



Kisimul Group

Education Policy and Procedure

School/College Behaviour Policy

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Distribution	All Employees
Owner	DoE/ADoE
Policy Lead (s)	Headteachers/Head of College
Department	Schools/Colleges

Other Relevant Policies	Reference
Kisimul School Safeguarding & Child Protection Policy	ED35/36/37
Kisimul Anti-Bullying Policy	OPED06
Kisimul Restraint Reduction Guidance	OPED72

1 Policy

1.1 Within Kisimul schools and colleges, we want our behaviour policy to reflect our understanding of the complex needs of our pupils. 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 which challenge always happen for a reason and might well be a child or young person's only means of communication.

1.2 Children or young people who display behaviours which 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.

1.3 All children and young people will be supported by staff that have received a high standard of training and who understand their individual needs. With the right support and intervention, children and young people can learn to better self-regulate and manage their own behaviour.

1.4 This policy should not preclude anyone from acting in an emergency in the best interests of the child or young person concerned.

1.5 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.

2 Outcomes

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

- Provide a supportive school setting in which children and young people 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 children and young people to communicate their feelings in more appropriate ways, including use of their preferred means of communication.
- Support children and young people 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 children and young people 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 in a way that will help behavioural incidents from occurring in the first place.
- Enable and support children and young people to experience positive and rewarding relationships.
- Work to reduce the frequency and intensity of behavioural incidents.
- Ensure that children and young people 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 in line with the child/young person's capacity and understanding.

3 Schools 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.
- 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 pupils.

Every effort will be made to give pupils both ownership and control of their own behaviour. Whenever possible, pupils 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 their annual reviews, where it is deemed appropriate, as well as opportunities to evaluate their achievements on a regular basis.

4 Legal Basis for this Policy

This policy and the associated Guidance is based on:

- Behaviour and Discipline in Schools: Guidance for Headteachers and Staff (DfE January 2016)
- Preventing and Tackling Bullying (DfE July 2017)
- Reducing the Need for Restraint and Restrictive Intervention: Children and Young People 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 2020)
- The Independent Schools Standards (DfE April 2014)

5 Health and Safety

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 children and young people using our services and visitors. This requires managers and staff to assess risks to employees, children and young people using our services arising from work activities, including the use of physical interventions.

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

6 Workforce Development

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 pupils when doing so.’

6.2 In order to meet the requirements set out in the above guidance, 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 Reduction Guidance, and their 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.

7 Responsibilities and Accountability

7.1 The oversight and application of this behaviour policy is the responsibility of the headteacher. All staff are responsible for ensuring that this policy is implemented effectively across the school setting.

7.2 Kisimul Directors will maintain and be accountable for the Kisimul Group model of behaviour support, which is Meas.

7.3 Kisimul Directors will approve the behavioural support planning and restrictive intervention reduction to be taught to their staff. This will be reviewed annually.

7.4 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.

8. Guidance

8.1 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

8.2 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

8.3 Behaviour and Discipline in Schools (DfE January 2016)

[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)

8.4 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

8.5 - Restraint Reduction Network Training Standards 2019

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

8.6 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

8.7 Keeping Children Safe in Education KCSIE (DfE September 2020)

8.8 The Independent School Standards (DfE April 2019)