



Behaviour and Wellbeing Policy

MEDESHAMSTEDE ACADEMY

DRAFT

Signed by the Chair of AAC;
Date;
Policy Review;

Contents

High quality first teaching.....	3
Maslow’s Hierarchy of need	4
Behaviour and Wellbeing Team	5
Positive Behaviour Support	5
How we respond to challenging behaviour at Medeshamstede.....	6
Positive behaviour support plans and risk assessments.....	6
Promoting and managing pupils’ mental health	7
Bullying.....	8

DRAFT

Medeshamstede Academy fully recognise that pupils with autism, or autism spectrum disorder (ASD), can find 'behaviour' very difficult to navigate. We firmly believe that with the right support, guidance and approaches from staff pupils can learn how to overcome their barriers and learn, develop and grow with a good foundation into adulthood.

Autism can range from mild to severe and is a complex neurobehavioral condition that includes differences and challenges with social skills, repetitive behaviours, speech and nonverbal communication. Because autism is a spectrum disorder, each person with autism has a distinct set of strengths and challenges. The ways in which people with autism learn, think and problem-solve can range from highly skilled to severely challenged.

Pupils with ASD may also have additional needs such as OCD, SpLD, ADHD, anxiety and social, emotional and mental health needs. We also recognise that there are subtypes within the autism spectrum and some pupils may benefit from approaches associated with these.

At Medeshamstede Academy our high quality first teaching(HQFT) seeks to overcome barriers to learning to optimise the learning opportunity for every pupil. We recognise that high quality first teaching is essential to allowing pupils this level of opportunity as a primary behaviour support. HQFT includes individual sensory diets delivered at regular intervals throughout the day, under the advice of our occupational therapist.

As part of our everyday Quality First Teaching, we recognise the differences in learning styles associated with autism, which are:

- difficulty with implicit learning (we deliver explicit and systematic teaching)
- attention (shifting attention and seeing the 'big picture')
- auditory processing difficulties (concrete or literal thinking)
- executive functioning (flexibility of thought: difficulty sequencing, planning and organising)
- multiple perspectives (theory of mind and social thinking)
- sensory processing (filtering and modulating input)

Structured TEACCHing is part of this framework and uses assessment, from the perspective of autism, to develop an understanding of why a child may show challenging behaviour, what the behaviour is communicating and teaches new skills to replace the behaviour.

In some instances pupils are prevented from gaining from the richness of the curriculum as a result of behavioural presentation. Medeshamstede uses positive behaviour support to enable pupils to overcome barriers and a person centred approach is at the core of this.

At Medeshamstede our behaviour practice is informed by PRICE Safe Schools Positive Approaches to Challenging Behaviour and the values and ethos of this and our school underpin our attitudes, actions and words towards pupils in our care. Just as we might support a pupil with the acquisition of academic skills it is fundamental that we also develop behaviour patterns which are functional, socially compatible, dignified, effective and respectful of others.

The purpose of this policy is to provide staff, pupils, parents and our school community with information, strategies and legal requirements.

In our management of behaviour, we draw on expertise from a range of disciplines including psychology, sociology and therapeutic interventions. We know that pupils will engage more readily and more deeply with materials and activities that are of high interest to them so our learning content is based around those activities which the pupils find motivating. Learning is pleasurable and self-rewarding and behaviour is very rarely a concern when pupils are successfully 'on-task'. 'Wow' experiences serve to hook engagement and harness the explorative energy of each of the pupils at their own level. Content and approach are differentiated to offer meaningful challenge and the success of the pupils is celebrated to nurture their expectation and drive. Teaching and learning is at once the principal behaviour management tool and the goal and purpose of behaviour management.

Maslow's Hierarchy of need

In order to function at their best as learners, our pupils (as well as everyone else) must have had a number of key needs met. Abraham Maslow defined this progression as a hierarchy, demonstrating how the needs of one level must be met in order to progress to the next and all levels need to be resolved in order to self-actualise, the highest function of the hierarchy. We equate this self-actualisation with learning (our highest goal) and in order to be successfully self-actualised, all anxieties relating to the lower levels must have been addressed. We use awareness of the hierarchy of needs to inform our judgment when we are supporting pupils. This is a suggested model which we use alongside the knowledge and information we have about this pupil.



In considering the hierarchy of needs we need to bear in mind that some of our pupils will not have the verbal language to communicate their need or distress and, even where pupils have the capacity of speech to explain, this language is not effective when they are in distress. Therefore, it is crucial that the adult attends to the behavioural conversation more attentively than to the spoken conversation.

We would also regard the pupil's sensory needs as a fundamental physiological need so provision of an appropriate sensory programme or diet is put in place for many pupils to ensure they are sufficiently sensorily integrated before engaging with

tasks. Sensory techniques are also used extensively to support the purposeful learning of pupils

Behaviour and Wellbeing Team

Within Medeshamstede Academy there are a team of designated staff who as part of their role;-

- Oversee and support the writing of Positive Behaviour Support Plans including sensory diets
- Deliver training to staff within school
- Deliver training to staff outside of school

A member of this team is trained in PRICE Positive Approaches to Challenging Behaviour. This is an approach which is endorsed by the British Institute of Learning Disabilities and Positive Behaviour Support is an integral part of this.

PRICE trainers support staff in the safe handling of pupils at Medeshamstede and write the reactive aspect of the Positive Behaviour Support Plans. Members of staff at Medeshamstede receive regular training in behaviour support including Restrictive Physical Intervention. It is the policy of Medeshamstede Academy that all members of staff have a responsibility to apply PRICE principles in behaviour support and restrictive physical intervention. The school follows government guidance on restrictive physical intervention and legal requirements and this is detailed further in our Use of Physical Intervention Policy.

There is no right approach that will provide the perfect answer for every child's behavioural difficulties. We draw on a range of methodologies and proven techniques but the key to each pupil, even each incident, lies in understanding the context and the nature of the individual pupil's presentation. Techniques that would inflame one situation might be the perfect solution in another. We need to bring a learning and reflective approach that is flexible enough to respond as the situation develops. At Medeshamstede the use of a positive behaviour support model ensures that the behaviour is analysed through data and strategies to effectively manage this are employed.

Positive Behaviour Support

Positive behaviour support is based on the principle that if you can teach someone a more effective and acceptable behaviour than a challenging one, the challenging behaviour will reduce. It suggests that challenging behaviours are learned and therefore are open to being changed, it teaches

alternative behaviour which changes the environment to better support the person.

There is nothing wrong with and wanting attention, to escape from a difficult situation, wanting certain items, or displaying behaviour which feels good.

Positive Behaviour Support helps children to get what they need by increasing the number of ways of achieving these things: for example, by developing communication skills

Positive Behaviour Support helps children to learn new skills. For new skills to be used regularly, they have to be more effective than the challenging behaviour. We can make this happen by understanding the reasons people display the challenging behaviour, and by making sure the new behaviours we want to teach are reinforced in the same way.

Positive behaviour support puts the pupil at the centre of our planning and uses a toolkit for changing behaviour that is informed by applied behaviour analysis. Positive behaviour support has primarily been developed within the field of general learning disabilities.

How we respond to challenging behaviour at Medeshamstede Academy

The way in which behaviours which may challenge are managed at Medeshamstede involves the use of a range of strategies which can be personalised to meet the needs and complexities of the pupil involved. This will form part of a multi disciplinary approach linked to the child's EHCP, school provision map and detailed in a Positive Behaviour Support Plan.

Some of these strategies will be proactive and embedded within the curriculum and classroom practice across school. In doing this low level disruption is addressed, basic needs are met and a 'readiness to learn' promoted we refer to these as primary and secondary prevention strategies (See Appendix 1)

We also use reactive strategies, these are designed to keep the person and those around them safe from harm. They provide a way to react quickly in a situation when the person is distressed or anxious and likely to display challenging behaviour. This may include the use of Restrictive Physical Intervention (please see Use of Physical Intervention Policy)

Individual behaviour support plans and risk assessments

All pupils at Medeshamstede will have a Positive Behaviour Support Plan to support and manage their behaviour and mental health needs. This plan will be written

jointly, class teachers, teaching assistants and the Behaviour and Wellbeing Team. The reactive aspect which may include Restrictive Physical Intervention will be written by the Behaviour and Wellbeing Team. All aspects of Positive Behaviour Support Plans are overseen by the Behaviour and Wellbeing Team.

If a pupil is identified as needing more support than is currently detailed on their plan, class staff should liaise with the Behaviour and Wellbeing Team. At this juncture it is likely that parents/carers would be included in discussions around the functions of behaviour and a plan to move forward. It may also be decided that support is required from other professionals eg;- social care, CAMHS or the Educational Psychology service. In addition to support plans pupils also have a risk assessment.

Promoting and managing pupils' mental health

Some of the specific needs of our pupils mean that they are more vulnerable to mental health difficulties. It is therefore essential that we are aware and put interventions and strategies into place to prevent and respond to this when required. This may include making referrals and seeking advice from other professionals in cases where these strategies and interventions have been exhausted.

The culture and structures that are in place promote our pupils' mental health are:

- All staff at Medeshamstede set a culture which ensures that all pupils are valued and they feel that they feel a sense of belonging. This is upheld by all staff treating pupils with unconditional regard.
- An ethos of setting high expectations of progress for all pupils with consistently applied support both in and outside of the classroom. This includes clear policies on behaviour and bullying that set out the responsibilities of everyone in the school to manage behaviours of concern in an ethos of unconditional positive regard.
- A senior leadership team and SENCO who will oversee the strategic development of provision for pupils' mental health. Key to this is ensuring that all adults working in the school understand their responsibilities to support pupils' mental health and needs highlighted in their EHC plan. This includes ensuring colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary.
- Working with parents and carers as well as the pupils themselves, ensuring their opinions and wishes are taken into account and they are kept fully

informed so they can participate in decisions taken about them at an appropriate level.

- Continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of school staff and community, informs them about the early signs of mental health problems, what is and isn't a cause for concern, and what to do if they have spotted a developing problem.

Bullying

Bullying is a behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying), it is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. Please refer to the Medeshamstede Academy Bullying Policy for further details.

This policy is written with relevance to the Medeshamstede Academy Use of Physical Intervention, SEND and Bullying policies and is in addition to the Greenwood Academies Trust Behaviour and Exclusion policy.