

Management of Learning Policy

- **Behaviour**
- **Positive Handling**
- **Anti-bullying**

Kennel Lane School: Behaviour Policy

PHILOSOPHY	PRINCIPLES	PROCEDURES & RESOURCE IMPLICATIONS	PERFORMANCE
<p><u>At Kennel Lane School we believe that:</u></p>	<p><u>At Kennel Lane School we intend that:</u></p>	<p><u>At Kennel Lane School we will implement our philosophy by:</u></p>	<p><u>At Kennel Lane School we will monitor performance by:</u></p>
<ul style="list-style-type: none"> • Everyone at Kennel Lane School should be able to learn in a safe and healthy environment • Everyone at Kennel Lane School is entitled to come into school without expectation of abuse, whether physical, verbal or emotional • Learners have a right for their individual learning styles and behaviours to be addressed • Each individual's confidence and self esteem should be developed and supported in order to promote independence, self- discipline and respect for others. Learners should be given the opportunity to reflect on their behaviour and learn new strategies to help them manage and control their behaviour. • There should be equality of provision regardless of sex, race, culture, age, sexual orientation or disability –one learner who is frequently disruptive reduces equality of provision for the rest of the class i.e. he/she receives attention at the expense of the other students • All forms of bullying are totally unacceptable and will not be tolerated (see Anti-bullying policy) • The school community should provide good role models of adult behaviour and unconditional regard for learners recognising their individuality • We accept that students may display behaviours that restrict their access to the curriculum or their quality of life. • Behaviour is a communication. It is our responsibility as staff to interpret that communication and teach an alternative way to communicate. • The Nurture approach provides a positive behaviour framework alongside the Team Teach approach. 	<ul style="list-style-type: none"> • We will provide a positive environment based on mutual respect and self advocacy in order to create the conditions for an orderly community in which effective learning can take place • We shall develop and continue to use a range of strategies for managing inappropriate behaviour – using positive behaviour management approaches including a clear structure of rewards and sanctions and the Nurture approach • The school will draw on its wider links and partnerships with parents and supporting agencies in order to develop both internal and external support systems to help with the management / solutions of difficult or continuing problems or situations • The school will continue to develop its system of de brief for learners involved in behaviour that challenge. • The learners will be helped to develop high self esteem by encouraging them to take initiatives and accept responsibility for themselves, developing ownership of the school and proper concern for their environment • We foster an ethos which develops respect for cultural, moral and social issues. We will operate effective Equal Opportunities and Inclusion Policies • The Bracknell Forest guidance on racist incidents will be followed in line with our Equal Opportunities Policy • A separate anti bullying policy and guidance (Bracknell Forest) will be followed and forms an appendix to the Behaviour Policy • The school will strive to achieve good working relationships between all members of the school community based on mutual respect – valuing learners and their achievements 	<ul style="list-style-type: none"> • Staff and learners developing a code of conduct which is accepted by all, encouraging staff and learners to manage their own learning / behaviour. Calm yet firm insistence on acceptable standards of behaviour at all times • Consistently and fairly applying rewards and sanctions, shown to be reasonable, sensitive and effective • Sharing the following across departments • Recording behaviour incidents and regularly conducting audits of incidents. • Individual Education Plans - IEPs • Personal Strategy Plans - PSPs • Home school agreements • Using assessment tools which lead to targets being set for learning including behaviour • Valuing and celebrating achievements and success. Providing positive feedback to reinforce and encourage the building of self esteem • Creating a supportive environment in which the learner feels safe and is able to engage with learning – gradually increasing range of activities and demands • Valuing the contribution of everyone in our commitment to provide an atmosphere of warmth, friendship and humour • Challenging stereotypical views, so that learners learn to appreciate and view positively differences in others • Treating incidents of racism as serious, following agreed strategies to prevent racism or bring incidents under control – including reporting to the LA where necessary • Challenging all forms of bullying or harassment and treating incidents of 	<ul style="list-style-type: none"> • Reviewing incident reports termly. • Reviewing PSP's termly • Completing an audit of PSP's annually • Reviewing incidents and ensuring that sanctions are appropriate and effective. • Monitoring the consistency of approach • Reviewing IEPs termly to ensure progress is being made in behaviour targets • Observing staff working to ensure strategies are being implemented • Questioning students to ensure that they appreciate and view positively differences in others • Reporting incidents to Governors termly and Bracknell Forest where necessary • Analysing incident sheets in order to inform planning.

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<ul style="list-style-type: none"> • Learners, staff and parents have the right to make a complaint or bring to the Head's notice any incident of violence, discrimination, harassment, bullying, abuse or where appropriate action has not been under taken. (see complaints policy) • Parents should acknowledge their responsibility and respect the school's Behaviour Policy and the disciplinary authority of school life. 	<ul style="list-style-type: none"> • An intervention team will support students and staff with managing their behaviour / communication and social needs through training in Team Teach, ELSA provision Nurture and Family support. • We will become a Nurture school. This will provide a framework of support for learners and staff to build on positive approaches to behaviour and communication. • The school will take any complaint seriously and investigate/ resolve as necessary, according to complaints policy. • The school will strive to achieve open lines of communication in order to work co-operatively with parents acknowledging their rights and responsibilities. 	<p>bullying as serious –following agreed strategies to prevent bullying or bring incidences under control. Everyone challenging incidents of inappropriate behaviour</p> <ul style="list-style-type: none"> • Developing a willingness to listen and understand learners and involving learners in the continuing development of the Behaviour Policy wherever possible • Giving students opportunities to develop ownership of school e.g. School Council • Giving students the opportunity to demonstrate proper concern for the environment • Having supportive risk taking in place • Ensuring that Equal Opportunities within the curriculum are in place • Ensuring that Race Equality and Equal Opportunities Policy is adhered to • Ensuring that guidance in dealing with racist incidents is followed • Including curriculum work on cooperation and personal relationships – in the PSHCE scheme of work. • Having an Anti bullying policy in place and ensuring procedures are followed appropriately • Having an effective health and safety policy in place, including staff care policy and code of conduct • Challenging incidents of inappropriate behaviour • Providing good role models from the adults at school • Involving students in policy development • Providing support for students and staff through the Intervention Team – leading training for staff, providing support for parents and students who have difficulties with behaviour, social skills and communication. 	<ul style="list-style-type: none"> • Complaints are logged, addressed and outcomes recorded • Ensuring that Annual review, PSP's and assessment procedures are carried out, providing useful feedback from parents and professional partners

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<ul style="list-style-type: none"> • Parents should support the school by adhering to the guidance on uniform (see attached guidance) • All learners have the right to learn in an environment where items such as mobile phones/electronic devices are not available to cause disruption to the school's good order. • All weapons are totally unacceptable and will not be tolerated. • Students receiving medication to support mental health and behaviour have the right for that medication to be administered consistently. When medication is not taken, students may not be well enough/ ready to learn. 	<ul style="list-style-type: none"> • On entering school learners are required to hand items such as electronic devices and phones to be locked away for safe keeping until the end of the day. • The school will be vigilant and will strive to achieve a calm and safe environment for learners/staff to learn, develop and work in. • Students requiring medication to support mental health or behaviour will come into school having taken medication/ with the correct medication in school. • Parents will work with the school to ensure their child is ready to learn. 	<ul style="list-style-type: none"> • Ensure learners know who to go to for help and advice (class teams/ Intervention team/trusted adults within school). • Using appropriate measures/documents, all complaints will be investigated. • Parents signing a home school agreement where they will be informed of our behaviour policies and procedures. • To develop and maintain clear lines of communication between staff and parents. The school will provide meetings so parents can discuss their child's behaviour and well-being. • Stating the rules clearly to the learners and parents via appropriate forms of communication. • Using controlled procedures learners will be searched by designated staff for weapons if suspected. Reasonable force may be used to secure items. Police will be called if resistance is expected. • Liaising closely with parents and other agencies to understand the medication students are on. • Risk assessing each situation to make a judgement on safety where medication has not been administered or partly administered. Students may need to go home if they are not ready to learn and pose a risk to themselves and others. 	<ul style="list-style-type: none"> • There is a reduction in incidents where inappropriate items are brought into school and used on site. • Incidents of searching for weapons and their subsequent removal are monitored and appropriate follow up procedures undertaken. • Recording behaviour through monitoring sheets and Sleuth. • Liaising with parents and professionals about our observations.

Kennel Lane School: Positive Handling Policy

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<u>At Kennel Lane School we believe that:</u>	<u>At Kennel Lane School we intend that:</u>	<u>At Kennel Lane School we will implement our philosophy by:</u>	<u>At Kennel Lane School we will monitor performance by:</u>
<ul style="list-style-type: none"> • Positive Handling /physical interventions are used only within the philosophy of the school behaviour policy. • We will work within the current guidelines and the law with minimal use of physical intervention. • We will be flexible in meeting the needs of students who attend KLS. • All students' behavioural needs are met at KLS wherever possible through the curriculum, behaviour policy and positive handling policy. • It is our responsibility to determine the function of students' behaviours and support them and colleagues in a proactive approach as an integral part of the students learning. • A calm and considered approach is essential for the management of crisis situations • As employers and managers we are responsible for appropriate staff training and deployment • For a proactive approach to be successful there is a need for an effective, co-ordinated inter-disciplinary team effort and supportive network for the child. • We will work with parents as partners in order to share responsibility and help the student manage their learning initially at school and home but ultimately in all environments. • Staff should be Team-Teach trained within 120 working days of starting – and before being placed in situations of documented risk, without appropriate support. • A proactive approach is essential. We should anticipate difficulties and have an awareness of risks / difficulties 	<ul style="list-style-type: none"> • We will adopt the Team Teach approach alongside KLS Behaviour Policy. • We will develop systems within the guidelines of: <ul style="list-style-type: none"> ○ BILD code of practice 2014 ○ The Health and Safety at Work Act 1974 ○ BFBC policy ○ DFE use of reasonable force guidance July 2013 (based on section 93 Education and inspections act 2006) ○ ICM 2015 • in order to provide the support the students require to regain control and manage their own learning. • We will continue to develop a proactive approach in the management of a crisis, based on the model of Primary and secondary preventative strategies such as de-escalation and distraction as in Team-Teach work book, to control difficult behaviour supported by training in a limited range of physical intervention techniques. • Ensure that Positive Handling strategies are part of a complete overview of the student's education and management of learning. • Develop the confidence and competence of all colleagues who deal with crisis situations through Team Teach training and continued follow up. • Ensure through training that staff do not employ techniques which may intentionally cause pain or injury. 	<ul style="list-style-type: none"> • Basing all systems and training on good practice outlined in ; BILD code of practice 2014, DFE Use of force July 2013 , ICM 2015- Reducing the need for restrictive physical interventions guidance July 2019 This will ensure staff are clear about the types of incident where physical control may be used and the relevant considerations of reasonable force. • Maintaining at least 2 staff as intermediate tutors, and at least two as advanced tutors in Team Teach, supporting their training and continued development and re- accreditation. • Developing de-escalation strategies and alternative strategies alongside a range of graded responses. • Training all staff in Team Teach alongside whole school behaviour management guidance. • Monitoring and evaluating Staff practice. • Ensuring Health and Safety issues regarding personal risk assessments- physical and emotional needs are addressed using TT models. • Establish a professional code of conduct. • Establish a De-briefing procedure for staff to provide support and professional development. • Ensuring staff are aware of the distinction between “planned physical intervention” and emergency situations • Ensuring staff are aware of the distinction between: <ul style="list-style-type: none"> ○ Seclusion means - forced to spend time alone against will(requires statutory powers other than in an emergency) 	<ul style="list-style-type: none"> • Analysing all completed incident forms. • Establishing a baseline for each student. • Completing a termly audit of incident forms/bound book to establish patterns, trends and needs. • Maintaining an overview of all incidents and physical interventions in order to adapt and amend PSP's and risk assessments in response to need. Regularly assessing staff skills and knowledge through TT workshops and refresher training, safe guarding training, feedback from appraisal meetings, team meetings and staff meetings. • Completing an audit of Individual risk assessments alongside their PSP review in conjunction with parents and the multi disciplinary team. • Collating feedback from TT trainers after attending refresher courses. • Utilising external moderation channels- termly reports to the LA Behaviour Lead/ TT and Governors via the Curriculum committee.

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	<ul style="list-style-type: none"> • Work in collaboration with parents alongside the multi-disciplinary team. 	<ul style="list-style-type: none"> ○ Time out means – restricting activities such as breaktimes / reward times as part of a <u>planned</u> behavioural programme (requires written agreed plan) ○ Withdrawal means - removed from the situation but observed and supported until they are ready to resume • Ensuring learners with restrictive behaviours have PSPs which specify : <ul style="list-style-type: none"> ○ Triggers ○ Known alternative Strategies used to diffuse ○ Risk Assessment information ○ Criteria for that student which justifies physical intervention ○ Particular holds/ techniques that are being used ○ The repair and reflection techniques for that student ○ The reporting process relevant to particular students ○ Include a signed agreement between school and those with parental responsibility • Completing the bound book each time an incident involves physical intervention. • Monitoring and then evaluating incidents where physical intervention is used in order to identify training needs or alteration to practice for individuals or whole school. • All Team Teach Training records (In-house and off-site training), and incident documentation stored/archived following the guidance from TT/BILD/ICM and the Data Protection Act. • Ensuring training for staff in Child Protection, Duty of Care. 	

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		<ul style="list-style-type: none"> • Maintaining links with TT to update knowledge and gain support where necessary. <ul style="list-style-type: none"> • Establishing links with professionals who may be able to support the student or professionals who work with the students in other settings. • Working alongside parents to share knowledge and provide a consistent approach for the students. • Ensuring all staff are aware that there is a level of risk of pain or injury in relation to the technique being used • Some techniques may involve pain or discomfort for both staff and learners. "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side effect" of ensuring that the service user remains safe", George Matthews – TT Director/ Chairman. • Providing training for staff in repair and reflection techniques. • Ensuring that repair and reflection is available for all students and staff after an incident. 	

Kennel Lane School: Anti-Bullying Policy

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<ul style="list-style-type: none"> • Everyone at Kennel Lane School is entitled to come to school without expectation of being bullied or victimised. • Learners have a right to feel and be safe in school and to know that any bullying behaviours/incidents that may occur will be appropriately addressed. 	<ul style="list-style-type: none"> • We will continue to provide a positive and emotionally literate environment based on mutual respect and self- advocacy. • We will continue to develop and implement a range of strategies for managing inappropriate bullying behaviour. • The school will draw on its wider links and partnerships with parents and supporting agencies in order to develop both internal and external support systems to help with the management /solutions of difficult or continuing problems or situations. • That there will be an importance placed on quality relationships. • To build on solution focused strategies to eliminate bullying behaviour. 	<ul style="list-style-type: none"> • Staff and learners establishing a code of conduct which is accepted by all and displayed around the school. A calm yet firm insistence on acceptable standards of behaviour towards others at all times, including e- safety issues with close interactions with parents and carers. • Staff training on Behaviour and time given to which particular issues such as bullying in school and the wider community are addressed. • Staff modelling and promotion of the rules of appropriate social behaviour and the keeping of good communication links with parents establishing the rights and respect of their own children, other learners and staff. • Staff being vigilant in noting any bullying behaviour whether direct or indirect. • Staff listening and follow up any learners concerns and accusations. • Consistently and fairly applying sanctions against bullying behaviour that are shown to be reasonable, sensitive and effective. • Keeping parents informed of any incidents of bullying that concern their child and subsequently supporting them in meeting their parental responsibilities. • Creating an ethos and environment that allows and encourages learners to feel safe in seeking support and the knowledge that where possible appropriate actions will be undertaken. • Making other staff aware of potential/suspected bullying behaviour and consider the motivations behind bullying and to give learners (victim and perpetrator) a voice to express concerns and to participate in creating an atmosphere free from bullying and victimisation. 	<ul style="list-style-type: none"> • Analysing and evaluating all records of incidents termly to assess trends/ needs in order to introduce planned intervention if deemed appropriate. • Completing regular audits of PSP's . • Reviewing all incident forms to ensure actions from incidents are completed. • Observing staff working to ensure Staff are able to support learners to develop an understanding of bullying & it's effects. • Questioning students to ensure that they appreciate and view positively differences in others. • Questioning students to ensure they feel safe in school. • Reporting incidents to LA where necessary and appropriate. • Gaining feedback form Parents and professionals through PSP / IEP/ Annual review processes and the daily contact books. • Gaining feedback from drivers and escorts on school transport through behaviour training at Education Transport • . • Asking the School Council to contribute to the policy review process.

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<ul style="list-style-type: none"> • All forms of bullying are totally unacceptable and will not be tolerated. • While individuals are offsite such as on work experience placements, sporting events & educational visits they should still be free from bullying situations • Individuals have the right to travel to and from school in situations where they are free from bullying 	<p>We will continue to develop and deliver a curriculum that addresses particular issues related to diversity and bullying.</p> <ul style="list-style-type: none"> • We will continue to support learners to develop strategies by which they can seek support if they are a victim of bullying or have witnessed such behaviour. • We will continue to help learners, parents and escorts to develop rules and strategies, by which anti-bullying behaviour is promoted, encouraged and maintained. 	<ul style="list-style-type: none"> • Challenging all forms of bullying or harassment and treating incidents of bullying as serious by following agreed strategies to prevent bullying or bringing incidences under control. • Through the whole school curriculum and specific planned lessons e.g. PSHE, SEAL, learners will be taught about all aspects of difference and diversity (e.g. religion, ethnicity, gender and sexuality). They will be helped to understand the difference between banter and the effects of interactions that can hurt and threaten. Learners will be taught to understand their responsibilities towards others and how to recognise and respond to different bullying situations such as cyber-bullying, physical and psychological bullying. • Developing clear rules and applying a code of conduct that learners, staff, parents are informed of. • Developing closer supportive links with the transport staff and parents. Developing and applying a code of conduct when travelling on bus, train etc. 	<ul style="list-style-type: none"> • Assessing student views through Anti-Bullying Assemblies, PSHE, Circle Time and the Citizenship curriculum. • Anti-bullying learner questionnaire completed.

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<ul style="list-style-type: none"> • The school community should provide good and positive role models of adult behaviour • Parents should acknowledge their responsibility and respect the school's Anti-Bullying Policy and the disciplinary authority of school life 	<ul style="list-style-type: none"> • The school will continue to strive to achieve good working relationships between all members of the school and community based on mutual respect – valuing learners and their achievements • The school will continue to strive to achieve open lines of communication in order to work co-operatively with parents acknowledging their rights and responsibilities. 	<ul style="list-style-type: none"> • Everyone challenging incidents of bullying • Developing a willingness to listen and understand learners and involving learners in creating an anti-bullying environment • Through continued staff training, regular updating of law/guidance and consultations, staff will work as a team to manage bullying behaviour and promote a positive, safe and effective learning environment. • Governors will be consulted on the principles of the Anti-Bullying Policy and be kept informed of the occurrence of incidents • To develop and maintain clear lines of communication between staff and parents. • To provide access to policies and procedures online via school portal. 	<ul style="list-style-type: none"> • Including the whole school community in policy development. • Recording all communication between school and our parents and partners to ensure all concerns are heard, addressed and actioned. . • Evaluating and acting upon the Parent Questionnaire results.