



EDCC05 | Calman Colaiste College Behaviour

Policy and Procedure

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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 college'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 Calman Colaiste College, 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 learn and achieve their potential. We recognise the importance of supporting learners with special educational needs and disabilities (SEND) to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with mental health issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with physical health issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with social, emotional and mental health issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with behavioural issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with attendance issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with punctuality issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with homework issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with revision issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with exam preparation issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with assessment preparation issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with feedback issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with peer support issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with leadership issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with citizenship issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with community service issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with sports issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with music issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with art issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with drama issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with dance issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with physical education issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with outdoor education issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with enterprise issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with personal, social and health education issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with religious, moral and social education issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with career education issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with financial education issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with information and communication technology issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with media education issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with digital literacy issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with digital citizenship issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with digital safety issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with digital security issues to access the curriculum and to participate in all school activities. We recognise the importance of supporting learners with digital privacy issues to access the curriculum and to participate in all school activities. 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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

8. Linked Documents

8.1 Kisimul Policies

8.1.1 EDCC02 Safeguarding and Protecting Children and Vulnerable Young Adults at Calman Colaiste College Policy and Procedure

Document Change Log

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

Version