ICDIL

Behaviour Policy

Policy Reviewed: February 2024 K Darlington

Next Policy Review Date: February 2025

Contents

1. **Statement of Intent**

ICDIL acknowledges that behaviour is a form of communication. We work to identify where unhelpful behaviour is a sign of unmet needs or emotional dysregulation and we acknowledge that such behaviour may resolve without further intervention once the underlying problem has been addressed. We strive to provide an environment in which students needs are met consistently and effectively so they learn that they do not need to use behaviour to communicate that they are finding something difficult
We believe it is important that the behaviour of all students is conducive to their fellow students' ability to feel safe and able to learn in school. We help students to understand which kinds of behaviour are expected in various social contexts and we equip them to use self-regulation strategies.

We recognise that sanctions or rewards are only a part of a range of effective ways to manage behaviour.

Our primary approach is to promote positive behaviours which enable and maximise learning, emotional regulation, social interaction and communication, providing our students with the skills they need to thrive and achieve alongside their peers.

This is implemented by our use of language, modelling behaviour, intrinsic rewards and working in collaboration with all involved to identify the optimum strategies for each student.

Our Behaviour Policy aims to develop a student's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to unacceptable behaviour.

Each member of the team has the responsibility for upholding standards of behaviour in each setting, both within their learning spaces and around the site, as well as implementing this policy both fairly and consistently.

2. About Our Policies

2.1. Our policies have been developed to comply with all relevant legislation and associated guidance. Policies will be updated periodically as necessary.

2.2. Our policies are inter-related and are intended to be read, understood and used collectively.

2.3. All the team at ICDIL are expected to be familiar with and abide by our policies

2.4. The Office Manager is responsible for ensuring volunteers and visitors are familiar with any policies which are relevant to their involvement and for taking reasonable steps to ensure compliance.

2.5. By accepting and maintaining a placement at ICDIL, parents agree to support the ethos and policies. Parents are able to access these documents via the website, or by emailing the Business Manager.(Kerry.darlington@icdil.co.uk)

2.6. The Hub Coordinator is responsible for ensuring policies are implemented fairly, effectively, and consistently.

2.7. The Hub Coordinator is responsible for identifying any training needs in relation to our policies. The Office Manager is responsible for arranging the required training.

All the team are expected to engage in continuous learning through Educare and ongoing training appropriate to their roles.

2.8. The effectiveness of our policies and their implementation is monitored by the CEO/ Founder. Unless otherwise stated, they review each policy annually.

2.9 All references to parents within our policies should be interpreted to include parent carers.

3. Roles and Responsibilities

3.1.

Team members will:

3.1.1. Act to maintain a safe environment in which students can learn.

3.1.2. Implement the ICDIL Behaviour Policy at all times.

3.1.3. Maintain a positive and well-managed learning environment.

3.1.4. Be positive ambassadors of ICDIL at all times, through their professional behaviour and conduct.

3.1.5. Treat all students fairly and equally, seeking to raise their self-esteem and develop to their full potential.

3.1.6. Undertake comprehensive planning to provide challenging, interesting, and relevant sessions, which are appropriate to the age, ability and individual needs of students.

3.1.7. Record significant behavioural events, both positive and negative, by following the correct reporting procedure- CPOMS.

3.1.8. Raise any concerns regarding students' behaviour to DSL and if unavailable or absent, the DDSL.

3.1.9. Take the necessary steps to effectively manage student behaviour.

3.1.10. Support other members of the team with behavioural issues

3.1.11. Keep parents informed of behavioural issues concerning their child.

3.1.12. Monitor the attitude, effort and quality of the students' learning.

3.1.13. Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

Students are expected to try their best to:

3.2.1. Abide by the ICDIL Behaviour Policy at all times.

3.2.2. Act as positive ambassadors and representatives of ICDIL.

3.2.3. Be polite and respectful of others in the surrounding community.

3.2.4. Try to the best of their ability and effort at all times, whilst allowing other students to do the same.

3.2.5. Cooperate with other students and members of staff in order to create a positive learning environment.

3.2.6. Be ready to learn

3.2.7. Respect and value the environment and their surroundings, as well as each other.

3.2.8. Under no circumstances, put the health and safety of others at risk.

Parents and carers are asked to:

3.3.1. Support the attendance of their child, as well as reporting any absences.

3.3.2. Encourage good behaviour and their child to be an ambassador of ICDIL at all times, in line with the Behaviour Policy.

3.3.3. Share any concerns they have regarding their child's education, welfare, behaviour, and life at ICDIL with their child's mentor.

3.3.4. Participate in decisions related to behavioural issues and support any agreed actions.

4. Behaviour Management

4.1. The ICDIL approach to behaviour management values positive behaviours, which enable learning, social interaction, and communication, rather than focussing on unwanted behaviours.

4.2. Managing behaviour is the individual team member working with the young person's responsibility in the first instance

4.3. All team members implement a range of strategies to encourage positive behaviour and create an effective learning environment. For example:

4.3.1. Sessions will be low demand and have a focussed framework, in order to allow Hubbers to understand relevance and how it links to prior knowledge.

4.3.2. All team members will support Hubbers' emotional wellbeing and welfare within the learning environment.

4.3.3. Team members will explain to Hubbers who display unwanted behaviours, how they can amend their behaviour, rather than escalate it.

4.3.4. De-escalation strategies will be used at all times.

4.4. The overall aim of the structure of sessions is to actively engage students and to develop their learning skills so they are inspired to engage in learning, whilst also promoting independence

4.5. Members of the team will ensure their response to any decline in a Hubber's behaviour takes account of the our knowledge of the young person's particular needs and will always endeavour to respond in a way which is helpful to them , including taking into account any emotions or unmet needs which the young person is attempting to communicate at the time.

4.6. Where a young person's behaviour starts to become unhelpful to learning, team members will support them to recognise the causes of their behaviour and the impact of their behaviour on themselves and those around them, and to implement self-regulation strategies.

4.7. ICDIL recognises that the process of being able to learn and implement social tools and self-regulation strategies takes time and that a Hubber's ability to use learned strategies may be inconsistent.

4.8. Where a Hubber is not able to implement social tools and self-regulation strategies, the responsibility to pre-empt dysregulation, to identify early warning signs and to actively provide opportunities and strategies to avoid dysregulation will, as far as reasonable, lie with team members.

4.9. The team will take time to consider the underlying issues that may be causing any behaviour and the desired outcome before responding with sanctions or rewards, ensuring that a Hubber isn't discouraged from using an appropriate anxiety management strategy, or rewarded for masking discomfort or distress.

4.10. Team members will not use the following as behaviour management strategies:

4.10.1. Shouting as a reprimand.

4.10.2. Fear.

4.10.3. Collective punishments.

4.10.4. The withdrawal of support.

4.10.5. The withdrawal of self-calming strategies.

4.10.6. The withdrawal of therapy.

4.10.7. The disapproval of peers.

4.10.8. Humiliation.

4.10.9. Confinement to a room, especially the chill out or well-being rooms, unless it is to prevent significant harm to themselves or others.

4.11. The interaction will be avoided wherever possible.

withdrawal of activities that support self-esteem, emotional well-being and social

4.12. Behaviour management strategies will not be used to pressure hubbers into putting themselves into stressful situations, stop them using self-soothing behaviours or to follow social conventions against their wishes.

4.13. Young people will be encouraged to use the outside areas and their own emotional toolkit as calming strategies or when they feel the need to 'let off steam'.

5. Use of ICT facilities

5.1. ICDIL believes that young people should enjoy using technology and to become skilled users of online resources and media as we recognise that this is crucial for further education and careers.

5.2. ICDIL will support hubbers to develop their skills and make internet access as unrestricted as possible whilst balancing the safety and welfare of Hubbers and the security of our systems.

5.3. All Hubbers will be educated about the importance of safe and responsible use of technology to help them protect themselves and others online.

5.4. ICDIL will support Hubbers to recognise and avoid online risks and to build their resilience. They will be taught how to behave appropriately when accessing the internet and online facilities and what to do if they encounter offensive, abusive, or upsetting material.

5.5. Online safety support will be incorporated into the learning activities at ICDIL settings.

5.6. Hubbers will be provided with a gmail account linked to Google Classroom online learning environment which they can access from any Hub device by using the relevant log in details.

5.7. ICDIL will delete files and data found on searched devices if we believe the data or file has been, or could be, used to disrupt learning, for cyber bullying or in any other way which we consider to be inappropriate.

5.8. ICDIL will take appropriate action if Hubbers engage in any of the following at any time (even if they are not on school premises)

5.8.1. Using ICT or the internet to breach intellectual property rights or copyright.

5.8.2. Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination.

5.8.3. Breaching ICDIL policies or procedures

5.8.4. Any illegal conduct, or statements which are deemed to be advocating illegal activity.

5.8.5. Accessing, creating, storing, linking to, or sending material that is pornographic, offensive, obscene or otherwise inappropriate.

5.8.6. Activity which defames or disparages ICDIL , or risks bringing ICDIL into disrepute.

5.8.7. Sharing confidential information about ICDIL , or personal information about other young people, or other members of the ICDIL community.

5.8.8. Gaining or attempting to gain access to restricted areas of the network, or to any password protected information, without approval from authorised personnel.

5.8.9. Allowing, encouraging, or enabling others to gain (or attempt to gain) unauthorised access to ICDIL's ICT facilities.

5.8.10. Causing intentional damage to ICT equipment or materials

5.8.11. Causing a data breach by accessing, modifying, or sharing data (including personal data) to which a user is not supposed to have access, or without authorisation.

5.8.12. Using inappropriate or offensive language.

6. Rewards and Praise

6.1. ICDIL recognises that Hubbers should be rewarded for positive behaviours as appropriate. ICDIL recognises that formal reward systems can be very helpful for some students but counter-productive for others.

Reward systems will be used in accordance with advice from therapists and parents and may vary between students to reflect their needs and preferences.

6.2. Where goals are used, these will take into account the needs and views of individual students. Team members will avoid using goals which feel unachievable to a Hubber , which are seen by them as demotivating or as a barrier to learning, or which are likely to lead to a sense of failure.

6.3. Praise may be used to help raise Hubber achievement and will be given for progress and effort, not simply for high-quality learning.

6.4. Positive behaviour will be promoted and reinforced

6.5. Appropriate and individualised positive reinforcement will:

6.5.1. Be given in relation to a specific task or action.

6.5.2. Be earned, ensuring that the student is clear about what they are being praised for.

6.5.3. Reinforce ICDIL core values and ethos.

6.5.4. Always have a positive effect upon others as well as the recipient.

6.5.5. Be used to motivate students and help them to feel valued.

6.6. Praise may be discreet. Team members will be aware that some young people may feel uncomfortable about being praised in front of others. Our approach to providing praise will be informed and modified as necessary following feedback from a Hubber or their parents.

6.7. We recognise that some hubbers may be hypervigilant to any actual or perceived errors or deficiencies in their learning and may be uncomfortable receiving praise for any learning as it may fall short of their own high standards. Team members will actively listen to any disappointment voiced by a Hubber and will show appropriate empathy. When offering appropriate reassurance that the Hubber has achieved the required standard, team members will be careful to ensure this does not result in the student feeling not heard or dissuade the student from voicing their concerns in future. If a team member identifies that perfectionist tendencies are causing challenges for a student, they should complete an Arising Need form with the SENDCO in order for a strategy to be agreed in co-production with parents

6.8 Rewards will be applied retrospectively and not used as short-term motivators.

7. Discipline and Sanctions

7.1. Unless a Hubber's EHCP or advice for therapists indicates otherwise, we will assume that the student has an age-appropriate understanding of right and wrong. Our opportunities to learn will cover historical and current topics which encourage a deeper understanding of right and wrong.

7.2. We recognise that a Hubber's ability to behave in an acceptable way can be impacted by their needs, their individual circumstances on the day and the extent to which they have learned and are able to implement effective self-regulation strategies.

7.3. Where Hubbers have behaved in an unacceptable way as a result of dysregulation, they will be provided with appropriate opportunities to reflect on and communicate any issues which contributed to the dysregulation. Team members will recognise that a student will not be able to reflect and communicate on an incident until they feel calm and secure and that they may only be able to communicate their genuine needs and feelings to particular adults, for example a parent, trusted adult or therapist.

7.4. Where a Hubber is making an effort to learn and implement self-regulation strategies which are appropriate to their individual needs, sanctions will not normally be applied in the event of dysregulation. Where natural consequences occur, for example due to an incident taking time which had been allocated to a fun activity, team members will help the student to understand that this is not intended as a sanction.

7.5. Where an incident involves more than one Hubber, we will work closely with all parties, with therapeutic support as necessary, to ensure that everyone views it as a learning experience.

7.6. Sanctions will be used where Hubbers have good reason to believe that a young person has chosen to behave in an unacceptable manner in circumstances where, having allowed for the young person's level of social skills and emotional regulation, they could have reasonably been expected to make a better choice.

7.7. Sanctions will be selected carefully and on an individual basis. Due regard will be given to a student's EHCP and to therapeutic advice. ICDIL appreciates that the same sanction may be perceived very differently by different students. When issuing sanctions, team members will give due consideration to how the student might view it and will be mindful that a sanction which they consider to be relatively minor may have a disproportionate impact on the student.

7.8. Sanctions will be issued only where appropriate.

7.9. The issuing of disciplines and sanctions will be recorded. Sanctions issued for serious behaviour will be recorded on CPOMS.

7.10. Sanctions will:

7.10.1. Relate to a specific task or action and will be implemented clearly.

7.10.2. Be issued consistently and fairly, ensuring that the student is clear about what they are being reprimanded for.

7.10.3. Reinforce ICDIL's core values and ethos.

7.10.4. Not be given too readily, be individualised, and only affect the young person in question.

7.10.5. Not have a negative effect upon others.

7.11. Due to the varying needs, anxiety levels and self-perception of students at ICDIL Hubs, we do not implement a blanket graduating scale of sanctions. In the event that a Hubber is reasonably considered to be repeatedly and intentionally choosing unhelpful behaviour, their team will use their professional judgement, with therapeutic input as appropriate, to determine whether this is best addressed through a more serious sanction or through other means.

7.12. Depending on the needs of the individual young person, the following sanctions may be used:

7.12.1. The student may write a letter of apology to the person(s) for whom their behaviour caused difficulty.

7.12.2. The Hubber may contribute to making good any damage caused by their behaviour.

7.12.3. The hubber may be required to make amends for their behaviour through 'service' to the ICDIL community, i.e., by 'undertaking a chore above and beyond that which they would normally contribute to the ICDIL community'.

7.12.4. The Hubber may lose their right to vote on one matter in the next student voice meeting which will be introduced in September 2023.

8. Restrictive Physical Intervention (RPI)- training to be confirmed

8.1. Team members and other persons authorised will be fully trained to have charge of students and may use reasonable force to prevent students:

8.1.1. Causing injury to themselves or others

8.1.2. Committing a criminal offence (including behaving in a way that would be an offence if the Hubber were not under the age of criminal responsibility)

8.2. Reasonable force has no legal definition but:

8.2.1. The team must take into account the circumstances of the incident, age, sex and development of the student.

8.2.2. The degree of force must be proportionate to the seriousness of the situation, behaviour, or consequences it is intended to prevent, and always be the minimum force needed.

8.2.3. Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it.

8.2.4. Everyone has the right to self-defence provided they do not use a disproportionate degree of force.

8.3. ICDIL recognises that RPI will be used infrequently, that is, as a last resort to maintaining a safe environment.

8.4. All team members will receive appropriate training so that they possess the skills to adopt effective strategies to defuse potential instances of conflict or aggression.

8.5. Team members will maintain a calm, confident and objective approach to all situations that involve or may involve the use of restrictive physical intervention.

8.6. De-escalation strategies are applied to reduce the likelihood of an incident that requires the use of Restrictive Physical Intervention.

8.7. We recognise that some students may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. As indicated, restrictive physical intervention might be appropriate when action is necessary in self-defence or because of imminent risk of injury. For example, if:

8.7.1.A student attacks a member of the team or another young person.

8.7.2.A Hubber attempts self-injury.

8.7.3. Hubbers are fighting.

8.7.4. Where there is a serious and developing risk of damage to property that causes harm or distress to another Hubber or damage to ICDIL property or the premises that cannot be easily remedied.

8.8. Wherever possible, early support from colleagues will be sought. Single handed intervention increases the risk of injury to both parties and does not provide the person intervening with the support of a colleague acting as a critical friend.

8.9. Methods that team members may use in appropriate circumstances where a risk assessment judgement supports this:

8.9.1. Shepherding a young person away by a light touch on the elbow or near the shoulder.

8.9.2. Guiding –the positive application of force to control a young person and would be used in rare circumstances, e.g., if the Hubber is in extreme danger and no other alternative is available.

8.9.3. Holding – for security where there is reasonably considered to be imminent risk of injury, even if the Hubber is not yet out of control. The purpose is to defuse or prevent escalation

8.10. When intervening, team members should take care that their actions should in no way be capable of being interpreted as aggressive.

8.11. Team members will never use force as a substitute for good behaviour management.

8.12. Team members may not carry out actions that might reasonably be expected to injure. Examples include:

8.12.1. Holding a student around the neck, or by the collar, or in any other way that might impede their ability to breathe.

8.12.2. Slapping, punching, or kicking a Hubber.

8.12.3. Twisting or forcing limbs against a joint.

8.12.4. Tripping a Hubber.

8.12.5. Holding or pulling the Hubber by the hair.

8.13. All incidents that result in restraint (where a child has had to be held) will be recorded in detail using CPOPMS at the earliest opportunity before the end of the school day. A Risk Reduction Plan (which will be written by DSL team and will be put in place and reviewed in line with section 10 of this policy.

8.14. Should an injury occur as a result of an incident at an ICDIL setting, immediate steps will be taken to secure appropriate medical attention.

DSL team will record on CPOMS and whether it should be reported to RIDDOR, in accordance with prevailing online guidance.

8.15. The member of the team concerned will report the matter orally as soon as possible to the DSL who will review and act upon it appropriately.

8.16. DSL team will inform parents about the incident and recording by the end of the school day and invite them to a meeting to discuss next steps. Our policy is to be completely transparent with parents about incidents. If parents cannot be reached, an email or letter will be sent to inform them of the incident and offer them the opportunity to discuss the matter.

8.17. The parents of any Hubbers who may have been adversely affected by the incident will be contacted by the end of the Hub Day.

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Fixed Term Exclusion (Suspension)

9.1. A suspension may be considered as a formal step in a concerted process for dealing with unacceptable behaviour following the use of a wide range of other strategies which have been used over time without success. It is an acknowledgement that all available strategies have been exhausted and is normally used as a last resort.

9.2. Only the Proprietor or Director of Learning have the authority to exclude a student from an ICDIL setting on a fixed-term basis.

9.3. Any decision made to exclude a student will be lawful, proportionate, and fair.

9.4. All exclusions will be formally recorded on CPOMS System.

9.5. Following the decision to exclude a student, the Proprietor or Director of Learning will inform the parents immediately, in person or by telephone, of the period of the exclusion and the reasons behind it.

9.6. The Proprietor or Director of Learning will inform the parents in writing of:

9.6.1. The reason(s) for the exclusion

9.6.2. The length of the suspension

9.6.3. Their right to raise any representations about the exclusion, including how the student will be involved in this and how the representations will be made.

9.7. The parent collecting the Hubber will be provided with details of the exclusion and the start / end dates of the exclusion in writing and the parents invited into the setting to discuss the reasons for the exclusion.

9.8. Learning Challenges and /or virtual learning are always offered for a Hubber to cover the period of a suspension.

9.9. A multi-agency assessment will be made to identify unmet needs following exclusion and a strategy for managing behaviour will be agreed prior to return to the setting should following suspension.

9.10. On a Hubber's return to an ICDIL setting following a suspension, the parent(s) are asked to accompany their child to meet with the Principal or Team Leader.

9.11. During a suspension, the young person is not allowed on ICDIL premises and are ordinarily expected to remain at home during Hub hours. It is the responsibility of the parent(s) to arrange daytime supervision for their child.

10. Permanent Exclusion

10.1. There are two main types of situations in which permanent exclusion may be considered:

10.1.1. A final, formal step in a concerted process for dealing with unacceptable behaviour following the use of a wide range of other strategies which have been used over time without success. It is an acknowledgement that all available strategies have been exhausted and is normally used as a last resort.

10.1.2. Where there are circumstances of extreme behaviour causing a serious risk to either the Hubber concerned, adults or other young people within the settings.

10.2. Hubbers will be suspended to allow for an investigation to occur prior to a decision to permanently exclude. Hubbers and parents will be invited to provide their views as part of the investigation.

10.3. Only the Director or Proprietor have the authority to exclude a student from an ICDIL setting.

10.4. Any decision made to exclude a student will be lawful, proportionate, and fair.

10.5. All exclusions will be formally recorded on CPOMS.

10.6. A letter will be sent in the post, or via email, providing details of the reason for the exclusion and outlining the formal procedures for permanent exclusion.

10.7. The Director of Learning or Proprietor will inform the parents in writing of:

10.7.1. The reason(s) for the exclusion

10.7.2. Their right to raise any representations about the exclusion to the governing body, including how the Hubber will be involved in this and how the representations will be made.

11. Placement Review

11.1. We are committed to ensuring that ICDIL holistic settings remain safe places for all students. We recognise that our students often have high anxiety and school-related trauma and that peer behaviour or dysregulation, even at a level which may be considered minor in other circumstances, may result in students feeling unsafe or unable to attend.

11.2. We operate a robust Admissions Process in order to optimise the likelihood that any new students will not behave in a way which causes unreasonable difficulties for existing students. Placements are offered on a trial basis after at least one taster session to provide an opportunity for ICDIL and the new student and their family to confirm that the placement is appropriate.

11.3. It is our routine practice to undertake a thorough multi-disciplinary review, in co-production with parents, of any behavioural or dysregulation incident which:

11.3.1. could reasonably be considered by an observer to be physically or verbally aggressive (whether or not that was the young person's intent), or

11.3.2. places the young person or another person at risk of harm, or

11.3.3. triggers anxiety in another hubber that is likely to result in an inability to attend or access aspects of the provision, or

11.3.4. threatens or causes damage to property.

11.4. The primary aims of the incident review process are to:

11.4.1. minimise risk for the Hubber(s) who are involved, their peers and team;

11.4.2. ensure all parties feel heard and experience healthy closure following the incident;

11.4.3. ensure the behavioural profile of our student cohort remains as described in the Admissions Policy.

11.5. There is no expectation that the incident review process will ordinarily result in a placement being terminated. Parents and students should be assured that the incident review process occurs routinely.

11.6. If a student is in a trial period at the point of an incident review occurring, it will be routine practice for the three-month trial period to be reset from the date of the incident or, if considered more appropriate, from the date of risk mitigation strategies being agreed at the multi-disciplinary review.

11.7. In the event of other remedies being considered inappropriate, placement termination is a possible outcome of the incident review process. Any consideration of placement termination will include the Proprietor or Director of Learning, and have full regard for the multi-disciplinary review and parental comments. The principle of least harm will be followed by default, taking a balanced view of both the impact of placement termination on the student in question and the impact of placement continuation on existing or future students.

11.8. Although any placement termination will have due regard for statutory requirements, wherever appropriate we will use the EHCP review process to arrange the placement termination and to facilitate a positive solution for the student.