

Elysian

Behaviour Policy



Last Review: July 2022

Next Review Due: July 2023

For the purposes of this policy, where the term Elysian is used, it refers to Elysian Animal Assisted Therapy & Learning CIC including Elysian School and Elysian Animal assisted Therapy and Learning.

This policy is applicable to all Elysian sites.

Policy Principles

Elysian believes that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. Elysian seeks to create a caring, calm and therapeutic learning environment and promotes that all staff and pupils are entitled to work in a safe, fair and orderly environment and have appropriate access to support, guidance and training on behavioural matters.

Pupils who attend Elysian will often display a range of behaviours that create barriers to their learning and progression. For this reason, Elysian's ethos is to enable pupils to manage their behaviour through a therapeutic approach to remove their barriers to learning, which in turn will allow pupils to engage in meaningful education. Elysian has the general health and wellbeing of pupils embedded in its ethos which includes supporting pupils to manage their behaviour appropriately away from school within the community to ensure they are ready for their next steps.

Elysian promotes equal opportunities and anti-discrimination and does not discriminate or support discrimination against either pupils, their parents and carers or staff and volunteers on the grounds of any protected characteristic under the Equalities Act 2010. The ethos is designed to give young people, who have an Education, Health and Care Plan or have a range of difficulties or disabilities the chance to become more equal members of society and more equal in terms of educational life chances. Therefore, for all who attend Elysian, equality of opportunity underpins the value of everything we do; valuing and respecting diversity and building community cohesions. These principles are achieved through combined holistic approaches which:

- Promote positive behaviour, self-esteem and mutual respect
- Ensure consistency and fairness of treatment for all
- Promote early intervention via proactive and targeted behaviour work with pupils
- Seek to help pupils understand their behaviours and enable positive changes

This policy therefore sets out the guiding principles and strategies of how Elysian effectively supports and assists pupils to manage their behaviour to be able to meaningfully engage in education and with the wider community. In doing so, this policy also works to tackle anti-bullying (for more detail see Anti-Bullying Policy), promote anti-discriminatory practice and ensure fair treatment for all by providing a clear framework on our approach to managing negative behaviours from pupils.

Roles and Responsibilities

The Elysian Senior Leadership team has established this policy for promotion of positive behaviour and will keep it under review to ensure that it is communicated to all pupils, parents and carers, is non-discriminatory and that Elysian's expectations about behaviour are clear.

The SLT has responsibility for ensuring that this behaviour policy is implemented and appropriate training as necessary is provided to enable all staff to be able to follow and apply the policy and associated procedures.

All who work at Elysian have a shared responsibility for ensuring that the Elysian Behaviour Policy and associated procedures are followed and consistently and fairly applied. Elysian expects that all

staff and volunteers model positive behaviour as part of their professional responsibilities and ensure that any incidents of disruption, violence, bullying and any form of harassment are addressed appropriately, reported and recorded.

Elysian also promotes that all staff including volunteers take responsibility for their own personal barriers to effectively manage behaviours. Elysian encourages and supports staff to regularly reflect and discuss their own actions and responses to pupils' behaviour and incidences. This is to identify any inadvertent contributory factor to a situation escalating and any areas of behaviour management that staff have difficulty with. This helps Elysian to ensure appropriate support and training is delivered and that staff and volunteers can confidently and objectively develop and utilise effective strategies with pupils to promote the best possible outcomes.

Parents and carers also have an essential role to play in assisting Elysian to maintain high standards of behaviour. Regular liaison with parents and carers and external agencies regarding pupils' behaviour is therefore paramount and proactively initiated by Elysian.

Elysian pupils are encouraged to take responsibility for their own behaviours and will be made fully aware of this policy, procedure and expectations of their behaviour. This will always be carried out in a differentiated way to ensure that each pupil is able to understand the expectations in a meaningful way. Elysian understands that behaviour is often a key aspect to the pupils' barriers to learning and typically linked to their circumstances or specific condition. As such, ongoing support and guidance is provided by Elysian to enable pupils to take responsibility for their behaviours and to learn to manage them effectively.

Staff Training and Support

Elysian provides and promotes a variety of training and support processes to enable staff to effectively manage challenging behaviour, promote the Elysian therapeutic ethos and tackle discriminatory practice.

All staff and volunteers receive an individual induction programme including the familiarity with Elysian policies and procedures. Mandatory INSET training is also on the following areas relative to behaviour management:

- Professional Boundaries and Responsibilities
- Effective Communication in the Classroom
- Safeguarding / Child Protection
- Managing Challenging Behaviour & Assessing Risk
- Team Teach training in Positive Behaviour Management

All staff and volunteers are expected to complete refresher training on these areas at least once per year, which will be tied into their CPD file and annual appraisal. Where relevant Elysian will support staff to attend relevant external training related to behaviour management and will provide further INSET training.

There also exists a high level of support processes and systems for Elysian staff and volunteers regarding effective behaviour management relative to their role. These include the following:

- Daily morning briefings and end of day debriefs where behaviour management is discussed, effective practice is shared, and behaviour strategies are agreed as a team and overseen by a member of the Senior Leadership Team
- Regular opportunities for co-working

- Regular team meetings
- Supervisions
- Open door policy
- Teachers and Learning Mentor observations and feedback
- Individual shadowing / mentoring as appropriate

Procedures and Framework for Managing Behaviour

Standards and Expectations

Elysian has high expectations of the standards of behaviour displayed by pupils. However, pupils' behaviours are linked to diagnosis and or their Education Health and Care Plan and as such there must be great understanding, sensitivity and skill when dealing with behaviour. Inappropriate behaviours or responses are often embedded, learnt behaviours, which have manifested due to disrupted personal backgrounds and experiences. As such, high levels of support and input are required for the pupils to be able to meet the standards within this policy. Elysian therefore works extensively with pupils in a consistent, person centred and intentional manner to help them to be able to display the following positive behaviours:

- Treating others, the environment and the animals with respect and consideration
- Being helpful and kind to others
- Using appropriate language
- Contributing to a calm, imaginative and inclusive learning environment
- Informing staff when having difficulties

Where pupils display unacceptable and or inappropriate behaviour, Elysian works with them through various processes to help them learn and understand why their behaviour is unacceptable or inappropriate and helps pupils learn and develop strategies for managing their behaviour and responses more appropriately. Unacceptable and inappropriate behaviour includes:

- Absconding
- Physical Aggression / Violence to others
- Damage to property
- Verbal aggression including swearing directed at others
- Disruptive (stopping others from learning)
- Invading personal space

Elysian does not expect pupils to display these unacceptable behaviours, however where pupils have had historic difficulties and or incidences displaying these types of behaviours, Elysian understands that there is an increased likelihood of incidences of these behaviours occurring. To effectively manage this, pre-emptive structured processes are put in place through Individual Pupil Risk Assessments, Individual Education Plans, Individual Learning Strategies and the use of appropriate learning environments with high staffing levels to ensure as much as is practically possible, pupils are educated in an environment and manner that is conducive to displaying positive behaviours and is safe for all other pupils, staff and volunteers. The nature of the farm environment lends itself to imaginative ways of managing behaviour and allowing a sense of space for pupils struggling with their behaviour.

Pupil Ground Rules

To present and foster a culture where behaviours are addressed promptly and openly, staff will discuss with pupils what is expected of them and why and how Elysian will work to support pupils to achieve this. Pupils are given the opportunity to and encouraged to question and engage in discussion regarding the ground rules in order that they are accepted and clearly understood. Ground rules are then revisited at various times throughout the school year as necessary. Elysian ground rules will include the following:

Follow instructions, particularly safety instructions around the farm

- No bullying
- No swearing
- Respect others personal space
- Respect others learning needs
- No disrupting others (stopping others from learning)
- No talking over others
- Respect other's opinions
- No leaving the farm site without permission
- No damage to property
- No violence or aggression to others

Early Intervention (including Preventing Bullying)

Due to the nature of our pupils, Elysian operates intensively on pre-empting behaviours and early intervention. Elysian employs processes to achieve effectiveness in this area and promote environments and methods of teaching conducive to supporting pupils to display positive behaviours. Early intervention methods rely on the following processes which direct the work of all Elysian staff on an individual pupil basis and work to prevent bullying.

- Knowledge of pupils' needs, prior behaviours and incidents and any known triggers
- Risk Assessments
- Personal Education Plans
- Education, Health and Care Plans
- Individual Education Plans
- Relevant curriculum work
- Regular Pupil Behaviour Review processes (SEN, EHCP reviews, etc.)

If any unwanted behaviour occurs, reflection will be encouraged so that responsibility can be addressed in a safe manner and any further support strategies needed can be put in place. Reflection will happen as soon as possible after the event.

Elysian does not believe in the regular use of physical interventions and will ensure that every possible strategy will be used to avoid this. The use of any physical intervention will only be implemented as an absolute last resort to stop a pupil harming themselves or someone else, or any serious damage to property.

Knowledge of Pupil Needs / Prior Behaviours

Elysian staff are made aware of, and proactively seek information on pupils' previous behaviours and incidents and current needs through use of the following:

- From pupils themselves
- Elysian Admission Information and Consent Form
- EHC Plans
- Personal Education Plans
- Previous school reports
- Discussions with pupils / parents / carers
- Agency reports as appropriate

Risk Assessment

Based on information gained about previous behaviours, incidents and current needs, a robust risk assessment is drawn up which details the potential risks a pupil may present for certain activities around the farm. The risk assessment then directs the learning environment and methods of working with the pupils by agreed action and detail in the following areas:

- Strategies for managing behaviours
- Staffing Ratio / work with peers
- Most appropriate learning environment as appropriate
- Timetable most appropriate to needs
- Assessment regarding use of sharp objects in lessons
- Assessment regarding hot food / drink

All staff and volunteers sign up to working under the direction of the behaviour management strategies for each pupil which will be reviewed and updated on termly basis and or following an incident or near miss and whenever there is a significant change with the pupil.

Task specific risk assessments are also carried out and used in conjunction with pupils' individual risk assessments to support Elysian to provide the most appropriate environment for pupils to display positive behaviours throughout the day.

Structured control measures for staff include:

Pupils are supervised always whilst at Elysian; this includes breaks and lunch times

All offsite education is pre-planned and agreed by the Executive Director which is discussed at morning briefing

All staff are made aware in briefing meeting which pupils will be in and out of the farm

All staff are made aware in briefing of any expected meetings or visitors to Elysian

Should the Senior Leadership team not be available, staff will be made aware of an alternative contact for advice / guidance on behavioural management. Elysian also expects staff to employ the following approaches throughout all their work with pupils to promote positive behaviour:

- Display good pro-social modelling
- Use active listening
- Stay as calm as possible
- Use appropriate tone and level of voice to the situation
- Use appropriate body language
- Be aware of your own triggers
- Use positive reframing
- Follow any psychology report recommendations
- Give clear firm boundaries
- Give clear instructions
- Give regular praise after instructions have been followed
- Ignore behaviour where appropriate
- Offer time out or 1-1 support where necessary
- Call for help from other staff if behaviour escalates to unmanageable level

Relevant Curriculum work

All pupils are encouraged and supported to engage in Personal Social and Health Education (PSHE) and 'Prevent' curriculum work. This includes work relevant to early intervention of behavioural concerns and bullying prevention through the following curriculum areas, where appropriate:

- Emotional Wellbeing
- Healthy lifestyles
- Relationships behaviour and practices in the workplace
- Personal Safety
- Diversity prejudice and discrimination
- British rule of law
- E-safety and cyber bullying
- Sex and relationships education

Actions and Consequences

Elysian uses a variety of generic and individual strategies for managing pupils' behaviour and promoting positive behaviour. Positive behaviour will be promoted by pro-social modelling by all staff and volunteers, discussions with pupils on expectations, reflections on previous incidents, ongoing work on behaviour management, encouragement and praise and use of appropriate learning environment and methodology relative to the pupils' individual needs. Unwanted behaviours will be dealt with on an individual basis.

All pupils will be made aware in their induction that sanctions will be individual to them and will be agreed by the SLT and their parent or carer, considering their previous experiences and any diagnosis that could affect their behaviour. All pupils will have had an in-depth induction which will be regularly reviewed, and they will also be inducted in an Elysian Agreement. However, the focus wherever possible will be on positive changes for which support, and recognition will be given.

Elysian does not work in a punitive way but aims to support the pupils to take responsibility of their actions and to learn that there are always consequences to the actions they take and decisions they make. Consequences agreed for any significant behaviours will be recorded in the Pupil Incident Log Book and in their personal file. However, in the event of more serious behaviours e.g., intentional

harm to others or intentional serious damage to property, exclusion may be a consideration. Please refer to the Elysian Exclusion policy.

Rewards

Elysian aims to encourage and celebrate the success of all its students in all areas of school life, and to ensure that personal effort, commitment and achievement is acknowledged, rewarded and recorded. To do this we reward the pupils with a points system for positive and or kind behaviour that is noticed by staff or other pupils, usually at times when it is not expected. The points are recorded in the back of their homework book along with a description of why they have been awarded the point. At the end of each term the points are exchanged for a prize of their choice. The prizes are on display throughout the term and each item is clearly marked with a points value. Once awarded, Notice Points cannot be lost and are not taken away for any sanctions etc.

Involvement with Parents/Carers and other Agencies

Elysian seeks to involve parents/carers and other agencies in many aspects of behaviour management and decisions are shared through the following processes:

- IEP's
- Risk Assessments
- Evaluations
- Annual reviews of EHC Plans
- PEPs
- Multi agency meetings
- Home Visits where appropriate
- Regular phone and email updates
- Termly reports

Where necessary, relative to a specific highlighted risk or following an incident, a member of Senior Leadership will arrange a visit to parents/carers and involve all other relevant agencies to discuss and agree specific behavioural strategies which will be reviewed regularly throughout the year.

Sharing Good Practice

Elysian will seek to share good practice and seek best practice from others in behavioural management with parents/carers, and other agencies in order that effective practice can be consistently employed for the benefit of the pupils. This will be shared through IEP's, annual reviews of EHC Plans, multi-agency meetings, home visits where appropriate and termly reports.

This policy will be reviewed annually by SLT and the Advisory Board