

Kisimul

ED06 School and college behaviour

Policy and procedure

Document Information

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1. Introduction

1.1 Good behaviour in schools and colleges is central to a good education. Schools and colleges need to manage behaviour well so they can provide calm, safe and supportive environments where our learners can learn and thrive. Part of Kisimul's mission is to teach our learners how to behave well and appropriately within the context they are in. This is a particularly important element of our mission because Kisimul supports people with severe learning disabilities and autism, and may on occasion present with behaviours of concern / behaviours that challenge. This is why it is important that our schools and college create cultures where learners and staff flourish in safety and dignity.

1.2 Schools and colleges are able to create environments where positive behaviours are more likely by proactively supporting learners to behave appropriately. All the adults working within the environment are responsible for modelling positive behaviour, recognising that because of their complex needs, our learners need additional support in order to understand how to behave appropriately.

1.3 When learners do behave inappropriately, all staff should be able to respond promptly, predictably and confidently in order to maintain a calm, safe learning environment. It is important then to consider how such behaviour can be prevented from recurring through the use of debriefs, accurate monitoring of incidents and functional analysis of behaviour.

2. Scope

This behaviour policy applies to all schools and colleges within Kisimul Group and to all members of staff, including colleagues from residential support, facilities and admin support.

3. Definitions

3.1 The people we support are referred to in this policy as **learners**. In the context of the college environment, this may include adult learners supported by an EHCP up to the age of 25.

3.2 The terms 'behaviours of concern' and 'behaviours that challenge' are used to describe behaviours that arise out of the emotional distress experienced by the people we support. We

believe that such behaviours are often trauma responses, therefore staff are trained in a trauma-informed way through the Meas behaviour support training programme.

3.3 Behaviours of concern / behaviours that challenge are defined as: ‘...culturally abnormal behaviours of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy or behaviour which is likely to seriously limit the use of or result in the person being denied access to, ordinary community facilities...’ (Emerson, 2011). ‘Behaviour can be described as challenging when it is of such intensity, frequency or duration as to threaten the quality and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion’ (Royal College of Psychiatrists, 2007).

3.4 Restrictive Practices are those practices that involve restricting a person’s liberty or freedom in some way

3.5 Restrictive Interventions are deliberate acts on the part of other people that restrict an individual’s movement, liberty and / or freedom to act independently in order to: take control of a dangerous situation where there is a real possibility of harm to the person or others if no action is undertaken; and end or reduce or the danger to the person or to others; to contain or limit the person’s freedom for no longer than necessary. Restrictive physical intervention means to intervene physically in order to support a person with vulnerabilities.

3.6 Emotion coaching – moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses.

3.7 Co-regulation – warm and responsive interactions that provide the support, coaching and modelling children to understand, express and modulate their thoughts, feelings and behaviours.

4. Roles and responsibilities

- 4.1 The oversight and application of this behaviour policy is the responsibility of the headteacher. The headteacher is responsible for leading the creation and reinforcement of a positive culture, ensuring that it permeates through every aspect of school and college life. All staff are responsible for ensuring that this policy is implemented effectively across the school setting.
- 4.2 Together with the headteacher, the senior leadership team is responsible for the implementation of this policy, and ensuring all staff are aware of the core principles underpinning the school or college's approach to supporting learners to behave positively. SLT will ensure that staff received good quality induction and refresher training designed to underpin the principles of this policy.
- 4.3 Kisimul Directors will maintain and be accountable for the Kisimul Group model of behaviour support, known as Meas (which means 'Respect' in Scots Gaelic), a training programme certified by BILD Act according to the Restraint Reduction Network Training Standards.
- 4.4 Kisimul Directors will approve the approach behavioural support planning and support a strategy for reducing restrictive practices and interventions.
- 4.5 Kisimul Group will have in place and maintain an up-to-date governance structure and transparent policies around the use of restrictive interventions which involves the collection and analysis of data. This will be reported on monthly, with a narrative for themes, trends and individual interventions where these have escalated. Aiming to reduce incidents is a generally sound barometer of better management, but data will always need context as to both the numbers of learners being measured, individual and cyclical (e.g. seasonal, event related) patterns of behaviour, and also biological factors (such as adolescence or medication changes).

5. Policy

- 5.1 Within Kisimul schools and colleges, we want our behaviour policy to reflect our understanding of the complex needs of our learners. We recognise how this contributes to their ability to self-regulate and manage their behaviour and emotions in a positive way, in order that they can be ready to

engage with learning. We understand that behaviours of concern / behaviours that challenge always happen for a reason and might well be a child or young person's only means of communication.

5.2 Learners who display behaviours of concern / behaviours that challenge will need support that encompasses a range of interventions, often from a range of services. This may involve proactive and positive support and/or some form of restrictive practice or intervention. We will aim to use an evidence-based approach and ensure that any restrictive intervention is legally and ethically justified, be absolutely necessary to prevent serious harm, and be the least restrictive option. We recognise how important it is to support learners to manage transitions, both the small ones involved in daily life and the big ones, such as moving on to an adult placement.

5.3 All learners will be supported by staff that have received appropriate training and who understand their individual needs. With the right support and intervention, all learners can learn to better self-regulate and manage their own behaviour. We believe that co-regulation is essential in modelling positive behaviour.

5.4 This policy should not preclude anyone from acting in an emergency in the best interests of the learner concerned.

5.5 **The school and college's response to bullying.** Please see the group's separate Anti-Bullying Policy, and the visual resources situated around school. Staff will positively promote a no-bullying approach through:

- Being highly observant.
- Promoting self-discipline and good behaviour, e.g. using praise to reinforce any positive behaviour.
- Praising co-operative and non-confrontational behaviour.
- Responding to and following-up all incidents consistently.
- Offering the victim of any incidents immediate support and dealing with the bully by instigating appropriate behaviour support.
- Offering the perpetrator appropriate support to help them to understand the impact of their behaviours

- Ensuring that all repeated or serious incidents of bullying are reported to the Designated Safeguarding Lead
- Providing opportunities to develop positive relationships within all aspects of the curriculum, taking every opportunity to build the self-esteem of all learners.

5.6 Every effort will be made to give learners both ownership and control of their own behaviour.

Whenever possible, learners will be allowed to make choices about the content of their own education in order to promote independence, self-direction and self-esteem. This includes attending and contributing to their annual reviews, where it is deemed appropriate, as well as opportunities to evaluate their achievements on a regular basis.

5.7 Health and Safety considerations. Under health and safety legislation, Kisimul Group is responsible for the health, safety and welfare of employees and the health and safety of persons not in employment, including learners using our services and visitors. This requires managers and staff to assess risks to employees, learners using our services arising from work activities, including the use of physical interventions.

5.8 Kisimul Group, as an employer, has a duty to establish and monitor safe systems of work at the schools and college, and to ensure employees are suitably trained. Use of inappropriate physical intervention may result in injury, including psychological trauma to the learner concerned, making proper training and use, records and data including analysis of its effectiveness, imperative.

5.9 This policy and associated guidance will be kept under review by Kisimul Group to ensure effectiveness and we comply with up to date guidance and legislation.

6. Training Requirements

6.1 The DfE guidance, use of reasonable force in schools July 2013, states that:

‘The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the learners when doing so.’

6.2 Kisimul Group will provide appropriate training at induction and refresher sessions at regular

intervals. Kisimul employees will not carry out a planned restrictive intervention unless they have been trained and assessed as competent to do so safely. Any intervention used will be subject to scrutiny of the situation and any learning taken forward. The use of restrictive interventions will be monitored and reviewed at individual level, service level and corporate level (see Kisimul Group Restrictive Intervention Policy Guidance, and associated documents).

6.3 Staff who have dealt with a stressful situation will be given time to recover from the personal pressure which can arise from such incidents. Senior staff should be informed to organise cover and staff support as appropriate, and a debrief should be held.

6.4 Fundamentally behaviour is a form of communication. Kisimul has a responsibility to ensure all staff can communicate and understand the SEN profile of the young people they support. Regular and good quality training in autism, communication and teaching and learning delivery will best ensure that learners are engaged, understood, supported and respected as individuals. We should aim to identify the function of responses and support the learners' physical and mental health needs rather than solely focussing on managing their behavioural responses.

7. Monitoring Outcomes

7.1 Kisimul Group as an organisation is committed to delivering effective and learner centred support that prevents the need for restrictive physical interventions. Learners in the schools and college will experience an improved quality of life because we will:

- Provide a supportive school setting in which learners feel secure and where positive behaviour and effort is celebrated. We aim to make positive behaviour more powerful than negative behaviour by filtering our responses.
- Provide strategies that will encourage learners to communicate their feelings in more appropriate ways, including use of their preferred means of communication.
- Support learners to become aware of the impact of their own behaviour and to develop self-regulation skills.
- Work to ensure that the school environment is calm, purposeful and informed, which improves the quality of learning.
- Support learners to develop an awareness and consideration of others.

- Underpin our delivery of spiritual, moral, social and cultural education through the informed teaching of British Values.
- Provide consistency of approach to dealing with positive behaviour support through staff training, including Meas.
- Structure the environment and the compatibility of learners in a way that will help prevent behavioural incidents from occurring in the first place.
- Enable and support learners to experience positive and rewarding relationships, through modelling, emotion coaching and co-regulation.
- Work to reduce the frequency and intensity of behavioural incidents.
- Ensure that learners experience restrictive intervention only as a last resort to prevent harm, when other less restrictive interventions have not been effective.
- Work with individuals to eliminate the need for restrictive interventions.
- Ensure that we do not use **sanctions** at any time. However, it may be entirely appropriate on occasion to agree reparation / natural consequence in line with the learner's capacity and understanding. (For example, in some instances it may be beneficial to help and support a learner to mend or clean an area or item they may have disrupted or damaged, but being mindful that this does not escalate and create anxiety for the learners and should be done with positive reinforcement and not punitively).

Leaders will monitor the implementation of these principles through the curriculum and by reviewing incidents in order to embed a culture where lessons are learned.

8. Associated documents and references

8.1 This policy and the associated Guidance is based on:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE September 2022)
- Preventing and Tackling Bullying (DfE July 2017)
- Reducing the Need for Restraint and Restrictive Intervention: Learners with Learning Disabilities, Autistic Spectrum Disorder and Mental Health Difficulties (DH/DfE June 2019)
- Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (DfE July 2013)
- Special Educational Needs and Disability Code of Practice:0-25 years (DfE January 2015)
- Keeping Children Safe in Education (DfE September 2022)
- The Independent Schools Standards (DfE April 2019)

8.2 Related Kisimul policies

OPED06 Anti-Bullying Policy and Procedure

OPED12 Behaviour – Sanctions

OPED72 Restrictive Intervention Reduction Guidance in Children’s Services

ED35 Safeguarding and Child Protection Policy

8.3 Relevant Links

Reducing the Need for Restraint and Restrictive Intervention (Children) Guidance. (DH & DfE June 2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/663453/Reducing_the_Need_for_Restraint_and_Restrictive_Intervention.pdf

Preventing and Tackling Bullying (DfE July 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Behaviour in Schools (DfE January 2022)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Use of Reasonable Force (DfE July 2013)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Restraint Reduction Network Training Standards 2019

<http://www.bild.org.uk/our-services/accreditation/>

Special Educational Needs and Disability Code of Practice (DfE January 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/39

Keeping Children Safe in Education KCSIE (DfE, updated yearly)

The Independent School Standards (DfE April 2019)

Document Equality Impact Assessment – Part A

Document Title:		Schools College Behaviour Policy	
Name of person completing Equality Impact Assessment:		Farah Quinn	
Date Equality Impact Assessment completed:		12.09.22	
Characteristics	Impact		Equality Impact Assessment form completed?
	Yes	No	
Age		X	If <i>No</i> comment: This policy applies to all equally and has no impact on any protected characteristics.
Disability		X	
Ethnicity		X	
Gender		X	
Religion or belief		X	
Sex orientation		X	
Socio-economic		X	
Gender Reassignment		X	
Maternity/Pregnancy		X	
Marriage/Civil Partnership		X	

Equality Target Group	a) Positive Impact		b) Negative Impact		Reason/Comment
	High	Low	High	Low	

Document Equality Impact Assessment – Part B

What is the main purpose or aims of the policy	
To ensure those at being supported in Kisimul education services are supported in a consistent way to behave appropriately and enjoy the benefits of a meaningful life	
Who will be the beneficiaries of this policy?	
Learners attending Kisimul schools and college	
Has the policy been explained to those it might affect directly or indirectly?	
All actions in line with this policy will be explained to individuals as appropriate	
Have you consulted on this policy?	
Yes	
What are the expected outcomes of this policy?	
Consistent and least restrictive support of young people who may display behaviours of concern. Staff will co-regulate and model appropriate behaviour with children and young people, contributing to their achieving meaningful life outcomes.	
Name of Person Completing Equality Impact Assessment:	Farah Quinn

Document Change Log

The Document Change Log acts as a register of all authorised changes made to this document.

Changes will not be made unless authorised by the document owner.

Description of Change	Change made by	Date document republished
Version 3 – routine review and update	N Cooper, F Quinn, D Carter	September 2022