

# Beacon Hill Academy

## Behaviour Support Policy



### Aims

This policy and associated procedures give an overview of our values and approaches to behaviour support and discipline. The Academy follow the Proact-Scip-uk® positive behaviour support approach which involves all staff making sound judgements within a climate of mutual respect where every member of the Academy community is supported to achieve their potential.

### Objectives

Beacon Hill aims to use person centred approaches and positive behaviour support to create and maintain an environment which is designed to support pupils to:

- Be happy
- Manage their lives and learn effectively
- Develop their full potential within the Academy and community
- Develop positive relationships

### Introduction

Our pupils show a range of behaviours that need to be addressed. We believe there are reasons why our pupils display these behaviours. Our approach is to try and discover when and why pupils show these behaviours. We then work with teams and families to try to prevent the behaviours happening in the first place and to plan how to respond when they do.

### Behaviour Support

The Proact-Scip-uk® approach and philosophy underpins the whole school ethos, values, policies and curriculum; class teaching, environment, expectations and routines; and individual education, behaviour support plans and intervention.

All Academy staff receive training in this including annual updates. Our programmes and instructors are accredited by the Proact-Scip-uk® organisation.

As far as possible pupils in the Academy are supported to manage their own behaviour through individual positive support strategies, which are planned jointly with input from class teams, multidisciplinary staff, parents and carers. Pro-active and Active strategies are devised to support individual pupils, appropriate to their needs.

## **Physical Support**

Pro-active and Active strategies form the huge majority of our work at Beacon Hill. There are some occasions where it is necessary to give our pupils physical support to manage their behaviours and, in this case, we use the physical interventions set out in the Physical Intervention schedule published by Proact-Scip-uk®. No intervention is used unless it demonstrably considers the welfare of the pupil, is in their best interest, is proportionate and balances the rights of both the staff and pupils.

These strategies are positive measures to support pupils to manage their lives. Guidance on specific procedures for individual pupils are sought from trained Proact-Scip-uk® instructors. Staff teams receive training in any physical intervention they are required to undertake.

**Staff are aware of the difference between positive behaviour support and restraint.**

## **Recording of Incidents**

Class staff keep records of all behaviour support programmes and these are monitored by the senior leadership team. Incident sheets are completed after any significant event and families are informed as soon as possible.

A restraint log is kept in the Academy Office.

Staff hold whole school and individual team meetings regularly where on-going monitoring and review of behaviour support plans takes place. Additional time is made available for this as and when required.

## **Responsibilities - Academy and Staff**

Beacon Hill Academy recognises its responsibility for the safety and wellbeing of their staff. Risk assessments and training are carried out for all activities and for specific pupils. The Academy offers support to staff and pupils in managing behaviour including:

- recognising pupil's achievements in a positive way

- Informing parents of any concerns they may have about a pupil's behaviour and working with them to promote positive change
- Supporting staff in the maintenance of good classroom management skills.
- Adopting a programme of positive behaviour support in which pupils are given a clear expectation of appropriate behaviour including attention to the effects of the physical environment and teaching strategies.
- Monitoring and maintaining records of incidents of physical support for pupils
- Training all staff in attitudes and approaches to behaviour support in line with Proact-Scip-uk® approach.
- Staff will act as models for acceptable behaviour, thus promoting clear expectations of pupil behaviour
- Staff do not participate in physical intervention or support without training from a qualified Proact-Scip-uk® instructor unless it is to avert serious injury or danger in the most exceptional circumstance.

## **Responsibilities - Working with Parents and Carers**

We recognise the vital role that parents and carers play in the promotion of appropriate interaction in the Academy and the importance of positive home/Academy liaison. We actively encourage opportunities to discuss pupil's individual needs with carers.

The Academy expects parents and carers to:

- inform the Academy of behavioural concerns they experience at home
- Inform the Academy of any health issues or medication that might affect a pupil's behaviour
- Inform the Academy of any trauma that might affect a pupil's performance or behaviour.
- Inform the Academy if they seek external advice or support for behavioural difficulties