Behaviour Policy and Statement of Behaviour Principles

Milestone Academy

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1. Aims

This policy aims to:

Create a culture and framework for staff, parents/carers and pupils that promotes positive behaviour support, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment. All pupils, taking into account their individual needs, will be supported to self/co-regulate, manage their feelings and feel safe so they are ready to learn.

Provide a holistic, inclusive model and person-centred approach to maintaining high standards of behaviour that reflect the values of the school with our understanding of self-regulation, communication and behavioural needs at the centre of all we do.

Provide a consistent approach to behaviour support (including identifying patterns/ trends/ triggers, consideration of sensory needs and support for regulation) that is applied equally to all pupils and to define clearly what we consider to be behaviour of concern, including bullying and discrimination, whilst also acknowledging that many of our learners may not fully understand how their behaviour impacts upon others.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation: advice for schools 2022

- The Equality Act 2010
- Keeping Children Safe in Education

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023

Use of reasonable force in schools

- Supporting pupils with medical conditions

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Key Beliefs and Definitions

At Milestone Academy it is vital that our behaviour support policy refects the insight and understanding that we have of our learners complex needs and how this contributes to their ability to communicate, self-regulate and manage their behaviour in a positive way, so they are ready to engage with their learning.

Our over-arching principle is that behaviour always happens for a reason and may be the only way for a learner to communicate. Behaviour that challenges is often the result of a breakdown in communication and dysregulation. Staff involved in supporting students should aim to understand what function the behaviour serves, support regulation and to facilitate the students to learn more socially acceptable means of expressing their need for support.

What is unacceptable behaviour to one person is not necessarily unacceptable behaviour to another. Much behaviour serves a communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and extinguish a behaviour using aversive techniques (sanctions). Positive procedures are constructive, in that they teach alternative responses and build self-esteem.

Behaviour is a means of communication, we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems.

All of our learners have learning difficulties and other complex needs which impact upon how they learn to regulate and manage their behaviour.

With the right support and intervention, learners can learn to self-regulate and manage their own behaviour, while others may be reliant upon co-regulation i.e. they are supported to regulate by an adult.

Teachers and class teams must be given the opportunity to understand, learn and consider why our learners become dyregulated and reflect upon why/ how it may impact upon their behaviour. Teachers and class teams will work collaboratively with learners, parents/carers, and other professional to devise appropriate teaching strategies and interventions to support, this may be through a behaviour or learning support plan. Individual Behaviour Support Plans (IBSP) and Behaviour for Learning Plans (BfLP) (appendix one and two) must operate in the context of a curriculum, which is in itself rewarding and stimulating. The curriculum should strive to provide an instructional context within which a student performs functional, age-appropriate acts in a variety of natural domestic, vocational, recreational and community settings. Individual Behaviour Support Plans can only be effective if staff have ownership of them. As such class teams will be involved in their development and implementations; with regular recording and analysis of behaviour to inform a continual review of practice. All staff must be fully informed of relevant procedures in order to ensure continuity across all settings and training must be available to meet staff development needs.

Concerning behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Not engaging in learning or being able to be involved in inclusive aspects of school life even with adaptations, such as off site activities, breaktimes, dinner hall.
- Changes in behaviour, for example if a pupil becomes withdrawn, or if a pupil experiences periods of crisis. The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Serious concerning behaviour is defined as:

- Physical behaviours which impacts upon the safety of themselves and others.
- Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Although rare, Racist, sexist, homophobic or discriminatory behaviour are not acceptable within our school community.
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

● Disability-based	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Milestone Academy, bullying is never tolerated, but we recognise that our pupils may display behaviour towards themselves or others due to their level of learning disability and complex needs. This behaviour can be linked to difficulties in understanding social communication and interaction, and how to make and maintain positive relationships with others.
Milestone Academy, therefore, seeks to:

- foster self-esteem, understanding, tolerance and respect between pupils
- recognise individual worth and respect individual human rights, this permeates all school policies
- actively promote British values by encouraging the growth of a sense of justice/fairness in all our children which is reinforced by our celebration of good behaviour
- foster positive attitudes during assemblies, class, group and individual discussions (including and especially those arising out of specific incidents), literature (i.e. stories, poems etc.) and the daily modelling of appropriate behaviour by all the adults in the school
- support staff to promote positive relationships and identify and tackle problematic relationships appropriately
- develop the understanding of both pupils and staff in online safety and the appropriate use of social media
- develop our pupils understanding of their own vulnerability, particularly outside of school, with regard to bullying and/ or extremist views, providing them with strategies and pathways to access support
- ensure that pupils are aware that any concerns will be dealt with sensitively and effectively, that pupils feel safe to learn and that pupils abide by their 'Promise' (See Appendix Thirteen)
- report back to parents/carers regarding their concerns and deal promptly with complaints. Parents/ carers in turn work with the school to uphold the Academy ethos, bullying will never be ignored
- All instances of bullying must be recorded on Eduspot Serious Incident slip
- Pupils will report bullying to any member of staff, however, due to the communication and learning needs of our pupils it is important for all staff to remain vigilant and report on behalf of pupils where they are unable to do so themselves
- Parents/ carers should be informed by the teacher (or lead of lesson/ activity) via telephone or face to face meeting, should parents wish to report bullying, this will be reported to the Phase Lead or Phase Director who will investigate and follow the steps below
- Every instance needs to be addressed, in line with this policy, with each learner involved taking responsibility for his/ her actions, this may involve restorative approaches, and agree to stop/ change the behaviour causing concern
- Learners will be supported to develop online literacy so that they are able to keep themselves safe online and report cyber-bullying
- Opportunities for parents and carers to learn about online safety and how they can implement and manage this at home

For further information please see Anti-Bullying Policy

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Principal

The principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff are trained and apply the principles of the behaviour policy in everyday practice
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils, taking account of the individual needs and developmental stage of the learner
- Ensuring that all staff understand the needs of pupils and the importance of implementing and maintaining strategies, risk assessments, behaviour support plans, advice / recommendations of professionals (internal and externally) as well as their role in organising their classroom, planning for individual needs and utilising appropriate resources
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its ethos and protocols, and how best to support all pupils to participate fully
- Providing appropriate training in positive behaviour support, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to all staff, so they can fulfill their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils (See Appendix 8 Academy Pupil Provision and Class checklists)
- Establishing and maintaining clear boundaries of acceptable pupil behaviour (See Appendix 13 Pupil Promise)
- Using visual resources and other Augmentative and Alternative Communication systems
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modeling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Understand the functions of behaviour and implement teaching strategies to support self-regulation strategies and/ or co-regulation according to the individual
- Adapting the environment to meet the learner's sensory needs and implementing SMILE programmes
- Implementing proactive and de-escalation strategies (Refer to Appendix 4- Have you tried…)
- Recording behaviour incidents promptly (see appendix 9 for Serious Incident Criterion)
- Implementing and maintaining in class recording systems to track, identify and analyse behavioural patterns to inform appropriate strategies to implement. (See Appendices 5, 6 and 7)
- Writing, reviewing and implementing Individual Behaviour Support Plans, risk assessments and Individual Behaviour for Learning Plans. (See Appendices 1, 2 and 3)

- Debriefing your class team following the academy's model, in order to review/ risk assess/ implement further strategies to support the individual.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Utilise the beliefs and values set out in the behaviour policy, applying them at home in order to understand the functions of behaviour and implement strategies to support their child's sensory and/ or emotional regulation.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioral concerns with the class teacher promptly
- Take part in any pastoral work following behaviour that challenges and compromises the health and safety of the child and/ or those around them (for example: attending reviews of specific behaviour interventions, IPN meetings, cutting nails, changing footwear etc)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to devise, implement and review strategies to teach alternative ways.

5.5 Pupils

Pupils are encouraged to respond positively to the expectations of the school depending on their ability and understanding. See Appendix 13 - Pupil Promise for classroom and playtime.

Our Principles	Our Pupils will learn to	Staff will Support by:
To create **Happy Aspirational Learners,** we break this down into 4 key areas. ● **Safe:** Balanced Risk-Takers ● **Supportive**: Caring, principled and open-minde. ● **Curious:** Inquirers and knowledgeable thinkers. ● **Communicators:** Reflective communicators.	● Be Kind and use words and actions that help and don't hurt ● Respect other people and their property ● Be safe and sensible as they move around school ● Engage positively with the many opportunities to learn and achieve. ● Regulate their emotions with varying levels of support according to their levels of understanding. ● Follow our pupil promises.	● Recognising and praising individual, class and whole school achievements ● Modelling encouragement and positive reinforcement to help build self-esteem and belief that we can succeed ● Making learning relevant, interesting, enjoyable and suitably challenging ● Making sure pupils feel listened to and communicated with effectively. Providing thinking and processing time. Using a range of calming strategies to help lessen any anxieties we may feel. ● Ensuring the pupils' communication systems are used at all times and actively support/ teach their use in all areas of learning

		• Recognising behaviour is communication, and 'unpicking' triggers/ environments/ functions of behaviour in order to fully support pupil needs • Providing clear boundaries and a consistent approach, encouraging us to self/ so regulate and employ restorative approaches to repair relationships when things go wrong

5.6 Mobile phones

Pupils are not allowed to bring mobile phones or other electronic devices into school.

Where older pupils are being supported to increase their independence and access travel training this may be considered an exception and they may use their mobile phone on their journey to and from school.

Other exceptions may be considered, for example, where a pupil requires access to regulation music to support their journey to and from school. This will be considered on a case by case basis by the Assistant Principal of the phase.

In all cases, upon arrival at school, the electronic device/ mobile phone will be handed over to the Phase Leader/ Assistant Principal/ Satellite Director and will be locked away. They will be collected at the end of the day by the pupil where they should then be packed away into their bag.

Parental permission will need to be provided along with understanding that the Academy will not accept any liability for loss/ damage or theft of any device.

6. Promoting Positive Behaviour & Positive Behaviour Support at Milestone Academy

Proactive Strategies

At Milestone Academy we endorse Team Teach's philosophy, *"positive handling strategies through a whole setting holistic approach, working with leadership and management, actively committed to reducing restraint and risk"* (Team Teach)

Therefore, our emphasis is on the use of a variety of proactive behaviour support strategies to minimise risk and de escalate challenging behaviours. Some of these strategies are displayed throughout the Academy environment (appendix four); Parent email - Phone calls home - Star/Pupil of the week assemblies and displays - The maintenance of wall displays demonstrating work of which pupils are proud - Weekly newsletters - Website

Positive Reinforcers

Positive behaviour will be encouraged at all times and staff will lead by example. Examples of reinforcers may include:

- Consistent use of positive praise and encouragement, descriptive praise is used e.g. I like that you asked for a break when you needed it."
- Class reward systems
- Star of the day
- Let's make a deal boards
- First and then strategies, meaningful to the individual and instant
- Extra privileges in class e.g. additional jobs/ responsibilities
- Smiling, verbal praise and encouragement
- Weekly achievement assemblies
- Certificates/ stickers
- Achievement postcards
- Notes home to parents/ carers
- Displaying students work around the Academy

Once a reward has been given then it must not be taken away. Rewards are given as a result of positive behaviour and learning and will not be used as sanctions; however, there may be time limitations placed upon them.

Communication and social interaction difficulties.
Learners at Milestone Academy need support to develop their communication and social interaction skills. Behaviour that challenges is often the result of a breakdown in communication, to support a learner who has become dysregulated we need to understand the function of the behaviour and plan to meet those needs. Class teams need to have strategies in place to support learners express how they are feeling and utilise zones of regulation throughout the day. Class teams need to consider the following and how it can impact our learners' ability to regulate and manage their behaviour positively.

- Communication devices/ systems should be used to allow our pupils a voice and to develop their agency- they have a voice to make choices and express their needs
- Time to process information is given and visual supports are used consistently
- Some learners have difficulty with verbal and non verbal communication such as body language, this can be overwhelming and result in communication breakdown
- Difficulty in understanding or consistently remembering social rules and conventions
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling
- Difficulty in understanding other people's emotions
- Difficulty predicting what will/ could happen next- this can cause anxiety
- Lack of awareness of danger
- Need to be prepared for changes and transitions
- Difficulty coping in new or unfamiliar situations
- Difficulty with interactions with others, particularly peers who also have needs- including friendship and bullying

Mental Health support
At Milestone we acknowledge the importance of Mental Health and take action to support student well-being and identify the need to contact external professionals when needed. We recognise poor Mental Health as a barrier to not just learning but to accessing activities, environments and opportunities. Mental Health and behaviour (negative/positive and apathetic) at Milestone Academy are regarded as intertwined and supported, planned for, unpicked and actioned through the use of the Functions of Behaviour review, cumulative stress tools such as Stress Bucket/iceberg theory and monitored through in-class recording systems, Serious Incidents and Safeguarding.

Anxiety and stress, although two separate aspects to wellbeing, are considered and planned for by staff daily and regularly supported through sharing of strategies and seeking more individualistic support where needed (App 15 Pyramid of support for MH). The support provided is not limited to

what we can achieve and provide within our setting; it includes Leigh Academy Trust expertise and external agencies.

Milestone Academy recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways due to diagnosis or life experiences. These may include: becoming withdrawn or isolated; or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. We understand that our students may have many 'risk factors' associated with poor mental health from life experiences and diagnosis related factors. Other children and young people may have disorders such as: Attention Deficit Disorder (ADD); Attention Deficit Hyperactive Disorder (ADHD); or Attachment Disorder (AD). It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect. At Milestone we have clear processes to support children and young people and this is linked to Safeguarding and this Behaviour Support policy. These policies include detail on how the school manages effects of any negative behaviour so that it does not adversely affect other pupils' well-being as well as the students displaying negative behaviour.

Milestone examples of Universal support for all includes; class based support through the Six Ways To Wellbeing, SMILE activities, Mental Health awareness training for staff, Stress Bucket training for staff, Autism Friendly Approaches including TEACCH Approach to lower stress/anxiety associated with Autism, Individualised child centred Learning and Curriculum, circle time, positive reinforcement/Behaviour Support Policy to build self-esteem, resilience through independence and problem solving, embedding mental health and wellbeing within the curriculum. For instance, promoting the importance of positive relationships in PE through teamwork and incorporating mental health into classes on healthy living and healthy lifestyles. The relationship between Universal for all approaches, Targeted intervention for individuals and Specialist Intervention is demonstrated in Appendix 15.

Incident Debriefing

At Milestone Academy we use an Incident Debriefing approach to-

- Reduce Serious Incidents and the number of Physical Interventions.
- Increase staff well Being.
- Increase staff skills in unpicking behaviour and brainstorming actions.
- Increase student participation in planning the next stages of their behaviour support depending on ability

We aim to debrief all incidents that result in an injury, 50% of incidents involving Physical Interventions and 100% of unplanned PIs will be debriefed by Class Teams/Phase Behaviour Lead/Phase Leader/Assistant Principal.
Where appropriate to their developmental stage, pupils will be involved in the debrief process.

The approach is to discuss what could have been done differently which may have changed the outcome. This approach is to **repair** relationships, support staff, and unpick incidents in greater detail by looking at the actions and reactions of students and staff, to coach staff into thinking what they could do next. This approach will provide staff with strategies and a greater toolkit to unpick behaviour, avoid escalation, to decrease the severity of crisis and to develop further understanding of Stage 6 of a Crisis, restoration/reflect/repair and reconnect. This approach is also key in finding out how staff and students feel to support wellbeing.
Where developmentally appropriate, we support learners to think about what happened, why it happened, the impact upon the other person(s) and how they could repair it with the other person (s) involved/ affected.

Individual Behaviour Support Plans (IBSP) & Risk Assessments must include:

- A precise description of the behaviour to be supported

- Consideration of the student's environment and alterations which will reduce the need for inappropriate behaviours - The term 'environment' is used in its broadest sense to cover everything that may affect a student, including personal interaction, teaching strategies, etc.
- A positive teaching strategy which serves to teach the student specific, socially acceptable responses that serve the same function as, or replace the need for, the behaviour that has been targeted for reduction.
- Details of how appropriate behaviours will be reinforced, how often and by whom
- A section on reactive strategies i.e. how to respond safely if the behaviour occurs
- A record of who has been involved in drawing up the programme.
- All serious incidents and accidents must be recorded on BehaviourWatch, which are analysed by the Behaviours Leaders and reviewed by the Senior Leadership Team (see appendix Nine). These feed into Phase analysis of behaviour incidences, which inform action plans and further support maybe given based on the information they highlight

Consequences
We do not believe in sanctions or punishment. The consequence needs to be a natural consequence, to support the learners understanding of both positive and negative consequences.

It is important for our learners to clearly link a specific behaviour with its consequence.

Reflect: It is also important for adults to review what has happened. Was there anything that could have been done differently to support this learner to manage the situation differently?

Example:

Behaviour	Consequence
Learner disrupts activity or behaves in a way that makes other learners feel unsafe.	Learner has a break. Learner is supported by an adult to consider their behaviour and is offered choices. Learner reintegrates and carries on with activity. Class team review in class recording: is there a specific activity/ demand/ environment/ time of day that is a precursor to behaviour seen? Does the pupil need planned movement breaks/ individual support at these times? Is the work too challenging/ not challenging enough and accessible to the developmental and communication needs of the learner?

Prohibited Sanctions
1. Corporal punishment, including smacking and rough handling
2. Withholding of sustenance and force feeding
3. Withholding of basic physical comforts such as warmth and appropriate clothing
4. The locking of a student in a room, at any time
5. Inappropriate use of voice and tone
6. The use of language which demeans or intimidates the student
7. Putting students out of the classroom unsupervised
8. The use of mechanical/ chemical restraints

7 Use of Reasonable force

Team Teach
There is a team of Team Teach Trainers in the Academy to teach staff how to confidently support students whose behaviour challenges us. Staff will be required to complete a two-day training course, followed up by practical update sessions and refresher training sessions every two years.

In the event that proactive and de-escalation strategies have not been effective then it may be necessary to use a physical intervention. These interventions will be used only if REASONABLE, PROPORTIONATE and only when NECESSARY. They will be recorded on a young person's Individual Behaviour Support Plan and Risk Assessment.

Physical interventions may be necessary if:

1. There is an imminent risk to self
2. There is an imminent risk to others (staff or student)
3. There is an imminent risk of damage to property
4. There is an imminent risk to wellbeing, good order and security of peers
5. A student is engaged in a criminal act

Physical Interventions
The physical techniques taught on the Team Teach course are based on providing the maximum amount of care, control and therapeutic support. They are used as a last report, where reasonable, proportionate and necessary in order to fulfill our duty of care in order to protect the pupil from harm, the risk of harm, to themselves and/or others.

"I care enough about you not to let you be out of control." (Team Teach)

In exceptional circumstances staff may use physical intervention as part of a total response to the student, this will be recorded in their Individual Behaviour Support Plan and Risk Assessment and will be shared with families and any other agencies involved. Staff must also have received training in the use of accepted physical intervention.

In the event of a crisis which requires additional support, pinpoint alarms may be activated.
Designated members of staff will respond appropriately. These staff will be trained in Team Teach.

In the rare event of an emergency situation occurring where there is no agreed programme in place, but physical intervention is needed the guidelines state that "….the law of negligence will be applicable wherein the Academy staff will be expected to act as a 'reasonable prudent parent'". However, this will then be followed by putting an Individual Behaviour Support Plan and Risk Assessment in place.

As an academy we commit to lowering the need for the use of physical interventions (PI) through a good understanding of our students, a strong commitment to meeting their needs and a systemic, positive and proactive approach to behaviour. Parents/carers will be informed of the incident and involved where possible to lower the need of physical interventions. To continue our commitment to reducing the need for PI, there are termly meetings to discuss and ensure our training follows the audit of training provided by the Restraint Reduction Network. Termly analysis of PIs takes place to plan how to decrease the number of Restrictive Interventions or to use non restrictive strategies.

Withdrawal/ Needing to leave a situation
At Milestone Academy this is defined as a positive procedure whereby a student is given the opportunity to leave a situation, which they are finding over stimulating and/or stressful in order to calm themselves. This may involve supporting the young person to move to a safer/ quieter environment in order to help them self-regulate.

The emphasis must be on teaching the student to recognise she/he needs to leave the situation and to communicate that need in an appropriate way. This should be used as an opportunity to teach the student self-control (self-regulation) and to support his/her own behaviour (mutual/co regulation).

Withdrawal or needing time away from a stressful situation should be used as a de-escalation strategy. However, there may be occasions when a member of the class team feels that it is in the best interests of the whole class for the student to leave the situation for a short while. This could be in the form of a short walk or completing an activity/ job in an alternative environment. Where the student chooses to move to a quiet/calmer place to regulate for a period of time it is called autonomous withdrawal. Staff are still to remain with and monitor the student.

Some students will have access to an individual work room to reduce overstimulation. On occasions of significant challenging behaviour (Abnormally aggressive for that individual not simply aggressive behaviour), which gives rise to a serious risk to the health or safety of the person or others, staff may withdraw from the room, but will remain present and visible and complete Appendix 12 class recording. This will be written into the young person's IBSP, parent/carer and relevant persons consent
will have been obtained. Families will be informed when these incidents occur and all monitoring, notifying and debriefing processes to be followed. IBSP to be reviewed on a regular basis.
(see appendix ten, eleven and twelve).

7.1 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff will contact the Assistant Principal, Vice-Principal, Designated Safeguarding Lead or Principal to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our safeguarding and child protection policy for more information

7.3 Malicious allegations

Due to the needs of our pupils, this is extremely rare; however we have procedures in place to ensure staff and the pupil are supported. Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider the appropriate course of action in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider the steps it needs to take in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer [LADO], where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding and child protection policy and Managing Allegations Against Staff Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Suspension and permanent exclusions

On rare occasions that behaviour of an individual compromises the health and safety and well-being of themselves or those around them, a period of suspension may be put into place. Milestone Academy will follow the exclusion guidelines and processes.
Suspension is a last resort, taken by the Principal and may lead to the conclusion that the Academy can no longer meet the needs of an individual. Prior to suspensions staff will strive to work with a variety of professionals both internal and external to the setting, in order to risk assess and consider what further strategies and support could be put into place.
If a suspension takes place a reintegration planning meeting will take place to unpick and action the best pathways to support students in avoiding future exclusion and increasing participation in academic learning and social opportunities. This will have identified persons around the child and specialist staff needed to best support the pupils successful reintegration. This information is presented in the form of a RAG Risk Assessment (Red, Amber, Green).

Topic areas discussed and questions to be asked in a reintegration planning meeting-

- Behaviours demonstrated
- Functions/flash points/triggers/root causes
- Risk and impact to Health and Safety, learning and well-being of self and peers
- The current picture (Is the Universal approach delivered in the right way for this young person)
- What Targeted and Specialist approaches are in place, what needs to be actioned
- What is needed to reduce risk/impact on top of what is in place

A reintegration meeting with parents/carers will be arranged on the day of or prior to the pupil returning to school. This meeting will be small and personal with only key members of staff attending such as the Principal, Assistant Principal/Vice Principal and the Whole School Behaviour Lead.

The information gained in this process informs practice, training and support needed to achieve a more holistic approach and can develop further advances in the whole school offer Milestone provides.

Permanent exclusions are extremely rare at Milestone Academy. In the event that we are not able to meet the needs of an individual, we will **always aim** to work with the learner's family and the Local Authority to provide a suitable alternative placement for a managed move.
Please refer to our exclusions policy for more information

9. Pupil transition

9.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

9.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils may have transition sessions with their new teacher(s). For our younger pupils in particular, this should focus on building relationships and familiarity with staff members and the environment. In addition, staff members hold transition meetings in order to share key information and talk through key aspects of communication/ behaviour needs,

Support plans are shared and any training needs highlighted and addressed by each phase leadership team.

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10. Training

All new staff will receive training in positive behaviour support as part of their induction process. All staff will receive annual behaviour support training during INSET training days. This is a mandatory requirement for all staff at Milestone Academy. All staff must be given appropriate training in the rationale, aims and methods of behaviour support, e.g. functional assessment, proactive approaches and team work. This training will contain a component that assists staff in coping with the emotional aspects of working with students with behavioural support needs.

Team Teach training in positive behaviour support and the use of physical interventions will be offered to all staff. Staff attending will be prioritised according to the needs and potential risks of the pupils they support. This is a 12 hour course, that will be refreshed every two years, which is a 6 hour course.

Staff will be giving training in the needs of their pupils through courses such as MDVI, ASD and will receive training in trauma informed approaches, as well as the link between mental health and behaviour.

Support systems are in place through class teams, Phase Behaviour Leaders, Phase Leaders and the Senior Leadership Team. Staff are provided with daily team time to ensure reflection and support is given, particularly during times of challenge through Incident Debriefs.

11. Monitoring arrangements

11.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

Behavioural incidents, including removal from the classroom

Attendance, permanent exclusion and suspension

Incidents of searching, screening and confiscation

Please see Appendix 9 Criterion for completing a Serious Incident Slip

Please See Appendix 10 Procedure for completing Serious Incident Slips (BehaviourWatch, review and analysis

Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the phase behaviour lead/whole school Strategic behaviour lead as outlined in Appendix 10.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group/ Phase
- By pupil
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the Principal and Behaviour Team bi- annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Principal.

12. Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy

Safeguarding and Child Protection Policy

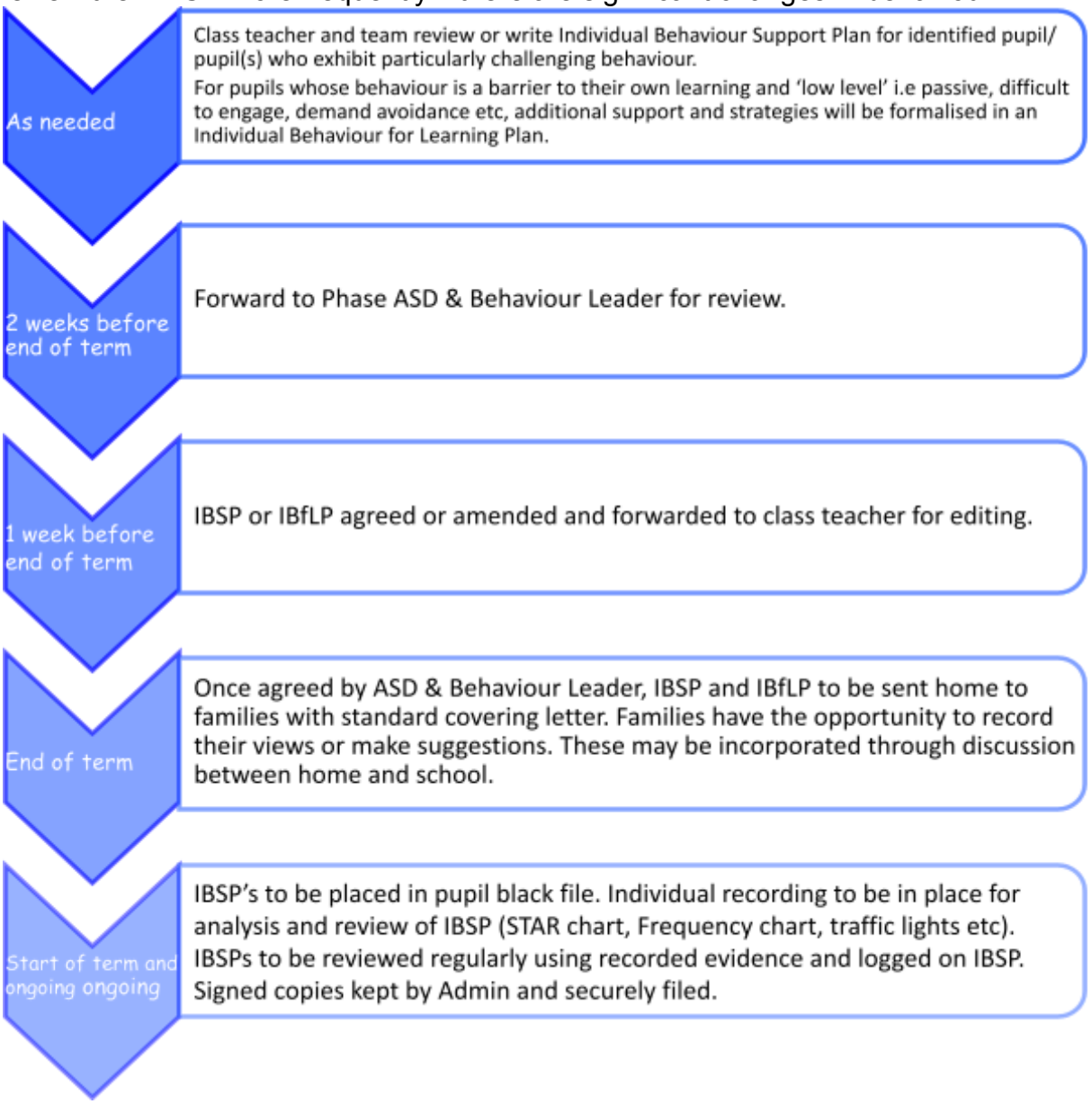
Anti-Bullying Policy

Absconding Policy

APPENDIX ONE

Individual Behaviour Support & Risk Assessment Process

The process below outlines the IBSP cycle as agreed by the ASD & Behaviour Team. The cycle runs **during terms 1, 3 and 5** – although for some pupils it may be necessary to review their IBSP more frequently if there are significant changes in behaviour.



Please see ASD and Behaviour Leader if you require support to write an IBSP or IBfLP.
The standard cover letter can be found on the staff drive, details below:T:/Proformas/BehaviourFile/Cover letter for IBSPs. **ASD & Behaviour Leaders will keep a list of current IBSPs for Phase – this will be shared with SLT.**

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APPENDIX TWO

INDIVIDUAL BEHAVIOUR SUPPORT PLAN & Risk Assessment

Aim of Plan: To reduce the frequency/ severity of behaviours described below and provide a safe course of action for all concerned in the event of challenging behaviour occurring.

Name :	DOB:	Class :	Year Group:
Date:	ATTENDANCE:	External Agencies:	Child in Care:
Positive attributes and strengths: Current Level English: On track for KS Target: Y / N Current Level Maths: On track for KS Target: Y /N			

DESCRIPTION OF BEHAVIOUR	KNOWN TRIGGERS	FUNCTION OF BEHAVIOUR	WAYS OF AVOIDING PROBLEMS	WHAT TO DO IF BEHAVIOUR OCCURS
Describe behaviour – be objective; use clear, accurate and precise descriptions.	External: Such as: people, demands or contexts. Internal: Such as hunger, pain, sensitivity or mood.	Describe what you believe to be the child's intention; what is the pupil trying to communicate/ achieve?	Proactive strategies e.g. diversion, diffusion and de-escalation should be at least 95% of how we manage pupil behaviour. -- *Team-Teach Positive Handling Framework*	Describe what actions are taken to deal with behaviour – note use of any sanction or planned use of TT physical interventions.

How will progress be recorded?	**Frequency Chart**	**STAR Chart**	**Other**
Please indicate which chart will be used			e.g. Traffic light recording

Written by: Monitored by:

Signature of Parent/ Carer: _____ Date_____

	Date:	Number of Serious Incidents (BehaviourWatch)	**Discussion** *Comment on any patterns e.g. does the behaviour occur more frequently on a particular day/ time of day? Is a particular lesson a trigger? Is the pupil hungry? How is the individual's behaviour impact upon their learning and the learning of others?*	**What action will be taken:** *Will the timetable become more personalised? i.e shorten access to lessons pupil finds particularly difficult, use of motivators/ rewards. What proactive strategies will be used/ changed adapted? What advice will be sought?*
End of previous cycle (if applicable)				
2 week review				
4 week review:				
8 week review				
End Review:				

Agreed Use of Physical Interventions to Support Behaviour

Intermediate	**Try**	**Avoid**
Friendly escort		
Single elbow		
Figure of four		
Double elbow		
Single elbow in chairs		
Half Shield		

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

Here **E**xplain **L**ink **P**lan	

APPENDIX THREE **MILESTONE ACADEMY**

Individual Behaviour for Learning Plan

Planning for individual pupil need to reduce barriers to learning and increase progress.

Name of Pupil: **DOB:** **Current Levels:** Maths English	**Class:** **Year Group** **Date:** **On Track for KS Target:** Y/ N
Individual aim of BfLP	
Behaviour (s) to be supported:	
List Identified triggers/ function for behaviours:	
Proactive strategies	
Environment:	**Visual Supports**
Calming techniques	**Curriculum support:**
Wellbeing/ Mental Health (list opportunities for relaxation and recreation)	**Timings of wellbeing activities:**
Pupil view:	**Parental View:**
Review Date:	**Comments:**

APPENDIX FOUR

Have you tried....

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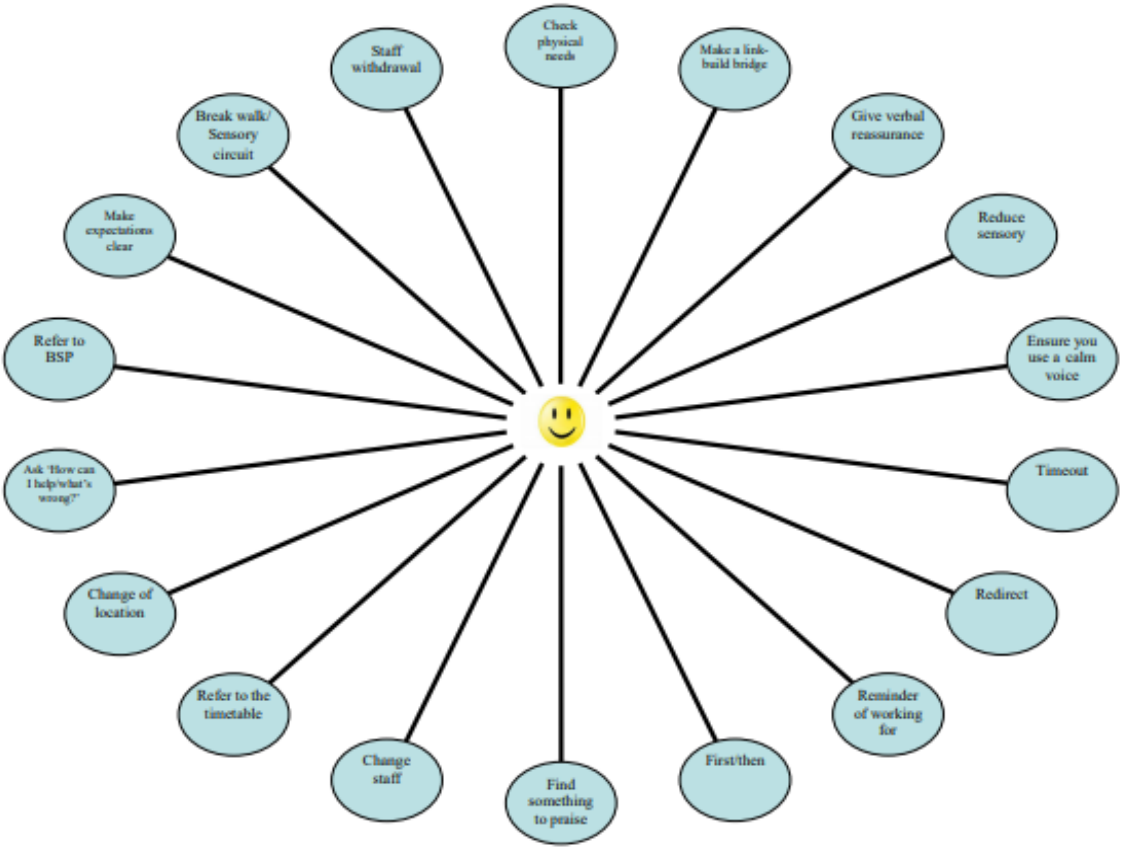

APPENDIX FIVE **Milestone Academy**

Milestone Academy
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Frequency Chart

Name:

Class:

Week Beginning:

Behaviour	Monday		Tuesday		Wednesday		Thursday		Friday	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM

APPENDIX SIX **Milestone Academy**

Milestone Academy
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Setting, Trigger, Action and Result (STAR) Recording chart

Name:
Class:

S – Setting **What were the context and activity prior to the incident?**	**T – Trigger** **What events led up to the incident?**	**A – Action** **What happened?**	**R – Result** **What happened as a consequence?** **How did the pupil react?** **How did the rest of the group react?** **How did you feel about the incident?**	**Signature and Date**

APPENDIX SEVEN **Traffic Light Recording**

Week beginning:

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.15					
9.15-10.15					
10.15-10.30					
10.30-10.45	B	R	E	A	K
10.45-11.45					
12.30-1.00	L	U	N	C	H
1.00-2.00					
2.00-2.15					
2.15-3.15					
3.15-3.30	HOME TIME	HOME TIME	HOME TIME	HOME TIME	HOME TIME

Class teams to decide a scale of behaviour recording i.e.
Red: Severe incidents (Please define e.g. kicking, biting)
Orange: Moderate incidents (Please define)
Green: Low level incidents or no incidents (please define)

Appendix 8 MILESTONE Academy Pupil Provision-

Milestone Academy
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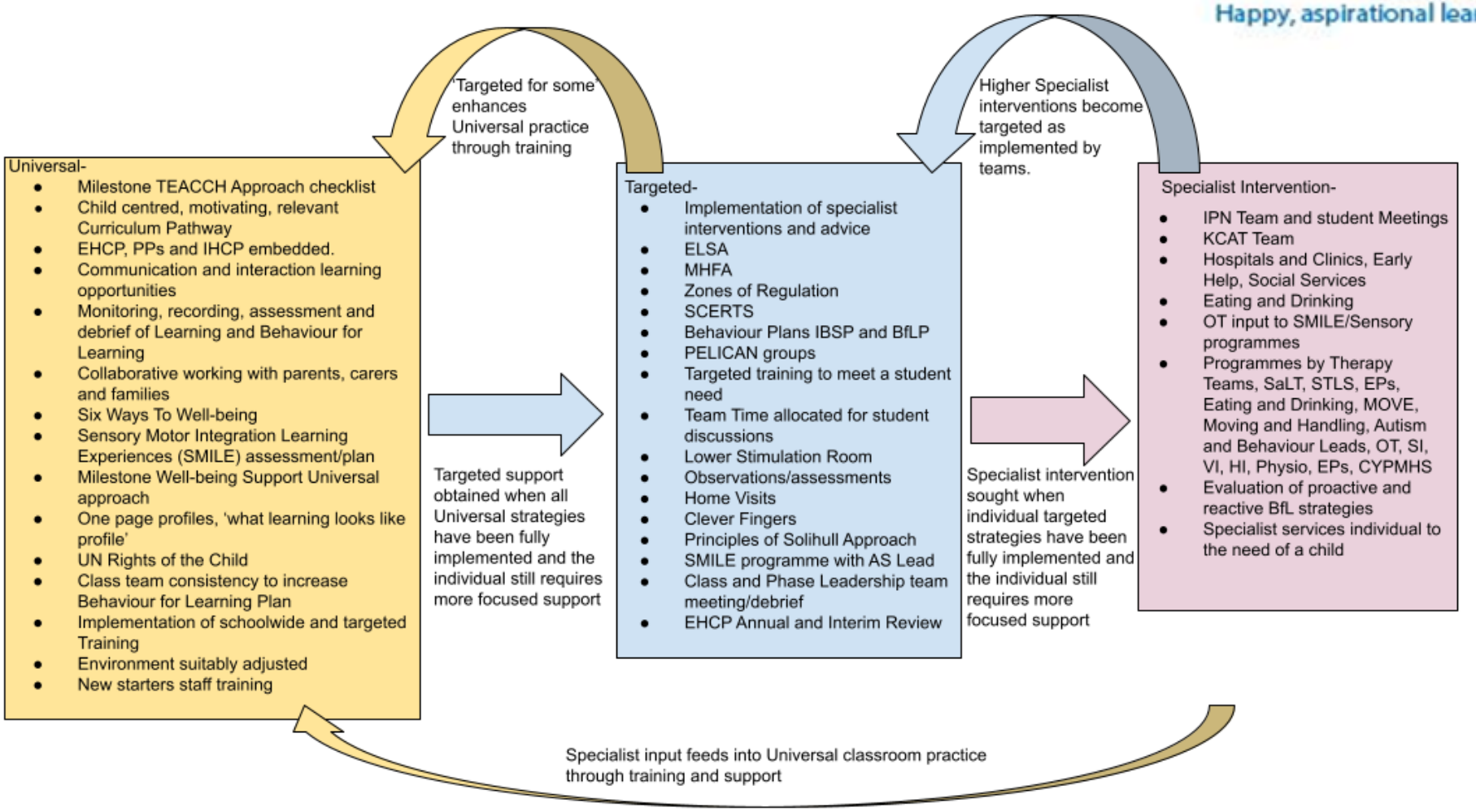


Updated: October 2023
Review: October 2024
Ownership: The Behaviour Team.

Milestone Academy Class Checklist-

Environment	Teaching and Learning	Behaviour	Individual Needs
Visual timetable and use of, Now and Next where needed **Labelled resources** **Defined teaching areas** **Transition cues (visual and auditory)** **End of activity signalled** **Low-stimulation workstations available** **Low stimulation environment** **Seating plan**	**Evidence of Total Communication (symbols, signing, individual communication aids, PECS)** **Staff allow and understand how long processing time is needed when asking questions/giving instructions** **Work tasks differentiated** **Prompting – physical and verbal** **Clear expectations (TEACCH):** • **What am I doing?** • **How long do I do it for?** • **Where am I doing it?** • **What comes next?** **Start and Finish trays or similar**	**Whole-class reward system in place** Student need specific individual rewards/First and Then/LMAD **Use of distraction/redirection** **Use of positive language e.g. 'Feet down' instead of 'No kicking'** **Use of praise and state what they are doing well. (E.g. Good sitting etc)** **Staff awareness of body positioning** **Evidence of recording (E.g. Frequency/STAR charts)** **Adapt levels of demand to the level of arousal.** **Consistency of response and own arousal by team** **Rules/expectations for environments.** Let's make a deal/working for boards Timers	**Personal Needs accommodated: food/drink/toilet/warmth** **Sensory needs planned for** **Pupils independence is encouraged where appropriate** Sensory profiles/SPD analysis Physio /OT needs planned for **SMILE/Physical/close tight space regulation activities and Assessments.** Planned/structured movement breaks. Communication aids Individual timetables/schedules

Items/strategies in bold indicate a core requirement for all classes. All others will be dependent on the needs of pupils within the class.

APPENDIX NINE

Criterion for completing a Serious Incident Slip

Events that are classed as a 'Serious Incident' will meet at least one of the following criteria:

- A challenging behaviour requiring the use of physical interventions and/ or resulting in a significant injury (requiring first aid) to anyone involved (staff, pupil).
- A challenging behaviour requiring physical intervention or resulting in a significant injury to anyone involved whilst in the public gaze (e.g. on an educational visit or in the presence of a visitor in school).
- Any event or occurrence that may be classed as a 'near miss' (e.g. a pupil leaving the school building unseen who is subsequently found safe and well in the school car park)
- A challenging behaviour or event/occurrence resulting in a significant injury/concern that requires the subsequent involvement of outside agencies (e.g. medical, social services, parents, police)
- Any event or occurrence that involves inappropriate behaviour (e.g. Secondary aged pupil undressing or sexualised behaviour in public) or results in serious damage to property.
- Student to student sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Racism
- Bullying, as per definition outlined in the Behaviour Policy.
- These incidents can be recorded using the Serious Incident Slip with BehaviourWatch. A verbal report should always be made without delay to the Vice-Principal/ Principal or member of the Senior Leadership Team.

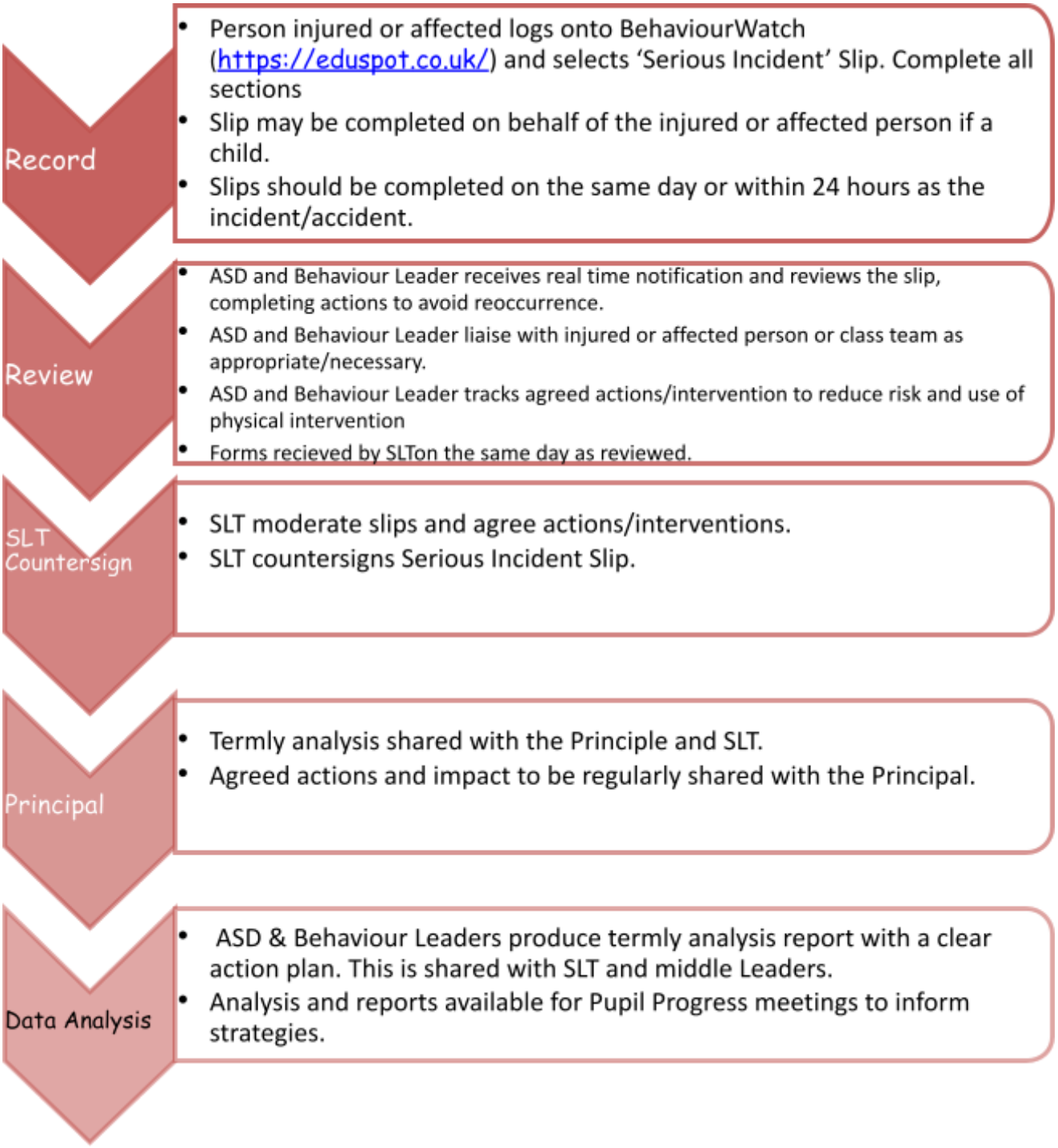
For other incidents:

- Events that do not fit into these criteria (e.g. a minor injury caused by one pupil on another person, non-compliance, other low level behaviours) will continue to be recorded using your internal class recording systems e.g. STAR charts, frequency charts etc
- Staff supporting challenging behaviour must record any injuries they have received on BehaviourWatch using the 'Accident' tab and seek first aid if required. A first aid form should be completed by a first aider as is current practice.
- If another pupil has been injured, this must be recorded on BehaviourWatch. First Aid should be offered to the pupil if appropriate, and this should be recorded in the usual way (first aid forms in medical rooms)
- Parents must be informed of injury as usual- through a phone call from the class teacher or member of SLT.
- ASD/ Behaviour Leaders and Assistant Principal will be informed of all incidents through BehaviourWatch and will respond in the comment box.
- Accidents should be filled in using the 'Accident' slip on BehaviourWatch.
- For spillages and cleaning needs telephone the janitor. If an alarm is pulled it must be recorded on BehaviourWatch, explaining what proactive strategies were used prior to alarm pull. All forms will be reviewed by Autism Spectrum and Behaviour Coordinators and Senior Leadership Team.

APPENDIX TEN

Procedure for completing Serious Incident Slips (BehaviourWatch, review and analysis

The process below outlines the Serious Incident Slip, review and analysis cycle as agreed by the Senior Leadership and Autism Spectrum & Behaviour Team. This cycle runs from the last week of the previous term to the penultimate week of the current term.



APPENDIX ELEVEN Milestone Academy

Procedures for adult withdrawal from a work space

Individual work rooms are a positive and safe environment. They are used for individuals and small groups for positive learning activities, such as intensive interaction, reading and communication games. A pupil may choose to access this space to have time and space to calm with adult supervision. An adult may need to withdraw if their health and safety is compromised; however, they will continue to monitor and support from a distance. This must be part of a planned response and positive teaching strategy which is set out in the young person's IBSP.

Adult's should support the young person as required and monitor at all times.

The pupil should be able to leave the room at all times, change of face should be employed and other de-escalation strategies such as change of environment, activity and choices should be offered as appropriate.

Recording of the incident should take place on the following document, monitoring how long the young person needed in order to self-regulate. Parents/ carers and a member of SLT should also be informed.

Incident should be logged on BehaviourWatch.

Regular reviews of the IBSP will be informed by in class recording whereby strategies and interventions will be evaluated and changed where necessary. The emphasis should always be on proactive behaviour support, in order to reduce triggers/ anxiety which could lead to crisis.

APPENDIX TWELVE **Milestone Academy**

Workspace Recording

If you have withdrawn and are monitoring a pupil, please ensure ALL of the following notifications take place before the end of the day:

Name	Class	Date	Time

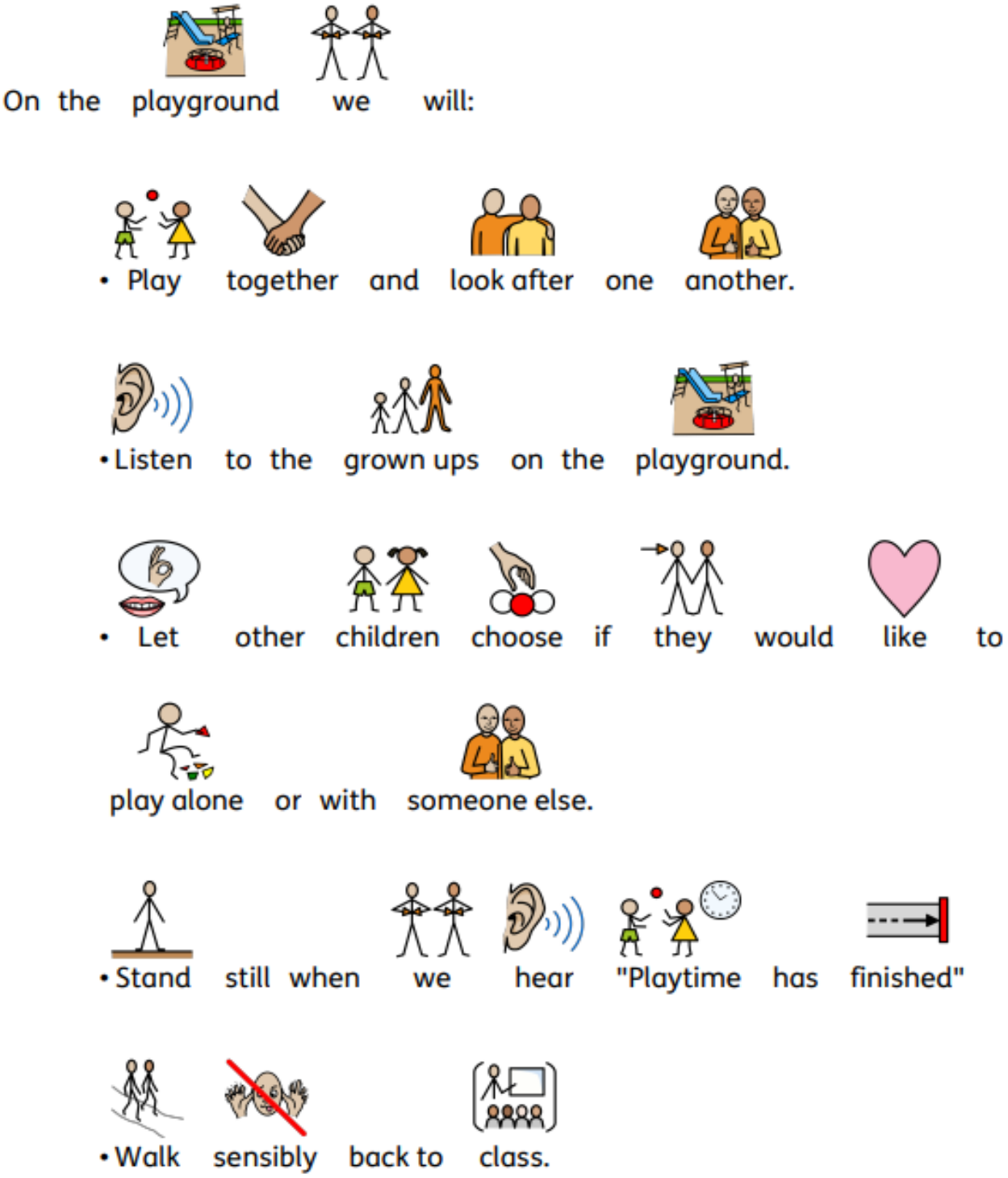
Door open / shut (delete as appropriate) Pupils should be able to leave the room.
Form completed by: Name: Signed:

Please ensure ALL of the following notifications take place before the end of the day:
(please tick)

BehaviourWatch slip completed		Class teacher informed	
SLT informed		Parents informed (via phone or contact book)	

A copy of this form should be given to SLT, which will be countersigned and filed securely with the Principal's Administrative Manager who will attach to incident form.

APPENDIX THIRTEEN: Pupil Promise



In class we will:

• Listen carefully and follow instructions given by adults.

• Respect other people and their belongings.

• Take our turn.

• Be ready to learn and try our best.

APPENDIX FOURTEEN

Milestone Academy

Behaviour Recording Process

Class team, with support where needed by ASD lead, decide on the type of recording to be used for individual students	Recording of behaviour on in class recording. Does it also meet the BW Serious Incident criteria?	Class teacher and team analysis	Following in class behaviour analysis-
Types of Behaviour worthwhile recording as it affects student and whole class learning- Behaviour is challenging if it causes harm or if it stops people fulfilling some aspect of their lives, such as: • Learning (self or others) • Taking part in activities with others • Well being • Disruption of routine It is the impact of these behaviours that makes them challenging. Challenging behaviour can be: Self-injurious: Head-banging, scratching, pulling, eye poking, picking, grinding teeth, eating things that aren't food. Aggressive: Biting and scratching, hitting, pinching, grabbing, hair pulling, throwing objects, verbal abuse, screaming, spitting.	If an adult has been significantly injured that First Aid is required, then a First Aid report would be filled out by either the nurse or any qualified first aider. These are kept and filed in the medical room and with HR. Quite often, First Aid reports aren't done because an adult hasn't sought first aid- which means their injury was not significant. So unless a Physical Intervention was used or another criteria of Serious Incident met it should not go in a serious incident slip. **Please note that parents/carers and in some cases SWs will need to be informed. There is now a section when inputting Physical Interventions that requires you to fill out how the parent was informed and a copy of the information**	Daily or when possible- Unpick incidents and what can be done to reduce triggers, or support regulation, or how to support the student best when in crisis. Use of Iceberg, Functions of behaviour and Stress Bucket Theories to improve where necessary the Environment, Curriculum, Support, Individual Need, Communication, Well Being,	Group lead to contact Behaviour lead for support where needed. ASD leader will make contact with leads in their Phase to offer support. Strategies/Interventions/ Supports/Behaviour Plans put in place to reduce behaviour occurrence or severity.

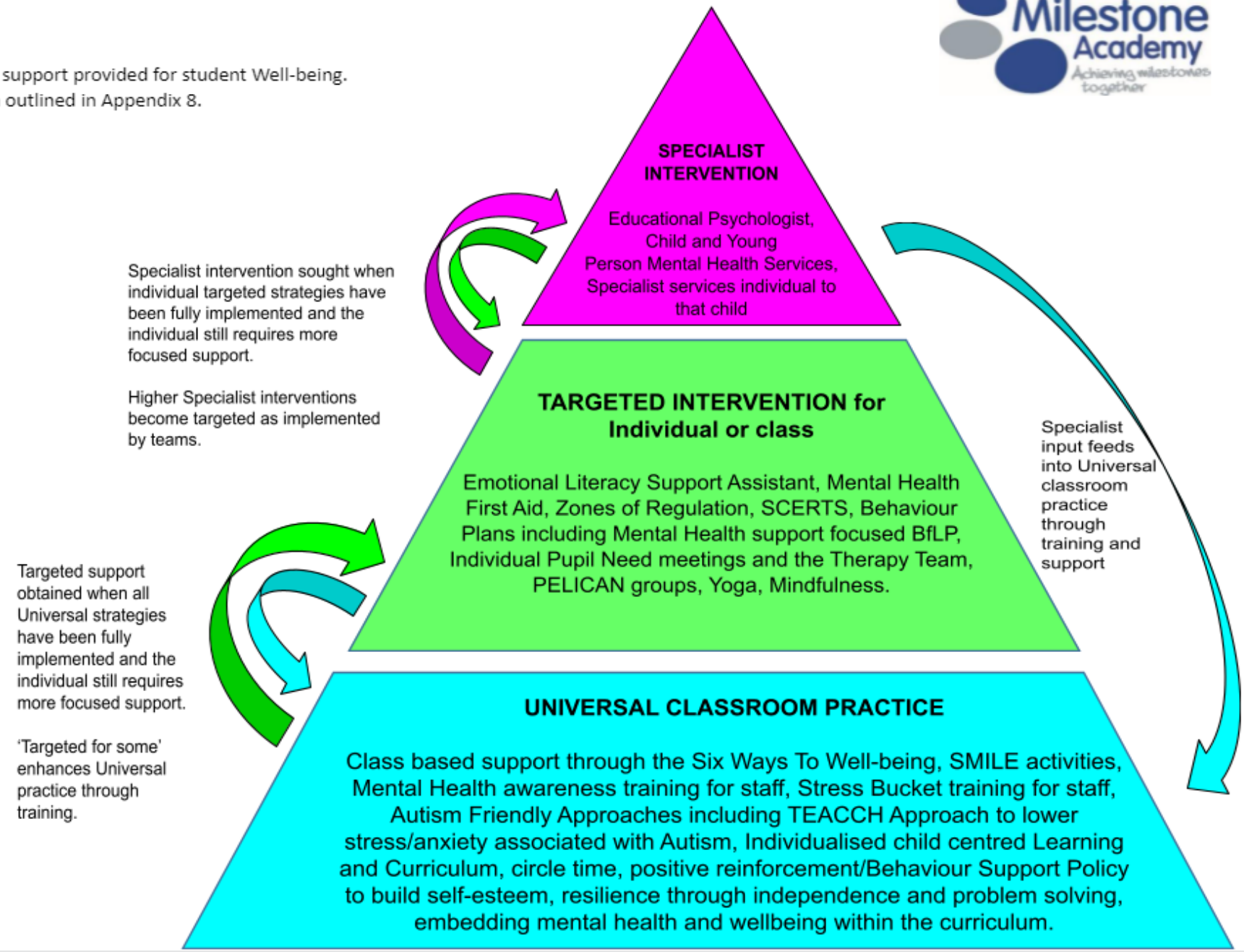
Updated: October 2023
Review: October 2024
Ownership: The Behaviour Team.

<u>Stereotyped:</u> Repetitive movements, rocking, repetitive speech and repetitive manipulation of objects. <u>Non-person directed:</u> Damage to property, hyperactivity, stealing, inappropriate sexualised behaviour, destruction of clothing, incontinence, lack of awareness of danger, withdrawal. <u>Disruption through non dangerous means:</u> Shouting, swiping and other low level behaviour that disturbs lessons. Types of recording- Frequency for frequent behaviours where a tally system can be used to collect the number of individual incidents a day. STAR/ABC to paint a clear picture of the Setting, Trigger, Action and the Result. Leading to in depth recording making analysis and unpicking of incidents easier. This can be carried out for less frequent behaviours that are harder to unpick unless more detail is looked into. Monthly calendars. Traffic light Recording to be particularly useful in helping to understand the different stages of behaviour is based on a 'Traffic	**shared for example a telephone record.** Criteria- • A challenging behaviour requiring the use of physical interventions and/or resulting in a significant injury to anyone involved (staff, pupil) • A challenging behaviour requiring physical intervention or resulting in a significant injury to anyone involved whilst in the public gaze. e.g. community participation, swimming lessons, class trips (or in the presence of a visitor in school) • A challenging behaviour or event/occurrence that may be classed as a 'near miss' (e.g. child has got into the carpark, but safely found, scissors thrown narrowly missing face) • A challenging behaviour or event/occurrence resulting in significant injury/concern that requires subsequent involvement of outside	positive reinforcement and highlight areas for training.	

light' system Colour coding for example 'typical behaviour' (green), to a level that problems are about to occur (amber) prior to the occurrence of the behaviour itself (red). After the behaviour (blue) care must be taken to ensure that the person returns to the green phase. Another example can be Red: Severe incidents (Please define e.g. kicking, biting), Orange: Moderate incidents (Please define), Green: Low level incidents or no incidents (please define).	agencies (e.g. medical, social services, parents, police) • Any event or occurrence that involves inappropriate behaviour (e.g. secondary aged pupil undressing or sexualised behaviour in public) • Any event or occurrence that results in serious damage to property (e.g. broken window, computer screen, door)		

Appendix 15 MILESTONE Well-being support-

Visual representation of the support provided for student Well-being.
This fits within the provision outlined in Appendix 8.



Appendix 16

Milestone Academy
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Mental Health First Aid

What will MHFA at Milestone look like and be used for-
A Mental Health First Aider will receive the training provided by/for MHFA England and then have subsequent in house training on Functions of Behaviour and Autism/sensory processing, SMILE activities and Communication language/communication difficulties interaction, the toolkit session on the types of approaches and who to contact for support in house that we use in our setting (flowchart of resources and knowledge). This training will allow for the understanding of the crossovers between stress and anxiety associated with Autism.

Stress can be defined as the degree to which you feel overwhelmed or unable to cope as a result of pressures that are unmanageable. Key signs are changes emotionally, behaviourally and physically.
Anxiety is the feeling of unease, such as worry or fear and can be mild or severe.

What is MHFA-
Youth Mental Health First Aid (MHFA) courses are for everyone who works with, lives with or supports young people aged 8-18. They will teach you the skills and confidence to spot the signs of mental health issues in a young person, offer first aid and guide them towards the support they need. In doing so, you can speed up a young person's recovery and stop a mental health issue from getting worse.

Our courses won't teach you to be a therapist, but we will teach you to listen, reassure and respond, even in a crisis - and even potentially stop a crisis from happening.

But more than that, we aim to give you the information and skills to look after your own mental health so that you can set an example for young people. By giving you the tools to have these conversations, we hope to empower you to create a mentally healthy, supportive environment in your family, school, peer group or community.

Aim of this person-

- To meet with class teams to discuss what is causing student stress
- To support the team to identify ways to lower the stressors
- To support in brainstorming activities such as play, 6 Ways To Wellbeing aspects and physical regulation to boost wellbeing

To achieve this the MHFA will be given 30 mins from students leaving to sit with a class team once a week. Due to class leads job sharing a specific day will not be allocated and will be arranged by the staff involved (Teacher, MHFA and their class lead, ASD lead where needed)

:

MHFA flowchart explaining the stepped process of the intervention-

Classes are identified by the teacher and/or Phase leadership team as requiring support with lowering class/student stress through advice on play/activities such as 6 Ways to Wellbeing to lower stress and increase self esteem.

The Phase Leadership team such as the ASD Lead with the class teacher then decides on what target/focus will be worked towards and how it can be measured or evaluated.

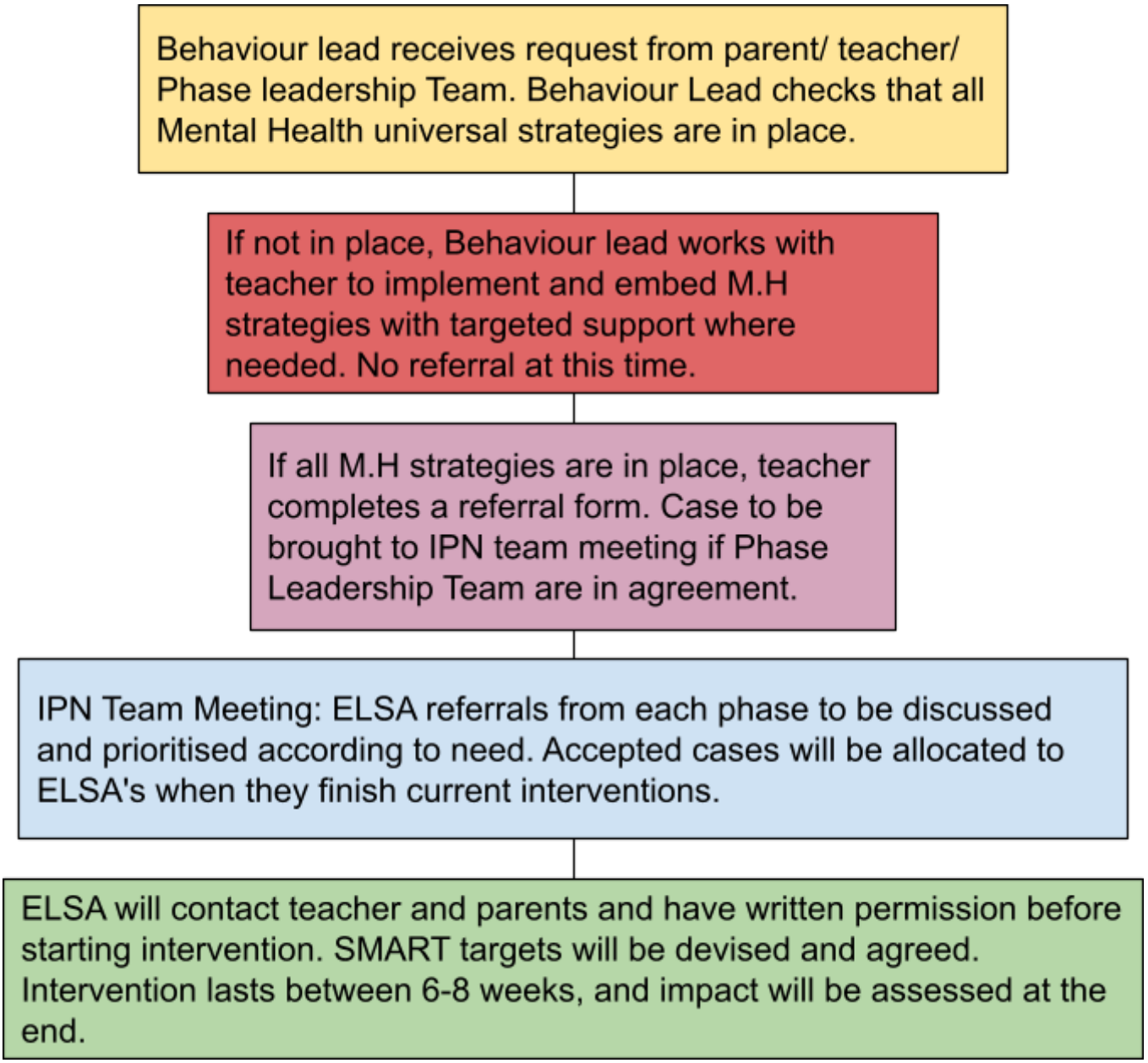
Class team to monitor changes taking place in the classroom by continuing with in class recording. If further Wellbeing input is required ASD Lead or the persons required to attend meets with MHFA and class.

Sessions recorded by the MHFA for their own information to then share if requiring further support using Stress Bucket/Tap version of a meeting record (visuals can also be used)

Evaluation of the target/focus of the intervention carried out by the class team and MHFA 3 weeks after practice being adapted. Class to discuss in class recording to see the benefits and analyse what needs to be adapted next to increase well-being and decrease negative emotions.

Appendix Seventeen: ELSA SPA

ELSA flowchart explaining the stepped process of the intervention-



APPENDIX 18

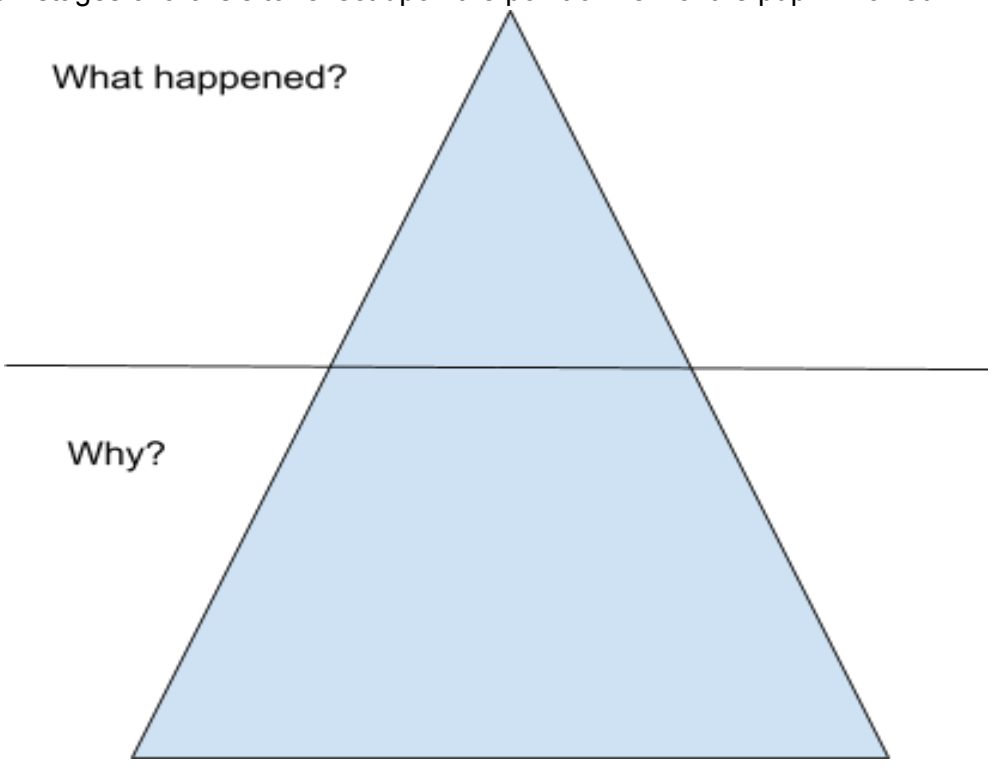
Milestone Academy Incident Debrief

Class:	**Date:**
Staff present:	**Pupil/ Student**

Key areas of discussion

1) **Wellbeing check-** Staff and pupils.

2) **Discussion of the incident** factually and objectively. Consider all points of view and complete iceberg/six stages of a crisis to reflect upon the point of view of the pupil involved.



3) **Reflection**: Is there anything that could have changed the outcome? (Consider the environment, consider direct/ indirect actions & reactions of both staff and pupils).

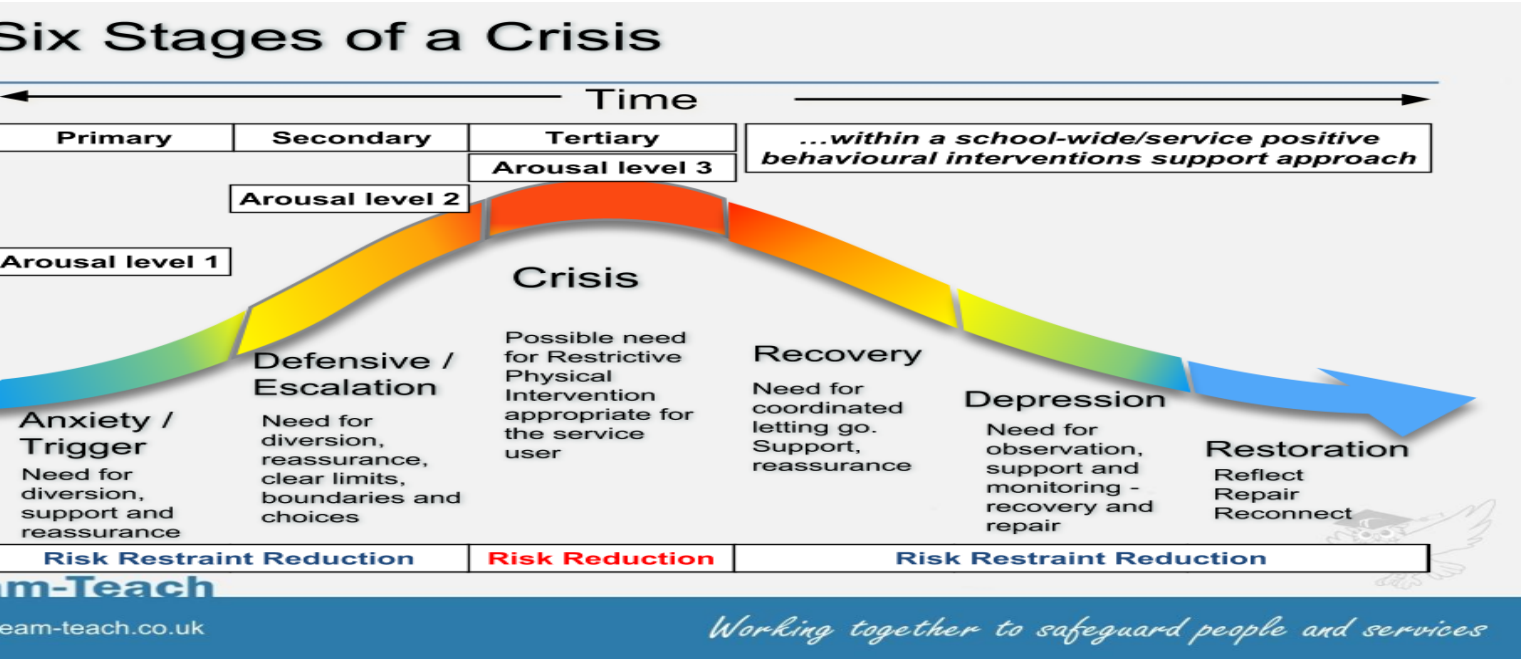
4) **Repairing relationships**: what can be done to facilitate repair adult-adult, adult-child, child-child?

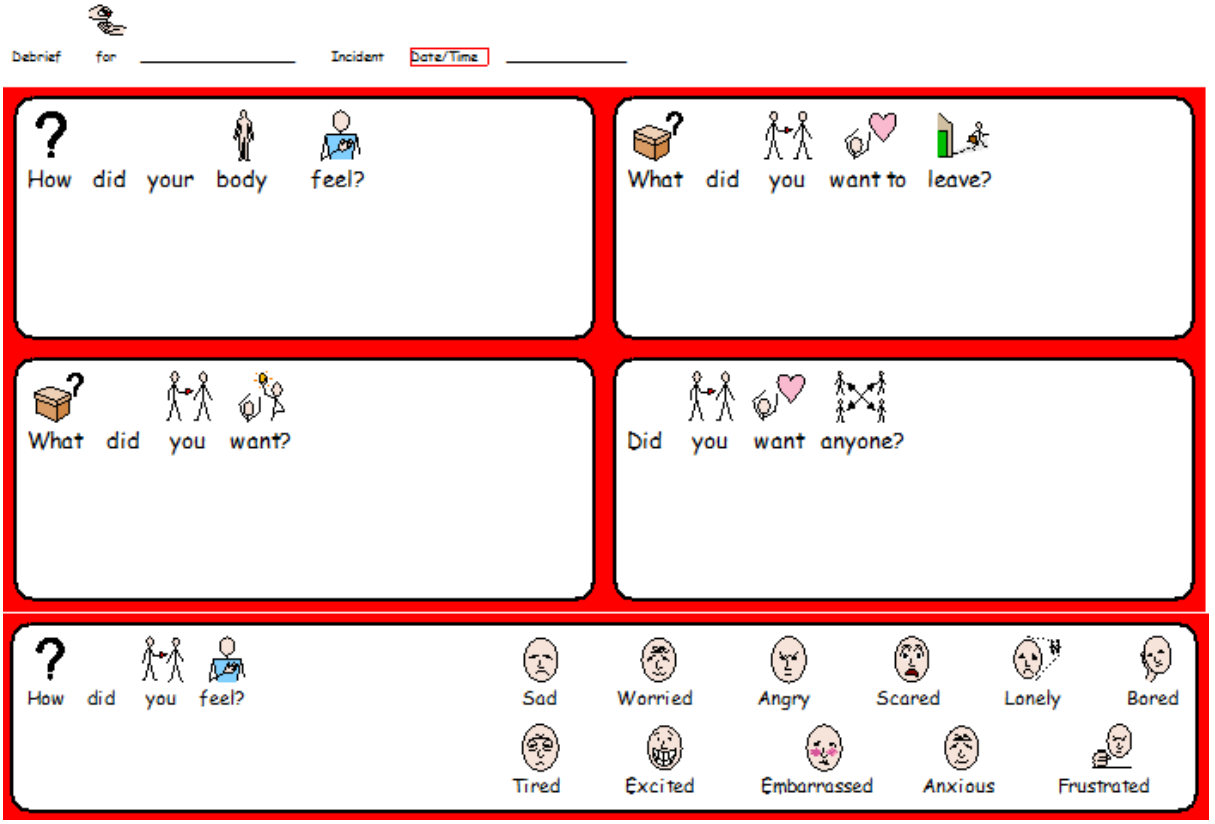
Plan and include child if this is appropriate to their developmental stage.

5) **Action plan**: What needs to immediately change from a risk assessment point of view ? Adapt IBSPs and Risk assessments in light of discussion and consensus. (You may wish to consider- training, referral to other agencies, use of PPE in addition to the above).
Now consider longer term teaching strategy:

Recorded by:

Use the 6 Stages of a Crisis below to think about the student, what you see/ what you think they need/ want, responses of adults in order to develop your plan moving forwards.





Body feel is Sensory
Leave is Escape
Want is Tangible
Want anyone is attention

Actions from students comments-