



KITE COLLEGE

Kent Inclusive Technical Education

Behaviour Policy

Version 2		Signature
Authorised Principal	March 2025	
Approved Chair of Trustees		
Learning & Inclusion Committee		
Next Review Due:	September 2026	

Contents

INTRODUCTION	4
Relational Practice	4
Trauma informed practice	5
Restorative Justice Approach.....	5
INTENT	6
IMPLEMENTATION	6
Tier 1	6
Tier 2	6
Tier 3	6
BE Ready	7
What you can expect from our Team every day:.....	7
What we expect from our Learners every day	7
What we expect from Parents/Carers	7
BE Respectful	8
What you can expect from our Team:	8
What we expect from our Learners every day:	8
What we expect from Parents/Carers:	9
BE Safe	9
What you can expect from our Team:	9
What we expect from our Learners every day	9
What we expect from parents and carers	9
IMPACT.....	9
KITE College Behaviour Response Process.....	10
KITE College's Positive Behaviour Recognition	10
KITE's Escalation Process to dealing with behavioural Incidents.....	10
1. Intervention/Support Event with Pastoral/Wellbeing Team	10
2. Parent/carers consultation with Learner and Vocational Tutor	10
3. Parent/carers consultation with learner and member of Senior Leadership Team	10
4. Parent/Carer Consultation with the Learner and Principal	10
5. Parent/Carer Consultation with the Learner and Deputy Head of College/SENDSCO.....	10
Appendix 1:	11
Relational Practice approach to Classroom Management	11
Emotion Coaching – 'Connection Before Correction'	12
Classroom Management in practice	12

Body Language	12
Conversations	12
Scripted responses	12
Positive Reinforcement.....	13
Restorative Justice – Scripted responses and questioning	13

INTRODUCTION

KITE College's priority is to ensure that all Learners, staff and visitors to the college are always safe whilst on college premises. This policy outlines the procedures and practices that KITE College will employ to ensure the safety of all.

This policy details the expectations of behaviour for all members of the college community to ensure that KITE College remains a safe, secure and welcoming learning environment. Ensuring this will support the learning, attainment and wellbeing of the college community.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- (2024) Keeping Children and Young People Safe in Education
- (2022) Sexual Violence and Sexual Harassment Between Children in Schools and Colleges
- DfE (2015) Special Educational Needs and Disability Code of Practice: 0 to 25 Years.

This policy operates in conjunction with the following college policies:

- Learner and Parent Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Anti-Bullying Policy
- Exclusion Policy
- Safeguarding Policy

This policy was produced in collaboration with the KITE Team and was developed over a period of one year.

Relational Practice

At KITE College we understand that establishing and building trusting and positive relationships with our Learners will support them to achieve, aspire and attain. We recognise that for a variety of reasons, our Learners may not have had the most positive experiences in educational settings, due to school-based trauma and adverse childhood experiences.

At KITE we strive to establish trusting and professional relationships with our Learners. This is demonstrated through the Key Worker model and is reinforced by the staff team responding in a predictable and reassuring way to any behaviour exhibited by the Learners. In taking this relational and homogenous approach to dealing with situations, we are providing reassurance to the Learners that we will take every opportunity to demonstrate 'positive noticing'. This praise and recognition has a positive effect on the Learners emotional wellbeing and self-esteem.

KITE College have developed scripted responses to deal with all behaviour in college. The purpose of this is to provide the Learner with confidence and reassurance that all behaviours will be responded to in a predicted calm and supportive way by all staff. These responses enable relationships to be established and ability to connect to the Learners and avoids any negative labels which the Learner may have had to deal with during the school life.

Staff will be assertive, supportive and respectful in their language, body language and tone they use, this will then give the opportunity and time for the Learner to adjust their behaviour accordingly.

Trauma informed practice

The behaviour of our Learners is a large part of the reason they are at KITE College. We understand that Adverse Childhood Experiences may have had a significant impact on their approach and attitude towards learning and their ability to establish trusting relationships with others, particularly adults. We recognise that trauma informed practice is vital to the way in which we engage with our learners and respond accordingly.

Learners at KITE College have complex special educational needs including social, emotional, and mental health difficulties (SEMH) and Autism Difficulties (ASD) and have often faced or are facing Adverse Childhood Experiences. "The impact of these circumstances can have wide ranging impacts on children's own behaviour, their interpersonal behaviour and emotional state". (Department of Education, 2018)

To help reduce the likelihood of behavioural issues related to social, emotional, or mental health (SEMH), the college will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and learners are taught to be resilient.

This Policy outlines the approach the college takes to dealing with and managing expectations of behaviour within the College Community to ensure a safe learning environment for ALL.

Restorative Justice Approach

KITE College's Restorative Justice process seeks to build relationships and address and resolve conflicts between Learners and/or between Team members and Learners. We recognise that on occasions communication can breakdown between individuals and we are proactive in ensuring that any issues are resolved. However, this process will not be implemented if either party involved in a conflict does not agree to participating with it.

If both parties wish to participate in the process, then it is mediated by an experienced member of the Pastoral Team and when appropriate a member of the Senior Leadership Team. The purpose of the Restorative Justice process is to allow all parties to feel confident that a matter is being dealt with in a clear and explicit way, which is understood and endorsed by all.

Restorative practices have a positive impact on changing the culture of the college in a positive way. It allows all parties to feel like they have been heard, that the matter has been dealt with empathetically and in supported way and will prevent from similar situation between the parties from occurring again. It also has a positive impact on attendance and behaviour and supports the development of the college community, as it is proactive way of working WITH people, not doing things TO them, not doing things FOR them and NOT being neglectful and doing nothing at all, given confidence to our Learners.

INTENT

KITE College is an inclusive community and we expect all members of our community to:

- BE Ready
- BE Respectful
- BE Safe

This expectation of behaviour is in line with KITE College Values:

Kindness

Integrity

Tolerance

Excellence

Every interaction with every young person matters, every time. KITE believe that relationships are at the heart of the learning process and, fundamentally, behaviour is most effectively managed when there is a positive relationship between everyone.

A happy, productive, and successful Learning Environment rests on a clearly defined behaviour policy. At KITE College, we strongly believe in creating a positive environment for all members of the learning community.

IMPLEMENTATION

When Learners are considering joining KITE College, we implement a 3-tiered risk assessment for all learners.

Tier 1

Risk of an individual's behaviour is carried out at referral/consultation stage. Interviews are carried out by the Senior Leadership Team. This involves identifying any concerns detailed within the Learner's EHCP and requesting further information from the Learner's current provision if required.

Tier 2

At the new Learner interview stage, discussions are held with the Learner and parent/carer and a robust Admission Profile completed to discuss any areas of concern. Further information may be requested from professionals involved in the Learner's life e.g. Behaviour Risk assessments, safeguarding files, social services etc

Tier 3

At KITE we recognise that the individual described within in EHCP does not always accurately reflect the actual Learner and their needs. We also recognise that transition of that young person to a new provision can be very stressful for some young people and behaviours during this period, may not always be a 'normal' or 'true' reflection of the Learner. By the end of Term 1, we would have established a more detailed profile of the Learner's needs and identified any interventions to support them with regards to any behaviour they may demonstrate.

This could be in the form of internal support such as Pastoral support, Key Worker support, Soft Landings, access to our Mentor, access to our Wellbeing Hub, individualised timetables and reduced timetables. If required, these may also include access to our Independent Counsellor, Occupational Therapy and Speech and Language therapy.

BE Ready

What you can expect from our Team every day:

- To follow robust and rigorous safeguarding procedures to ensure the safety of everyone within the college community.
- You can expect KITE Staff to model expectations
- To be fair
- To be calm
- To take a consistent approach
- To show empathy and be kind
- To nurture and support you
- To listen
- To be open to receiving support offered
- To respond to your needs identified through the Learner Council e.g. participation in recruitment process, changes or improvements to the college
- Respond to your needs as an individual
- To be an advocate for you
- To support you to aspire
- You can expect recognition of positive behaviour – Learner Recognition reward trips and positive behaviour points
- You can expect a verbal reminder
- You can expect support away from the classroom
- Restorative justice conversations
- Appreciation of individual's needs:
 - Reduced timetables
 - Therapeutic interventions
 - Individualised support in and outside of the classroom
 - Referrals to be made to specialists e.g. CAMHS, Counselling, Adult Social Services, Speech and language therapy, occupational therapy, SLTS.
 - Mentoring
 - Access to regular Key Worker support
 - Access to Pastoral Support
 - Access to Wellbeing hub - Mental Health Lead and a safe space
 -
- Support around sanctions:
 - Scripted responses
 - Reminder to be safe
 - Predicted responses from All Staff

What we expect from our Learners every day

- Be Ready to Learn.
- Arrive on time and get to lessons on time.
- Have relevant PPE/Clothing for the Pathway you are in.
- To be well rested and have a good night sleep.

What we expect from Parents/Carers

- Ensure transport is in place for the Learner to attend college if required.

- Support the Learner to have a good night sleep and be ready for learning when they arrive at college.
- Ensure the Learner has all the relevant PPE (if required).
- Inform the college of any planned non-attendance at least two weeks prior.
- Inform college by 8.15 am if a Learner is not able to attend the college that day.
- Share relevant information with KITE College.

BE Respectful

What you can expect from our Team:

- In class support strategies for individuals
- Proactive/preventative support strategies such as:
- Verbal reminders of Be Ready, Be Respectful and Be Safe.
- Movement breaks in lessons if required
- Movement breaks outside of classroom
- Out of class support – Pastoral/Wellbeing Hub/Mental health Lead
- Referral to Specialist support if required
- 1:1 Adult support including personalisation, considering the learners individual learning styles, scaffolding, accessible talks, removal of barriers to learning in accordance to EHCP and learner profile
- Tactical Ignoring
- Lessons designed in line with core strategies will reduce behaviour
- All staff to refer to the Learner's Profile and support in line with this.
- Staff will be proportional/rational and calm.
- De-escalation strategies – change of pace, change of face, give them a job, reading the room
- Predicted responses to any challenging behaviour by ALL Staff
- To employ restorative justice practices.

What we expect from our Learners every day:

- Arrive on time to lessons.
- To be appropriately dressed and wear PPE is required.
- Ask for a movement break if needed. Be in class for at least 15 minutes before asking for a break. If this is not possible due to feeling highly dysregulated, then speak to your tutor/LSP.
- Learners are expected to treat their personal possessions, those of other learners and the property of the college with due care and respect. Damage to the buildings and equipment of the college will be charged to the learner's parents where the college deems appropriate.
- Learners must only smoke at break times, using designated areas.
- Learners to treat others how they wish to be treated.
- Learners are not allowed to leave the premises during the college day, including lunchtime unless there has been a written request from parents and permission is granted by the Principal.
- Learners who come to college showing signs of being under the influence of alcohol, other intoxicants or substances that affect behaviour and safety may be searched and may be asked to return home. Parents and carers may be advised if appropriate.

What we expect from Parents/Carers:

- To ensure Learners arrive on time to college.
- To be proactive and liaise with KITE Staff if they have any concerns or relevant information regarding their young person.
- Support their young person to adhering to the expectations outlined within this policy.
- To attend meetings as requested.

BE Safe

What you can expect from our Team:

- All staff have yearly Safeguarding Refresher training.
- Provide a safe learning environment.
- A Safeguarding Team who are all KCC Safeguarding Trained.
- Fully embedded safeguarding procedures across the college.
- Robust Safeguarding monitoring and reporting.
- Follow KITE College's Health and safety procedures.
- Follow KITE College's Fire evacuation procedures.
- Follow KITE College's Acceptable IT Use Policy.

What we expect from our Learners every day

- Follow verbal or written instructions given my Staff.
- Follow KITE College's Health and safety procedures.
- Follow KITE College's Fire evacuation procedures.
- Follow KITE College's Acceptable IT Use Policy.
- Demonstrate KITE Values.

What we expect from parents and carers

- To have read all relevant policies on our website.
- To treat staff with respect.
- To attend all parent consultations.
- To liaise with the College if they have identified any areas of concerns for their Learner.

IMPACT

- All Learners and Staff will be safe whilst on College property.
- All Learners will be supported by the implementation of internal interventions and have access to specialist support.
- Reduction in behavioural incidents.
- Improved attendance figures, as Learners needs are met and feel safe and welcome at college.
- Learners will be more resilient and be able to self-advocate.
- Learner attain, aspire and achieve.
- College Community – Learners, Staff, Parents/carers and stakeholders will trust the process and ensure the needs of the learners are ta the forefront of everything we do.
- Trust that any behaviour concerns will be responded to fairly, consistently, predictably, empathetically and with supportive outcomes.

KITE College Behaviour Response Process

All behaviour at KITE will be responded to whether it is positive or negative behaviour.

KITE College's Positive Behaviour Recognition

KITE College issue Learner Recognition awards at the end of each term. Every time a Learner receives a positive behaviour point, this is recorded on the MIS and at the end of each term, the Learner with the most positive point for each pathway is recognised and awarded. Awards include: Trip to bowling, football golf, a meal, pizzas.

KITE's Escalation Process to dealing with behavioural Incidents

In the event of a negative behavioural incident occurring in college, KITE have a five-tiered response procedure in place:

1. **Intervention/Support Event with Pastoral/Wellbeing Team** - intervention will be recorded on the KITE's Management Information System (MIS) as a 'Support event'. A phone call home to parents/carers informing them of the incident details and actions taken. **A verbal warning will be issued.**
2. **Parent/carer consultation with Learner and Vocational Tutor** – meeting to discuss the behavioural incident and to discuss next steps e.g. support/interventions to be put into place and remind the Learner of the 'Learner Code of Conduct/Behaviour Policy expectations'. These may include re-education, referral to external agency which will depend on the type of incident, personalised timetable, internal interventions to support the Learner. **A first written warning will be received.**
3. **Parent/carer consultation with learner and member of Senior Leadership Team** – meeting to discuss the continuation of behavioural incidents and to discuss next steps. A discussion regarding past interventions and their effectiveness and to identify alternative support/interventions to be put into place. These may include re-education, referral to external agency which will depend on the type of incident, personalised timetable, internal interventions to support the Learner. **A second written warning will be issued.**
4. **Parent/Carer Consultation with the Learner and Principal** – meeting to discuss the behavioural incident and to discuss next steps. A discussion on the potential of supporting and signposting the Learner to successfully move on from KITE College, if the behaviour continues. **Third and Final written warning will be issued.**
5. **Parent/Carer Consultation with the Learner and Deputy Head of College/SENDCO** – meeting to discuss how KITE can support the Learner to move on from KITE. An early Annual Review of the Learner's EHCP will be held and onward destinations will be explored with the Learner, parent/carer and LA SEN team. The Learner will no longer attend college, however, until the Learner has moved onto either another educational provisions, employment or training, KITE will continue to carry out weekly wellbeing calls to the Learner and send work home to them.

For KITE College, the removal of a Learner from College is the very last resort. You can expect that every other avenue would have been investigated/exhausted to enable the Learner to remain on the college roll.

Learners/parents/carers who wish to make an appeal this decision must do so in writing as per the complaints policy within five working days from the outcome of the meeting. An appeal hearing will be held with a Member of the Board of Trustees.

Appendix 1:

Relational Practice approach to Classroom Management

Behaviour communicates an unmet need. Therefore, to change behaviour, we must connect and respond to the unmet need. Thinking about behaviour in this way, helps us to understand challenging or distressed behaviour as communication of an unmet need (e.g. the need to feel safe).

Therefore, the most effective way to affect sustainable behaviour change is to try to meet the specific unmet need. A relationship-based approach helps young people to learn how to communicate their needs more effectively and this enhances their sense of self.

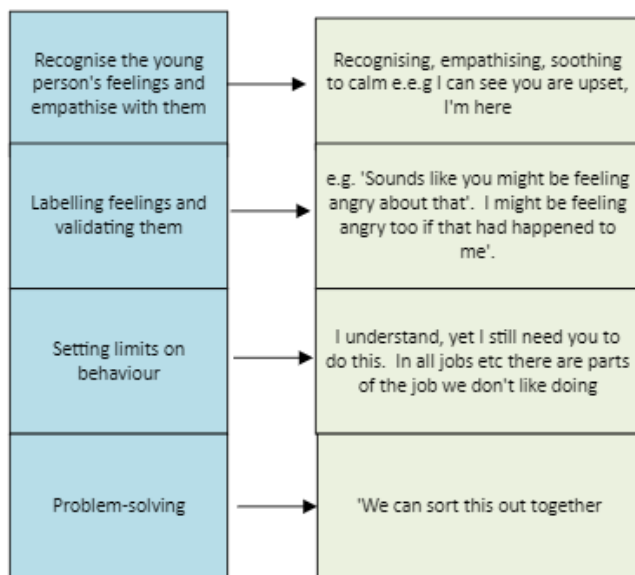
This idea illustrates the importance of individual approaches to understanding and managing behaviour in educational settings. This approach provides learning opportunities to develop self-regulation skills, resilience, problem solving, cooperation, empathy and moral development, all of which are support and prepare their journey into adulthood and provides them with 'emotional currency'.

A Learner's behaviour cannot be fully understood in isolation, without considering their individual influences e.g. their family, friendships, relationships, college, community.

Consider the differences between these 2 sets of assumptions and the impact of these differences.....	
Common Assumptions about Academic Errors	Common Assumptions about Behaviour Errors
Errors are accidental	Errors are deliberate
Errors are inevitable	Errors should not happen
Errors signal need for teaching	Errors should be punished
Learners with learning difficulties need modified teaching	Learners with behavioural difficulties should be punished

This way of thinking and reacting to negative behaviours is outdated and ineffective and is not the way we do things at KITE.

Emotion Coaching – ‘Connection Before Correction’



Classroom Management in practice

Body Language

- Get down to the Learner's Level.
- No direct eye contact as this can be perceived as challenging.
- No shouting across the classroom/workshop, approach them and give them enough space as to not feel threatened.

Conversations

- In and out as quick as possible, no labouring the point.
- Be ASSERTIVE NOT aggressive.
- The more you respond to them, the more they will continue to display negative behaviour and the situation could become quite inflammatory. Shut down the discussion using the scripted responses.
- Avoid having negative, emotive or judgemental discussions in front of the learner. It will only create and reinforce their view and help perpetuate the cycle of behaviours you find challenging.

Scripted responses

Examples:

'I've noticed that you haven't written the L/O or date yet.....'

'I've noticed that you aren't participating today....'

'I can see that you are having a tough time. Let's take a moment to calm down and then we can discuss what has happened'.

'I've noticed that you are not using respectful language'.

'I understand yet I need you to write down the L/O and date and I will come and check on you in a couple of minutes'.

This provides clear instructions as to what they need to achieve, to be safe and to be respectful.

- connecting to the learners by not using negative labels, which they have dealt with their whole school lives.

NOT *'You haven't done a single thing yet'.*

- This is very inflammatory and you are labelling them (lazy, incapable etc).
- Easy steps for them to adjust their behaviour/actions.
- Create empathy when they refuse to follow instructions or are feeling oppositional.
- This allows you to challenge their behaviour safely and avoids confrontation and disagreements.
- Find ways to agree.
- Fogging technique is an approach often used in assertiveness skills training that helps to provide a calm response to someone who is being aggressive towards us. When used correctly, the fogging technique aims to reduce further confrontation by not feeding the aggression but rather quashing it.

The fogging technique involves us showing that we agree with any truth that lies within what the other person is saying to us. When someone is aggressive towards us, the other person is more than likely expecting us to be aggressive or passive back. This then gives them a reason (or fuel) to continue to be aggressive. By delivering a different response of what they were expecting, talks away the fuel

Reinforcing this how we do this at KITE.

Positive Reinforcement

"I noticed you were really focused during the lesson today. Great job!"

'I noticed how well you helped your friend today in lesson, that was really supportive and kind'.

'I've noticed how well you contributed to discussions today, great job!'

Restorative Justice – Scripted responses and questioning

- The most important thing to remember is that RJ will only work when **you** (staff member) recognise that you need to meet **their** (Learner) needs.
- Give them time to calm down before entering into RJ. Give them reassurance that you are going to help them sort out the problems and try to develop a relationship of trust.
- If they are unsure if they wish to engage restoratively it might be useful to ask if they will go through the questions with you and make their mind up once you have finished the preparation.

1. Create the timeline:
 - Where were you when incident happened?
 - What happened first, what happened next?
2. What did people actually say and do?
3. What were you thinking/feeling at the time?
4. What do you think/feel now?
5. Who has been affected by this and how?
6. What's been the hardest things for you?
7. What needs to happen to put this right?
8. What will you do differently next time or if you made another choice how would you do things differently?
9. What would you like xxxx to do differently next time?

At the end of the session, support the Learner to identify ways/strategies they could use to prevent reoccurrence. For example, ask to leave the room for 5 minutes to regulate their emotions, ask to go to pastoral for some support.