



# EDLN05 | Lincs School Behaviour

## Policy and Procedure

## Document Information

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## Equality, Diversity & Inclusion Statement

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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.**

### **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 refle

#### **4.4 The Senior Leadership team**

Is responsible for:

**4.4.1** Implementing this policy across Kisimul Group educational settings.

**4.4.2** E

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





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.

## 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



## 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) -h a eadteachers and s

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## 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: |
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