

# **Elysian**

## **Behaviour and Exclusion Policy**



**Last Review: March 2023**

**Next Review Due: March 2024**

**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 learners are entitled to work in a safe, fair and orderly environment and have appropriate access to support, guidance and training on behavioural matters.

Learners 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 learners to manage their behaviour through a therapeutic approach to remove their barriers to learning, which in turn will allow learners to engage in meaningful education. Elysian has the general health and wellbeing of learners embedded in its ethos which includes supporting learners 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 learners, 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 learners
- Seek to help learners understand their behaviours and enable positive changes

This policy therefore sets out the guiding principles and strategies of how Elysian effectively supports and assists learners 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 learners.

### **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 learners, 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 learners' 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 learners 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 learners' behaviour is therefore paramount and proactively initiated by Elysian.

Elysian learners 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 learner is able to understand the expectations in a meaningful way. Elysian understands that behaviour is often a key aspect to the learners' barriers to learning and typically linked to their circumstances or specific condition. As such, ongoing support and guidance is provided by Elysian to enable learners 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 (all areas required in KCSiE)
- Managing Challenging Behaviour & Assessing Risk
- CPI training
- PACE

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 Key worker 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 learners. However, learners' 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 learners to be able to meet the standards within this policy. Elysian therefore works extensively with learners 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 learners 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 learners 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 learners to display these unacceptable behaviours, however where learners 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 Learner 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, learners are educated in an environment and manner that is conducive to displaying

positive behaviours and is safe for all other learners, staff and volunteers. The nature of the farm environment lends itself to imaginative ways of managing behaviour and allowing a sense of space for learners struggling with their behaviour.

### ***Learner Ground Rules***

To present and foster a culture where behaviours are addressed promptly and openly, staff will discuss with learners what is expected of them and why and how Elysian will work to support learners to achieve this. Learners 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. Non-negotiable Elysian ground rules will include the following:

Follow instructions, particularly safety instructions around the farm

- We are kind because bullying is not tolerated
- We do not leave the farm site without permission
- We do not smoke or bring smoking-related items to Elysian
- We are not violent or aggressive to others or animals

### ***Early Intervention (including Preventing Bullying)***

Due to the nature of our learners, 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 learners to display positive behaviours. Early intervention methods rely on the following processes which direct the work of all Elysian staff on an individual learner basis and work to prevent bullying.

- Knowledge of learners' 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 Learner 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 learner harming themselves or someone else, or any serious damage to property.**

### ***Knowledge of Learner Needs / Prior Behaviours***

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

- From learners themselves
- Elysian Admission Information and Consent Form
- EHC Plans
- Personal Education Plans
- Previous school reports
- Discussions with learners / 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 learner may present for certain activities around the farm. The risk assessment then directs the learning environment and methods of working with the learners 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 learner 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 learner.

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

Structured control measures for staff include:

Learners 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 learners 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 learners 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 learners 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 learners' behaviour and promoting positive behaviour. Positive behaviour will be promoted by pro-social modelling by all staff and volunteers, discussions with learners 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 learners' individual needs. Unwanted behaviours will be dealt with on an individual basis.

Elysian does not promote the use of sanctions or punishments of any kind. However, staff do apply natural and logical consequences, dependent on the challenge faced. For example, a learner who absconds from the farm has shown that they cannot keep themselves safe and may therefore be stopped from taking part in an offsite trip.

Elysian does not work in a punitive way but aims to support the learners 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 My Concern. 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.

## **Exclusions**

A decision to exclude a young person, either internally, for a fixed period or permanently is seen as an absolute last resort by the Elysian. The physical and emotional health of our young people and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted. The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of Elysian non-negotiable behaviours.

Exclusion may be the result of persistently challenging behaviour or a serious single incident. Any exclusion will be at the decision of the Head of Education, usually in consultation with other members of the senior leadership team (particularly if they were involved in debriefing the incident).

### **Types of exclusion**

#### **Internal Exclusion/Reflection Time**

Internal exclusion or Reflection Time is when a learner has time away from their usual group and must work and reflect, away from their group for a fixed amount of time. An internal exclusion/reflection time is a discretionary measure, where a young person's behaviour is escalating and more serious measures need to be taken, but there are not yet grounds for an external, fixed-term exclusion. Typically, a young person receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the teacher and or the therapist, meetings with parent/carers etc).

#### **Temporary / Fixed-Term exclusion**

A temporary / fixed term exclusion is when a young person is excluded from Elysian and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy. Wherever possible, a reintegration meeting with the parent/carer and children should be held on or before the day of return to Elysian. However, the period of exclusion must not be extended to accommodate this.

#### **Permanent exclusion**

Head of Education and the Head of Therapy If a series of incidents, repeated misbehaviour or a serious incident occurs, or behaviour puts the safety of the learner or other learners at risk, it is at the Head of Education and Head of Therapy's discretion to exclude the young person temporarily or permanently.

#### **The Decision to Exclude**

If the Head of Education and the Head of Therapies & Intervention decides to exclude a young person, they will:

- Ensure that there is sufficient recorded evidence to support the decision.
- Explain the decision to the children, if the children is in a state of mind to listen to the decision.
- Contact the parents, explain the decision and ask that the child be collected or be at home to receive them.



- Send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary/fixed term exclusion.
- The length of the exclusion and any terms or conditions agreed for the children's return.
- Plan how to address the children's needs and integration back into their Elysian site on their return.
- Plan a meeting with parents and children on their return to be conducted by a suitable member of staff, prior to their return wherever reasonably practical. This may also happen over the telephone.

### **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:

- PLP'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 meeting with 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 learners. 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 the Head of Education and Learning, and will be further agreed by the Chair of Governors.**

**February 2023**