

Kisimul

EDLN05 | Lincs School Behaviour

Policy and Procedure

Document Information

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Equality, Diversity & Inclusion Statement

No person or group should suffer oppression or lack of opportunity because of a protected characteristic. Kisimul Group opposes all forms of unlawful discrimination, and we are committed to encouraging equality, diversity, fairness and inclusion in the application of our policies so that everyone has equal access and feels welcome and at ease. To achieve this aim, the application and accessibility of our policies, and the decisions and outcomes arising from our policies, may be monitored to ensure their use is fair, equal and consistent irrespective of any characteristic as may be defined by the Equality Act 2010. This is to ensure that we are listening to people and appropriately understanding their needs, and are tailoring the way we interact and publish or act on our policies to ensure we are promoting equal access and opportunity at all times.

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1. Introduction

1.1.1 Good behaviour in school is central to a good education. All schools need to manage behaviour well so they can provide calm, safe and supportive environments where learners can learn and thrive. Part of Kisimul’s mission is to teach our learners how to regulate effectively and interact 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 who are identified as autistic, and may on occasion present with behaviours of concern. This is why it is important that our school creates cultures where learners and staff flourish in safety and dignity.

1.1.2 Schools are able to create environments where positive behaviours are more likely by proactively supporting learners to regulate effectively and understand how to respond appropriately in different contexts. 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 effectively.

1.1.3 When learners do behave inappropriately or become dysregulated, 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. The school staff will use a trauma-informed approach to their management of behaviour, seeking primarily to build effective and supportive relationships and attachments, and to respond compassionately and with respect to learners individual communication and developmental profile.

2. Scope

This behaviour policy applies to all staff and learners at the school, encompassing all staff in regulated activity and colleagues who may provide auxiliary support.

3. Definitions

3.1 Behaviours of Concern

Behaviours of concern relates to 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. They may also be described as:

3.1.1 “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 et al, 2011*)

3.1.2 “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*).

3.2 Co-regulation

Warm and responsive interactions that provide the support, coaching and modelling children to understand, express and modulate their thoughts, feelings and behaviours.

3.3 Emotion Coaching

Moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses.

3.4 Learners

The people we support are referred to in this policy as learners. This may include adult learners supported by an EHCP, up to the age of 19.

3.5 Meas

Kisimul Group's model of behaviour support, which is a training programme certified by BILD Act according to the *Restraint Reduction Network Training Standards*. Means "Respect" in Scots Gaelic.

3.6 Restrictive Interventions

Restrictive interventions are deliberate acts of physical intervention by 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.
- End or reduce or the danger to the person or to others.
- Contain or limit the person's freedom for no longer than necessary.
- Support a person with vulnerabilities.

3.7 Restrictive Practices

Restrictive practices are those practices that involve restricting a person's liberty or freedom in some way.

4. Roles and Responsibilities

4.1 The Chief Executive Officer

Has overall responsibility for ensuring compliance with national and local standards that are reflected in the organisation's policies.

4.2 The Directors of Kisimul Group

Are responsible for:

4.2.1 Maintaining and being accountable for the Meas system.

4.2.2 Supporting a strategy for reducing restrictive practices and interventions.

4.2.3 Maintaining an up-to-date governance structure and transparent policies around the use of restrictive interventions which involves the collection and analysis of data.

4.3 The Headteacher

Is responsible for:

4.3.1 The oversight and application of this policy in their establishment.

4.3.2 Creating and reinforcing a positive behaviour culture.

4.3.3 Considering whether members of staff require additional training to enable them to carry out their responsibilities in regards to this Policy.

4.4 The Senior Leadership team

Is responsible for:

4.4.1 Implementing this policy across Kisimul Group educational settings.

4.4.2 Ensuring all staff are aware of the core principles underpinning the school's approach to supporting learners to behave positively.

4.4.3 Ensuring that staff have received good quality induction and refresher training designed to underpin the principles of this Policy.

5. Policy

5.1 Support and Intervention

5.1.1 Within Lincs School, 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 so that they can be ready to engage with learning. We understand that behaviours of concern always happen for a reason, and might well be a child or young person's only means of communication.

5.1.2 Learners who display behaviours of concern 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, is absolutely necessary to prevent serious harm, and is 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.

5.1.3 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.

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

5.2 Response to Bullying

5.2.1 Please see *EDLN08 Lincs School Anti-Bullying Policy*, and the visual resources situated around the 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.

5.2.2 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 this is deemed appropriate, as well as opportunities to evaluate their achievements on a regular basis.

5.3 Health and Safety Considerations

5.3.1 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 and to learners using our services arising from work activities, including the use of physical interventions.

5.3.2 Kisimul Group, as an employer, has a duty to establish and monitor safe systems of work at the school, 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.

6. Training Requirements

The DfE guidance *Use of reasonable force in schools* 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”. Kisimul Group will therefore endeavour to provide the appropriate level of training at induction, and refresher training at regular intervals.

6.1 Restrictive Interventions

Kisimul staff will not carry out restrictive interventions 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, in line with ***Q72 Restrictive Intervention Reduction Guidance***.

6.2 Behaviour as 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 Compliance

7.1 Restrictive Interventions

The use of restrictive interventions will be monitored and reviewed at individual level, service level and corporate level per ***Q72 Restrictive Intervention Reduction Guidance***.

7.2 Supporting Learners

7.2.1 Kisimul Group as an organisation is committed to delivering effective and learner-centred support that prevents the need for restrictive physical interventions. Learners at Lincs School 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 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 or 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.

7.2.2 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. Use of Separation Spaces

8.1.1 The Department for Education guidance *Behaviour and discipline in schools: guidance for headteachers and staff* allows schools and colleges to adopt a policy where disruptive pupils can be placed in isolation from other pupils for a limited period.

8.1.2 We do not under any circumstance permit the use of our soft play spaces or sensory rooms as part of a sanction based approach. However, we may need to encourage learners to leave the classroom or shared spaces to regulate to enable other children to continue to learn effectively.

8.1.3 Many of our young people will experience sensory overwhelm, and many will exhibit autistic burnout, when their neurology is unable to cope with further input or information. This may manifest itself in various presentations, for example the learner may display either withdrawn or dysregulated behaviour. At such times, it may be beneficial to access separate facilities, away from the bustle of the classroom or shared learning space. In the schools and the colleges, we have a number of such spaces, which include sensory items and soft play areas that are readily accessible on corridors and in communal spaces.

8.1.4 There may be occasions for some young people when it is beneficial to encourage the young person to access such space. This will only be justified when there is a clear outline that such an intervention supports the young person to regulate, this has had previous positive outcomes in supporting a less restrictive way of managing such incidents, and this is clearly documented on their support plan.

8.1.5 At times, behavioural presentation may escalate to the extent we need to physically intervene to remove learners from a learning environment. This would not be framed as a disciplinary measure but intended to ensure the safety of the learner and other young people due to an escalating behavioural presentation. This would be applied when other less restrictive strategies have failed, typically to support a learner who may not have yet developed the ability to self-regulate or co-regulate and exert agency over their own emotional and sensory response in a safe or positive way. We refer to the DFE outline that:

“Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response”.

8.1.6 Whenever a learner accesses a separation space for any purpose, this should feel like a supportive intervention, and the emotion coaching and communication to support use should be linked to being safe with the aim of returning the young person to a more regulated state.

Learners should be communicated with throughout, and their welfare should be monitored at all times. These spaces are not lockable and when available young people can access and egress independently. We would not prevent a young person from leaving a space, unless there was an exceptional situation whereby to do so would put them at significant risk of harm. In the rare event of this occurring, and physical intervention was utilised, this would be carried out strictly in accordance with our BILD accredited MEAS approach by trained individuals, would be for the shortest time necessary, and would be subject to robust review and debriefing, in line with our policies.

8.1.7 Ongoing review of incidents and support plans should be dynamic, and where incidents have occurred we will reference Ofsted's guidance *Positive environments where children can flourish*:

- Was this action legal and necessary – for example, was it taken to prevent a child from injuring themselves or someone else or causing serious harm to property or in a school to maintain good order and discipline?
- Could this action be considered “reasonable” in this particular circumstance? Was it the minimum force necessary? Was it proportionate?

Our focus should not be on whether an act is called seclusion or isolation. Children's experiences are what matters.

9. Linked Documents

9.1 Kisimul Policies

9.1.1 EDLN02 Lincs School Safeguarding and Child Protection Policy and Procedure

9.1.2 EDLN08 Lincs School Anti-Bullying Policy and Procedure

9.1.3 Q72 Restrictive Intervention Reduction Guidance

9.2 Statutory and Good Practice Guidance

9.2.1 Behaviour in schools: advice for headteachers and school staff (DfE, 2024)

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

9.2.2 Preventing and tackling bullying (DfE, 2017)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

9.2.3 Reducing the need for restraint and physical intervention (DHSC & DfE, 2019)

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

9.2.4 Use of reasonable force in schools (DfE, 2013)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

9.2.5 SEND code of practice: 0 to 25 years (DfE & DHSC, 2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

9.2.6 Keeping children safe in education (DfE, 2024)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

9.2.7 The Independent School Standards: Guidance for independent schools (DfE, 2019)

<https://www.gov.uk/government/publications/regulating-independent-schools>

9.2.8 Positive environments where children can flourish (Ofsted, 2021)

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish>

9.3 Other

9.3.1 The health of disabled people and the social determinants of health

<https://www.sciencedirect.com/science/article/abs/pii/S0033350610003379?via%3Dihub>

