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believe that such behaviours are often trauma responses, therefore staff are trained in a trauma-informed way through the Meas behaviour support training programme.

3.3 Behaviours of concern / behaviours that challenge are defined as: ‘..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

engage with learning. We understand that behaviours of concern / behaviours that challenge always happen for a reason and might well be a child or young person's only means of communication.

5.2 Learners who display behaviours of concern / behaviours that challenge 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, be absolutely necessary to prevent serious harm, and be 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.

5.3 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.

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

5.5

intervals. Kisimul employees will not carry out a planned restrictive intervention unless they have been trained and assessed as competent to do so safely. Any intervention used will be subject to

8.2 Related Kisimul policies

OPED06 Anti-Bullying Policy and Procedure

OPED12 Behaviour – Sanctions

OPED72 Restrictive Intervention Reduction Guidance in Children's Services

ED35 Safeguarding and Child Protection Policy

8.3 Relevant Links

Reducing the Need for Restraint and Restrictive Intervention (Children) Guidance. (DH & DfE June 2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/663453/Reducing_the_Need_for_Restraint_and_Restrictive_Intervention.pdf

Preventing and Tackling Bullying (DfE July 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Behaviour in Schools (DfE January 2022)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Use of Reasonable Force (DfE July 2013)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Restraint Reduction Network Training Standards 2019

<http://www.bild.org.uk/our-services/accreditation/>

Special Educational Needs and Disability Code of Practice (DfE January 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/39

Keeping Children Safe in Education KCSIE (D

Document Title:		Schools College Behaviour Policy	
Name of person completing Equality Impact Assessment:		Farah Quinn	
Date Equality Impact Assessment completed:		12.09.22	
Characteristics	Impact		Equality Impact Assessment form completed?
	Yes	No	
Age		X	If <i>No</i> comment: This policy applies to all equally and has no impact on any protected characteristics.
Disability		X	
Ethnicity		X	
Gender		X	
Religion or belief		X	
Sex orientation		X	
Socio-economic		X	
Gender Reassignment		X	
Maternity/Pregnancy		X	
Marriage/Civil Partnership		X	

Equality Target Group	a) Positive Impact	
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What is the main purpose or aims of the policy
To ensure those at being supported in Kisimul education services are supported in a consistent way to behave appropriately and enjoy the benefits of a meaningful life
Who will be the beneficiaries of this policy?
Learners attending Kisimul schools and college
Has the policy been explained to those it might affect directly or indirectly?
All actions in line with this policy will be explained to individuals as appropriate
Have you consulted on this policy?
Yes