



# EDAC05 | Acacia School Behaviour

## Policy and Procedure

# Document Information

**Document:** EDAC



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:

- x Take control of a dangerous situation where there is a real possibility of harm to the



- x Promoting self-discipline and good behaviour, e.g. using praise to reinforce any positive behaviour.
- x Praising co-operative and non-confrontational behaviour.
- x Responding to and following-up all incidents consistently.
- x Offering the victim of any incidents immediate support and dealing with the bully by instigating appropriate behaviour support.
- x Offering the perpetrator appropriate support to help them to understand the impact of their behaviours.
- x Ensuring that all repeated or serious incidents of bullying are reported to the Designated Safeguarding Lead.
- x





x



**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

## **9. Linked Documents**

### **9.1 Kisimul Policies**

9.1.1 EDAC02 Acacia School Safeguarding and Child Protection Policy and Procedure

9.1.2 EDAC08 Acacia 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)

# 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
2			