational Therapy input
- Positive Behaviour Support input.
- External professional involvement such as educational psychologists and CAMHS
- Early Help
- Individualised bespoke timetable
- Reduced timetables/hours
- Alternative provisions.

## Cont.

Compassionate schooling is a key philosophy that underpins our work and we only exclude young people as a last resort and as a part of a wider approach to best support a student and/or protect others (including staff). On occasions, we will give a fixed term suspension to create time and space for reflection following an incident, and to enable the principle to implement any necessary changes needed in the provision.

When considering a suspension/exclusion and its length, we consider several factors including:

- The nature of the pupils diagnosis and condition/s.
- The needs to keep individuals safe.
- The physical safety of the whole learning community.
- The time and resources needed to further personalise the student's provision and the need to build and share a clear reintegration plan.

All exclusions are signed off by the principle in consultation with MacIntyre's group Director of Education and Children's services and are reported to the chair of the Local Advisory Board.



MacIntyre Academies  
Discovery Academy