

Kisi ul

EDAC05 | Acacia School Behaviour

Document Information

Document:	EDAC05 Acacia School Relationships and Behaviour Policy and Procedure
Division:	Education
Document owner position:	Group Executive Education Lead
Authorising committee:	Safeguarding Committee
Date authorised:	February 2024 (as ED06)

Document Publication & Review

Date first published:	Pre-2021
Date of last revision:	October 2024
Date of next review:	October 2025
This document will be reviewed at least every year, or sooner if legislation/guidance changes	
A full Change Log can be found at the back of this document	

Equality, Diversity & Inclusion Statement

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.

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 Acacia 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 *EDAC08 Acacia School Anti-Bullying Policy*, and the visual resources situated around the school. Staff will positively promote a no-bullying approach through:

- Being highly observant.

6. Training Requirements

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.” 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 Calman Colaiste 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 less restrictive interventions have not been effective.
-

8. Linked Documents

8.1 Kisimul Policies

8.1.1 EDAC02 Acacia School Safeguarding and Child Protection Policy and Procedure

8.1.2 EDAC08 Acacia School Anti-Bullying Policy and Procedure

8.1.3 Q72 Restrictive Intervention Reduction Guidance

8.2 Statutory and Good Practice Guidance

8.2.1 Behaviour in Schools: Advice for Headteachers and School Staff (2022)

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

8.2.2 Preventing and tackling bullying (2017)

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

8.2.3 Reducing the need for restraint and physical intervention (2019)

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

8.2.4 Use of reasonable force in schools (2013)

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

8.2.5 SEND code of practice: 0 to 25 years (2015)

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

8.2.6 Keeping children safe in education (2024)

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

8.2.7 The Independent School Standards: Guidance for independent schools (2019)

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

8.3 Other

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

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

Document Change Log

The Change Log is a register of all authorised changes made to this document.

Version	Description of change:	Change made by:	Date document republished:
1	Split from ED06, reviewed, policy references updated and reformatted	Paul Routledge	October 2024