

BEHAVIOUR POLICY

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Philosophy

St Andrew's Academy provides a caring and supportive learning environment that encourages positive behaviour and where all members of the school community feel valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence and community participation.

The philosophy of PROACT-SCIPr-UK® is central to our ethos and emphasises that all behaviour is communication. Our whole community promotes appropriate behaviours through the implementation of personalised, proactive and positive behaviour support strategies. The involvement of parents/carers and pupils in this process is encouraged and valued. This approach also aims to increase pupils' self-esteem, self-control and motivation to learn.

At St Andrew's Academy we are an Attachment and Trauma Informed School and support our learning with a Person-Centred approach. The bespoke curriculums we have developed through research at St Andrews recognise the prevalence of trauma and the effect it can have on our young people and families. Our trauma informed response fully integrates our knowledge about trauma, aiming to help our young people to build resilience and seeks to avoid re-traumatisation. The key principles of safety, trust, choice, collaboration, equity and empowerment are embedded throughout our practices and weaved into every day of the classroom environment.

We believe:

- That behaviour can change and that every pupil can be successful.
- That praising and rewarding are more likely to change behaviour than blaming or sanctions.
- That the academy is a community and that all members should care for, support and respect each other.

We aim to:

- Ensure the safety and well-being of all pupils, protecting them from harm of any kind, including self-injury.
- Ensure the safety and well-being of all staff members, affording them protection against allegations of abuse or assault, so long as their actions fall within their code of conduct.
- Give all pupils the best opportunity of being accepted into the community and into society by teaching them what are and what are not acceptable forms of behaviour.
- Provide the best opportunity for learning by reducing barriers created by difficult or undesirable behaviour.
- Encourage care of the physical environment and respect for their own belongings and the belongings of other pupils.
- Encourage resilience building through a growth mind-set to enable pupils to cope with making mistakes and correcting them.
- Encourage pupils to take responsibility of their own behaviour through co-regulation and eventually self-regulation with appropriate strategies.

Roles and Responsibilities

Responsibility of the Academy Council:

- To approve the St Andrew's Academy Behaviour Policy.
- To ensure that the school policy is regularly reviewed and conforms to relevant law and guidance.
- To oversee the implementation of the policy with reference to the health and safety of pupils and staff in conjunction with the Safeguarding Policy.
- To keep themselves informed through regular meetings with staff and visits to the school.
- To make recommendations to the SLT about any amendments.

Responsibility of the Headteacher:

- To implement the policy within the whole school.
- To ensure appropriate risk assessments are carried out and understood by all staff.
- To ensure effective joint working with partner school eg. for PROACT-SCIPr-UK® Training.
- To make recommendations to the Academy Council for any amendments.
- To ensure all staff and volunteers have the appropriate training.
- To ensure adequate staff supervision, particularly for staff who support pupils with challenging behaviour.

Responsibilities of Sadie Hampton as Behaviour Manager and PROACT-SCIPr-UK® Instructor:

- To ensure that school practice adheres to the St Andrew's Academy Behaviour Policy and reflects the PROACT-SCIPr-UK® principles.
- To ensure the policy is regularly reviewed and conforms to the relevant law and guidance.
- To ensure the policy is implemented across the whole school.
- To train all staff in PROACT-SCIPr-UK®, including approved Physical Interventions annually.
- To report to the Academy Council on behaviour incidents and the use of restrictive physical interventions.
- To ensure staff complete PBSPs (Positive Behaviour Support Plans).
- To work in partnership with external agencies.
- To ensure all staff have access to a debrief.

Responsibilities of staff:

- To follow the procedures set out in this policy.
- To notify the SLT of any serious incident and to follow the appropriate school procedures concerning incidents and accidents.
- To complete PBSPs for pupils who display challenging behaviour.
- To complete appropriate risk assessments in order to ensure risks are minimised.
- To fulfil their duty of care that requires them to act in the pupils' best interest and to treat all pupils fairly, with respect and understanding.
- To record incidents on MyConcern.
- To report any concerns about practice to the Headteacher, or if appropriate to the Chair of the Academy Council (see Whistleblowing Policy).
- To provide positive role models to all pupils, ensuring their conduct reflects the good practice of the school.

- To follow the principles of PROACT-SCIPr-UK® with emphasis on proactive strategies that encourage behaviour support.
- To work with colleagues, pupils, parents/carers and external agencies to ensure that functional analysis and behaviour support strategies are developed together and consistent in all settings.

Responsibilities of pupils:

- To follow the class rules and school ethos.
- To enable others to learn.
- To treat each other with respect.
- To work with staff to develop behaviour support strategies, where possible.

Responsibilities of parents:

- To keep the school informed about concerns, problems and family circumstances which may affect their child's behaviour or well-being.
- To work with staff to plan and implement Positive Behaviour Support Plans.
- To treat each other with respect.
- Where relevant, to work with staff and external agencies to ensure that functional analysis and behaviour support strategies are developed together and are consistently implemented in all settings.

Code of Conduct/Class Rules

School leaders and staff recognise the need to establish a set of expectations in order to secure consistency and maintain a good quality of education for all pupils. This will be achieved through the St Andrew's Pupil Entitlement ensuring that we are:

'Learning Together, Achieving Together!'

Each class has its individual class rules relating to the level of understanding and support needed through the use of symbols, pictures and verbal guidelines and reinforced with social stories. Where possible, pupils will be involved in agreeing those class rules.

Positive Behaviour Support Plans (PBSPs)

Behaviour can be described as challenging when it is of such intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and it is likely to lead to responses that are restrictive, aversive or result in exclusion. In such cases, a Positive Behaviour Support Plan will be written to outline the proactive, active and reactive strategies staff can use to support the pupil when they are in crisis and this may include Restrictive Physical Interventions (RPIs) (see our Restrictive Intervention Policy). All RPIs will be an approved PROACT-SCIPr-UK® intervention and undertaken by a trained member of staff. RPIs should always be for the shortest amount of time, be the least restrictive and always in the best interest of the pupils. PBSPs are written with class staff and shared with the parent/carer, and where possible with the pupil. These are discussed as part of a multi-agency approach with external agencies such as Health, Social Care, Complex Behaviour Service and Children and Adolescent Mental Health Services (CAMHS).

Proactive Strategies that Support Positive Behaviour:

- Providing a secure and happy environment.
- Providing a trauma informed and person-centred approach.
- Providing models of good behaviour.
- Teaching behavioural and social skills and expectations and providing opportunities for pupils to practice in real life settings.
- Developing high quality relationships between staff, pupils and parents/carers.
- Listening and understanding.
- Offering interesting and stimulating activities which engage pupils in their learning.
- Showing mutual respect for other people, their possessions and the academy environment.
- Positive reinforcement – delivered at a level that is appropriate for the pupil.
- Unconditional positive regard.
- Reward schedules that are appropriate, proportionate and delivered consistently.
- Responsibilities that enhance a pupils' self-esteem.
- Purposeful and meaningful strategies individual to each pupil.
- Sensory profiling to better understanding the sensory needs of pupils.

Sanctions

Due to the complexity of their needs, pupils at St Andrew's Academy require support and guidance to maintain appropriate behaviour. Challenging behaviour is never condoned or excused but understood within the context of their needs and personal history.

Consequences, conditions and sanctions for inappropriate behaviour are only ever applied on an individual basis and not as a general rule.

Permissible Sanctions:

- Natural consequences are the most powerful and impactful in changing behaviour when used in a timely fashion.
- Reparation – reasonable 'making good' of a situation eg. picking up items that have been thrown.
- The removal of a planned, timetabled activity must only be as a result of a Risk Assessment which demonstrates that the risks cannot be managed safely.

Prohibited Sanctions:

- Corporal punishment, including smacking and rough handling.
- Withholding of food and drink that is part of their normal dietary requirements, or force feeding.
- Withholding of basic physical comforts such as warmth and appropriate clothing.
- Withholding medication that has been prescribed to be taken during the school day.

Rewards

A variety of rewards are applied as a consequence of desirable behaviour:

- Verbal praise.

- Sharing of good work.
- Use of certificates.
- Preferred activities.
- Token systems.
- Reward schedules.
- Awards.
- 'Wow' walls.

Safe Use of Secure Rooms

Safe, secure spaces are designed to be used independently by pupils when they communicate, they want time away when they are in emotional distress, sensory overload or require a calm area to regulate. They can also be used by staff to support a pupil who is in crisis. A secure safe space is NOT to be used as a form of punishment, isolation or exclusion.

Principles of use:

- The well-being and dignity of the pupil must always be the priority.
- The use of a secure safe space must always be for the shortest amount of time, the least restrictive and in the best interests of the pupil.
- The use of the space must be planned, documented and reviewed regularly as part of the pupil's PBS plan and agreed with parents/carers.
- Pupils should be encouraged to use the space voluntarily where possible to promote self-regulation.
- Staff must be trained in de-escalation, PROACT-SCIPr-UK® and trauma informed approaches.
- The environment must be safe, clean and supervised at all times.

Procedures for use:

The need for access to a secure safe space should form part of the pupil's PBS plan and should be agreed and signed by parents/carers, the Behaviour Lead and where possible the pupil. Pupils must never be left unsupervised while in the secure safe space. Staff must maintain calm, supportive communication (where necessary) and document:

- Duration of use.
- Reason for use.
- Support strategies used.
- Outcomes and follow up actions.

Unplanned use:

In rare cases a pupil may need to access the space unexpectedly due to sudden distress or crisis. A trained member of staff must accompany the pupil to ensure continuous observation. The incident must be recorded and reported to parents/carers and the Senior Leadership Team.

Recording and Review:

All uses of secure safe spaces must be recorded on MyConcern. The Behaviour Lead and SLT must review regularly (at least half termly) to evaluate:

- Frequency of use.
- Effectiveness of strategies.
- Impact on pupil well-being.
- Any adjustments to PBS plans.
- Plan for further training and staff CPD.

Exclusions

St Andrew's Academy's ethos is strongly averse to exclusion. Due to the nature of pupils' special educational needs, the majority of our pupils are unable to comprehend or benefit from a consequence such as an exclusion. However, in exceptional circumstances, a pupil may receive a fixed term and/or permanent exclusion if they have the cognitive ability to understand the purpose of the exclusion, or to allow time to put safer measures in place. The decision to exclude can only be made by the Headteacher.

Bullying

Bullying is defined as 'aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms'. This can happen in school, out of school and online. Bullying is not tolerated at St Andrew's Academy. Incidents which could be classed as bullying rarely occur, but if bullying is suspected it is dealt with immediately. All those involved are given the opportunity to discuss what has happened and further action is taken as appropriate, as outlined in our Anti-Bullying Policy and our Online Safety Policy.

Training

All staff receive safeguarding training annually and receive regular updates throughout the year. All contact staff receive PROACT-SCIPr-UK® training which is refreshed annually. Staff working with particular pupils requiring RPIs receive Person-Specific training for that pupil. All staff receive trauma and attachment training.

Guidance

Keeping Children Safe in Education 2025.

Working Together to Safeguard Children 2026.

Reducing the need for restraint and restrictive interventions 2019.

Mental Capacity Act 2019.

The Restraint Reduction Network Training Standards 2019.

Linked with the following policies:

- Anti-Bullying Policy.
- Online Safety Policy.
- Safeguarding and Pupil Protection Policy.
- Restrictive Intervention Policy.
- Staff Code of Conduct Policy.
- Whistleblowing Policy.
- Health and Safety Policy.

Annex 1 – Positive Behaviour Support Plan (PBSP)



XXX's POSITIVE BEHAVIOUR SUPPORT PLAN

St Andrew's Academy

Behaviour Risk Assessment

Name of Student:

Class:

D.O.B:

Creation Date:

Overall Risk Level (RAG)

On Site	Community
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	Behaviour of Concern	Likelihood	Severity	Risk
1				
2				
3				
4				
5				
6				

Known triggers to any of the above risks	Linked to Behaviour No

Other factors which may need to be considered – E.g. medical

LAC
Separated parents
Medical
Transition/transport
Home life
Siblings
Major events
Scared of dogs

Behaviour Risk Matrix

1. How likely is the behaviour to occur?

Less than once per year	Rare (1)
One to twelve times per year	Unlikely (2)
One or more sessions per month up to weekly	Possible (3)
One or more sessions per week up to daily	Likely (4)
One or more sessions per day	Almost Certain (5)

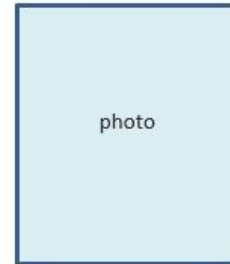
2. What are the likely consequences if the risk actuates (seriousness)?

No Injury or Impact on others/environment	Negligible (1)
Minor Injury: • Requires reporting internally • May require basic first aid Or Minor Impact on others/environment	Minor (2)
Serious or Potential Injury: • Requires non urgent medical attention • Requires reporting internally Or Moderate Impact on others/environment	Moderate (3)
Serious or Potentially Serious Injury: • Requires medical attention • Incident needs reporting externally Or Serious or Potentially Serious Impact on other students/members of the public/damage to property	High (4)
Death or Severe Injury: • Requires immediate emergency medical attention/hospital admission Or Severe Impact on other students/members of the public/damage to property	Very High (5)

		Consequences				
		Negligible 1	Minor 2	Moderate 3	High 4	Very High 5
Likelihood	Rare 1	1	2	3	4	5
	Unlikely 2	2	4	6	8	10
	Possible 3	3	6	9	12	15
	Likely 4	4	8	12	16	20
	Almost Certain 5	5	10	15	20	25

High	Functional analysis and a documented rationale based on audit must be provided for discussion prior to the provision of training.
Medium	Person-specific training based upon a documented audit of challenging behaviour.
Low	Behaviour Strategies/tracking sheets completed.

XXX's POSITIVE BEHAVIOUR SUPPORT PLAN



PROACTIVE PLAN	
When / am calm I will.....	To keep me calm YOU can.....
ACTIVE PLAN	
When / am anxious/upset I will begin to.....	To help me to calm down YOU could.....
REACTIVE PLAN	
When / am in crisis I will.....	When I am in crisis YOU can help me by.....
RECOVERY PLAN	
After a crisis / will.....	After a crisis YOU can support me by.....

APPROVED INTERVENTIONS

	Health and Safety points
Protective Working Practices	
Keeping Safe	
Person Specific (Requires a Risk Assessment)	
CRISIS Management	

Reduction Plan:

**This risk assessment has been approved and authorised by
Sadie Hampton.**

Parent/Carer informed on (date):

Annex 2: Growth Mindset picture

