



Behaviour Policy

Date Ratified: October 2020

Date Policy due to be reviewed: October 2022

Committee Responsible for policy: Board of Governance

Geraldine Kelly – Chair of the Board of Governors

Review No:	Date	Summary of Changes	Reviewer
<u>1</u>			
<u>2</u>			
<u>3</u>			

BEHAVIOUR AND REWARDS POLICY

Every interaction with every young person matters every time. We 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 College rests on a clearly defined behaviour policy. At The Ridge Employability College, we strongly believe in creating a positive environment for all members of the learning community. College staff, parents/carers and learners are to be made aware of the clear high standards of behaviour expected of all Learners at all times. Learners are encouraged to be independent in taking responsibility for their choices and are sensitively guided when problems arise. We also recognise that within a climate of inclusion there will be some learners who need a personalised approach to their specific behavioural needs. The importance of taking a multi-agency approach to behavioural management is central to this. We also recognise that we may need to take the lead in consulting and communicating with other agencies.

The primary aim of this policy is not a system to enforce rules. Positive, constructive behaviour is encouraged by clearly defined rules but also a relevant curriculum matched to the ability of each learner and a fit for purpose environment celebrating the success and friendliness of our college. It is also a means of promoting good relationships, so that people can work together with the common purpose of providing a high quality learning experience.

Aims / Scope of Policy

The aims of this policy take into account legislation enacted by the Education Act 2011, which has replaced previous legislation (Education and Inspections Act 2006, Education Act 2002 NS Equality Act 2010).

Our aims are for all staff to:

- Deal with behaviour calmly and consistently
- Model acceptable behaviour
- Acknowledge good behaviours regularly
- Offer learners strategies to deal with their emotions and chose more acceptable behaviours
- Be friendly and approachable, and
- Use de-escalations techniques.

Our aim for all learners is to:

- Feel safe and be protected from harm
- Be treated with respect and dignity and feel valued as a member of college
- Understand that their actions have consequences
- For learners to develop their own strategies for managing their own feelings and behaviour, and
- Learn how to deal with real life situations.

The senior leaders of the college believe that, in order to enable effective teaching and learning to take place, good behaviour in all aspects of college life is necessary. It seeks to create a caring learning environment in the college by:

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention

- Providing a safe environment free from disruption, violence, bullying and any form of intimidation or harassment, and
- Encouraging a positive relationship with parents/carers to develop a shared approach involving them in the implementation of the College's policy and associated procedures.

1. Behaviour

- 1.1 The Ridge Employability College has high expectations for behaviour and recognises the importance of good relationships as part of this. Trust and respect as part of a good, well established relationship, takes time to develop. As a college we support learners to develop these relationships and use the strength of staff/learner relationships to deal with unacceptable behaviours. In any circumstances of a staff member dealing with challenging behaviour, both staff and learners will be supported to discuss the incident (where and when appropriate and in a way best suited to the learner) in order to resolve it and to rebuild relationships. Following the discussion, it is important that good relationships are restored and that the incident is not commented on again. This ensures that positive relationships are restored. It is important that during the discussion the learner is not criticised in any way and when possible the discussion should be overseen by a third independent person to act as a mediator.

Expectations

- 1 Behaviour: learners are required to follow college rules and behave with consideration and respect towards other learners, members of staff and the public. This applies when in college, travelling to and from college, whilst on college trips and when identifiable as a Ridge Employability College learner.
- 2 Behaviour for Learning: learners are expected to demonstrate positive attitudes towards their learning and demonstrate behaviours which develop their understanding. Learners with poor behaviour for learning will be challenged using the strategies outlined in this policy.
- 3 Alcohol/Drugs/Aerosols or any illegal substances: learners who come to college showing signs of being under the influence of alcohol, other intoxicants or substances that affect behaviour by impact on prescribed medication will be removed and their parents informed of the serious consequences that potentially follow.
- 4 Dangerous items or implements: items which can cause serious harm and pose potential risks to others, such as knives of any description or other items identified as dangerous by the principal of the college. Items will be removed and parents informed of the serious consequences that potentially follow. This could include police involvement.
- 5 Smoking: learners must only smoke at break times, using designated areas.
- 6 Punctuality: learners will be in the college and attend lessons at the published times including a period of registration.
- 7 Leaving college premises: 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 Head of College.
- 8 Property: 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.

9 Valuables: the college will not accept responsibility for the loss of or damage to any item of value, including; electronic equipment or money, brought into the college unless it has been given into the safe keeping of a teacher.

10 Mobile Phones/electronic devices (inc. music players) may be brought to the college but must be switched off and in bags during lessons / learning sessions. Mobile phones can be used during free / social time during breakfast club and lunch time. Learners must not access any form of social media whilst on site at the College.

Checklist for Effective Learning

We expect The Ridge Employability College learners to:

- Arrive on time to lessons.
- Bring to session required equipment and respect resources provided by the College.
- Understand how important it is to get enough sleep.

'Core' Lesson Protocols for Staff

- Greet the group.
- All relevant books/equipment should be ready for the start of the lesson.
- Formally register your group.
- Lesson purpose/objectives are to be shared with learners.
- Where learners do not have basic equipment, i.e. pen/paper, provide them with whatever is missing.
- Seating arrangements of the class are clearly the prerogative of the teacher and a written seating plan is highly recommended including the identification of vulnerable learners.
- Homework (if issued) must be given in sufficient time for all learners to be able to record it.
- Lesson to have a formal closure with orderly dismissal.

2. Sanctions

2.1. It is important for learners to learn consequences for their actions. When a learner displays unacceptable behaviours or does not follow the class rules adults play a key part in dealing with the situation that arises. Unacceptable behaviours can fall into two categories: low level behaviours or high level behaviours.

2.2. Low level behaviours are mainly those which can cause a small disruption to a lesson but offer no serious risk or disruption e.g. talking, fidgeting etc. These low level behaviours should be dealt with using a range of techniques within the classroom such as moving the pupil to a different seat, eye contact, or verbal request. It is important that these behaviours are dealt with straight away in an effective manor so that the behaviour does not escalate or become a pattern.

2.3. High level behaviours include more serious behaviours, where the learner and those around them may be hurt or be at risk. In these situations, de-escalation techniques should be used. These should include:

- Humour
- Distraction
- Time out /cool down period
- Reassurance
- Simple listening
- Re-direction
- Change of face

For both low level and high level behaviours it is important that learners incur sanctions or consequences in order to learn from their experiences. These could include:

- Time out: 'quiet time' on their own either in a quiet area or on a separate table, continuing to do class based work. Timings will vary dependent on the classroom situation
- Learner stays behind in College if an external visit was planned on timetable.
- If the Learner displays aggressive or inappropriate behaviour and time out has not worked, or the behaviour is considered severe, parents will be contacted and the learner sent home for the remainder of the day.

If the behaviour continues on more than 3 different occasions, parents will be invited into College to discuss their young person's behaviour with the Head of College and, where applicable, Social worker and a behaviour plan agreed.

Action will be taken to work with the young person and family to ensure that this type of behaviour does not continue. The possible consequences will be discussed if the behaviour does continue, including exclusion from College.

The College will consider whether the behaviour under review gives cause to suspect that a young person is suffering, or is likely to suffer, significant harm. Where this may be the case, College staff should follow the Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the College should consider whether a multiagency assessment is necessary.

If a disruptive learner is placed in an area away from other learners for a limited period, the College must act reasonably in all the circumstances. Any use of isolation should not prevent the young person from leaving a room of their own free will.. The College will ensure at all times the health and safety of all learners and any requirements in relation to safeguarding and learner welfare.

3. Challenging Behaviour

3.1 Sometimes learners can communicate using behaviour. These behaviours can have important functions, in that:

- they give the learner immediate relief,
- they communicate (albeit inefficiently) the learner's feelings and needs, and
- they have been practised so frequently that the learner is very good at them

This is detailed by the following the stages of the Continuum of Aggression:

- Calm
- Trigger
- Verbally Agitated
- Verbally Hostile
- Verbally Threatening
- Physically Threatening
- Physically Violent

These stages are hierarchical and learners will progress through the stages at varying different rates dependent on the learner.

Where the behaviour escalates beyond levels that are perceived to be safe and the learner presents a potential risk to themselves and others in the college, senior leaders will take all necessary action to safeguard the Ridge community.

The Head of College may send a learner home, after consultation with that learner's parents/carers and a health professional as appropriate, if the learner poses an immediate and serious risk to the health and safety of other learners and staff support from SYP or other agencies may be involved as appropriate.

3.2 Most behaviour evolves rather than changes and therefore there is no quick fix. When challenging behaviour occurs, the staff working with those learners find the situation difficult and may need support. After incidents of challenging behaviour, it is important that members of staff are given the necessary support. They should be given time to complete the CPOMs report. Time should also be allocated for staff to be debriefed by a third party. Learners should also be debriefed in the format most appropriate to them. This helps to rebuild relationships that otherwise may breakdown.

4. Disciplinary and Exclusions

4.1 All College staff are expected to challenge inappropriate behaviour. If the inappropriate behaviour persists, staff are expected to take the issue to the Head of College or Senior Leaders along with the information about the steps taken to address the behaviour. This can be done through completing a Cause for Concern report on CPOMs.

4.2 Although minor behaviour can be dealt with, it is recognised that persistent minor behaviour issues can have a detrimental effect on not only the learner but the rest of the group. This is why it is important for staff to follow the procedure and use the tutorial process to try and change behaviour prior to using sanctions. The Head of College or Senior Leaders will speak to the learner and look at the best way of moving forward. It might be decided that the discussion is enough and no further disciplinary action is needed. Major behaviour incidents should be reported directly to the Head of College or Senior Leaders. In most cases these types of incidents would be as a result of actions that have been intended to threaten or harm learners or staff. The continuation of persistent minor misbehaviour that is having a negative effect on the group should also be referred to the Head of College.

4.3 No disciplinary action will be taken against a learner until the circumstances have been investigated. In the case of alleged gross misconduct, it may be appropriate for learners to be asked not to attend College until an incident has been investigated further (for their own or others' safety or to ensure a fair investigation). If this is the case then Senior Leaders must ensure that parents/carers are informed. If appropriate, the Head of College or Senior may ask a learner not to attend college whilst the investigation is carried out. The Chair of Governors must be informed if a learner is suspended pending investigation.

4.4 At every stage, a learner has the right to be advised of the reason for disciplinary meetings, to hear the evidence against him/her and to state his/her case.

4.5 If a learner does not attend a disciplinary meeting which he/she has been instructed to attend, the meeting can take place and a decision made in his/her absence.

4.6 Where any member of staff has reason to believe that a learner is at risk of significant harm e.g. sexual abuse, grooming, radicalisation or sexual exploitation, the member of staff should alert the Safeguarding Lead, so that appropriate safeguarding and protection action can be taken. The staff member will still continue disciplinary proceedings under this procedure.

4.7 If the learner is 16 – 18 or considered to be vulnerable they have the right to have a parent/carer accompany them to the meeting. In the absence of a parent or carer a member of support services may accompany the learner.

5. Disciplinary Offences

The following are some examples of misconduct. **This is not an exhaustive list and each incident will be reviewed individually.**

- Any breach of health and safety or other procedures of the College, as outlined at induction;
- Any bullying (including cyber bullying), intimidation, taunting (including any racist or homophobic comments), verbal abuse or the use of any violence or threat of violence towards any person;
- Any failure to follow the reasonable instructions of a member of staff;
- deliberately or by gross negligence causing damage to any College buildings, equipment or furnishings or any property of others;
- any misuse of substances as defined by the Drug and Alcohol Misuse Policy, any interference with hardware, software or data belonging to or used by the College or other learners;
- Any smoking within College buildings; or any centres used for College activities;
- Any cheating, plagiarism or copying of the work of other learners;
- Any unduly noisy or any unruly behaviour or the use of foul or abusive language;
- disrupting any class or any other College activity, whether or not involving staff or other learners;
- Any behaviour which is socially or sexually offensive;
- any behaviour which is racist, sexist, or discriminatory against others on grounds of their disability, religion, sexual orientation, transgender identity, age;
- Any behaviour which could bring the College into disrepute; (e.g. posting inappropriate messages on social media about staff or other learners, committing a criminal offence);
- A significant drop in attendance which has a negative effect upon academic performance.

6. Gross Misconduct

To protect the learning environment, the College takes seriously any breaches of College policies and will follow the College's Learner Disciplinary Procedure should this happen. Furthermore, this Disciplinary Procedure will be used in cases where learners are involved in:

- Theft of any kind;
- Threatening behaviour or assault;
- Discrimination of any kind (including racial, homophobic and disability);
- Bullying or harassment including cyber bullying;
- Deliberate damage to property (College and personal property);
- endangering the health and safety of others;
- Any potentially criminal activities affecting the College or other learners;
- Possession and/or use of alcohol;
- Possession and/or use of illegal substances;
- Cheating, plagiarism, forgery and gambling;
- Inappropriate access to web material deemed unsuitable;
- Inappropriate use of college e-mail;
- committing a criminal offence.

This is not an exhaustive list and each incident will be reviewed individually.

7. Criminal Offences:

Where any member of staff has reason to believe that a learner may have committed a criminal offence, the College may refer the matter to the police and may continue disciplinary proceedings under this procedure or suspend the learner pending outcome with the police. The college reserves the right to recommence proceedings under the disciplinary procedures once any criminal proceedings are known

8. Disciplinary Cases

8.1 The disciplinary procedure may be exercised by any member of staff who has appropriate authority. This includes the Head of College and Curriculum Lead or Designated Safeguarding Lead.

8.2 Stage 1 (Inappropriate behaviour) of the disciplinary procedure may be dealt with by way of an investigation and disciplinary interview. The member of staff conducting the interview reserves the right to exclude the learner if the Behaviour Policy is breached. If the learner does not attend any interview, disciplinary action may proceed. This is the initial stage of the disciplinary process. A formal meeting with the learner will explain the inappropriate behaviour. The learner must be informed they are in stage 1 of the disciplinary process. The meeting should be conducted as soon as possible after the incident has been identified and within one week. The Head of College, Curriculum Lead or Designated Safeguarding Lead can chair the meeting. The learner may be accompanied by their parent or carer. Possible outcomes of the meeting are:

1. No Action or
2. A Verbal Warning with an action plan to improve and parent/carers informed.

The meeting will be recorded on the individual learner record. The learner may appeal in writing within five working days of the meeting to the Head of College.

8.3 Stage 2 (serious and repeated misbehaviour) will be dealt with by way of an investigation and a disciplinary hearing. The learner may be suspended. The disciplinary hearing will be conducted fairly by the Head of College, Curriculum Lead or Designated Safeguarding Lead. The second stage of the disciplinary process is for persistent inappropriate behaviour, failing to meet stage 1 action plan or for more serious allegations. Learners must be informed they are at stage 2 of the process. The meeting should be conducted as soon as possible after the incident has been identified and within one week. The learner will be presented with their conduct and then invited to present their statement. The learner may be accompanied by their parent or carer. Possible outcomes of the meeting are:

1. No Action or
2. A Written Warning with an action plan to improve and parent/carers informed.

The meeting will be recorded on the individual learner record. The learner may appeal in writing within five working days of the meeting to the Head of College.

8.4 Stage 3 (gross misconduct) of the disciplinary process is for serious and gross misconduct and for when learners have failed to meet the terms of the action plan at stage 2. Learners must be informed they are at stage 3 of the process. The Head of College will hold the disciplinary hearing within 7 working days of suspension or the incident. The Curriculum Lead or Designated Safeguarding Lead will explain the process to the learner and the parent/carers and present the conduct issue. The learner will be given the opportunity to present their statement. The learner may be accompanied by their parent or carer. Possible outcomes of the meeting are:

1. No Action or
2. A Final Warning with an action plan to improve or
3. Exclusion.

If exclusion is an outcome this will be confirmed with the learner and their parent or carer as appropriate within three working days of the hearing. The outcome will be recorded on the individual learner record. The learner may appeal in writing within five working days of the meeting to the Head of College.

8.5 Note 1: At any time during the operation of this procedure either side has the right to request an adjournment, the adjournment request will be considered by the Head of College, if considered reasonable, it will be granted.

9. Making an Appeal

9.1 Learners who wish to make an appeal must do so in writing, within five working days from the outcome of the meeting.

9.2 An appeal hearing will be held with a Member of the Board of Directors

9.3 Any appeal must state the grounds for appeal. The grounds for appeal are:

The punishment is too severe for the offence

The learner is not guilty of the behaviour of which he or she is being accused.

The Procedures have not been followed

9.4 An appeal hearing will be arranged within 10 working days of the notice of an appeal being lodged.

9.5 An appeal hearing will be arranged which will follow the same format as a disciplinary hearing as detailed above, save that the learner or Parent/carers will start the hearing by explaining the grounds for his/her appeal.

9.6 The final decision of the appeal panel will be communicated in writing to the learner and parent/carers within 2 working days of the appeal panel interview. The decision will be final.

10. Breaching a suspension

Breaching a suspension will be regarded as a further serious breach of the disciplinary code, and subject to further disciplinary action.

11. Variations and Amendments

Looked After Children/Children in Care and care leavers:

The Safeguarding Lead must be informed of the suspension of any such learners, or any disciplinary action which may result in a looked after child being excluded from College.

12. Exclusion Procedure

A decision to exclude a learner, either for a fixed period or permanently is seen as a last resort. The College is responsible for communicating to learners, parents/carers and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for Exclusion:

- Serious breach of the College's rules or policies
- Risk of harm to the education or welfare of learners or others in the College

Any exclusion will be at the recommendation of the Head of College and at the discretion of the Board of Directors.

Temporary Fixed Term Exclusion:

A temporary exclusion should be for the shortest time necessary. Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

Persistent or Cumulative Problems:

Exclusion for a period of time from half a day to 15 days for persistent or cumulative problems would be imposed only when the College had already offered and implemented a range of support and management strategies. These could include:

- Discussion with the learner
- Mentoring
- Monitoring Report
- Discussions with parents/carers
- Target setting
- Checking on any possible provocation
- Mediation
- Counselling
- Internal exclusion

Exclusion will not be used for minor incidents (e.g. lateness, or poor academic performance).

Single Incident:

Temporary exclusion may be used in response to a serious breach of rules and policies or a disciplinary offence. In such cases, the Head of College or in the Head of College's absence, the Curriculum Lead or Designated Safeguarding Lead, will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the College's policies. The learner will be encouraged to give his/her version of events and the Head of College will check whether the incident may have been provoked, for example by bullying or racial harassment. The decision to exclude a learner rests with the Head of College or in the Head of College's absence, the Curriculum Lead or Designated Safeguarding Lead.

Permanent Exclusion:

A permanent exclusion is a very serious decision and the Board of Directors will consider the Head of College's decision to exclude before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of College rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another learner or a member of staff
- Possession or use of an illegal drug on the premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment

- Theft from college or a work placement setting.

The Decision to Exclude:

If the Head of College decides to permanently exclude a learner, he/she will:

- ensure that the approved exclusion procedure is followed
- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the learner
- contact the parents/carers, explain the decision and ask that their young person be collected
- send a letter to the parents/carers confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the learner's return
- plan how to address the learner's needs on his/her return
- plan a meeting with parents/carers and learner on his/her return

Exclusion should not be enforced if doing so may put the safety of the learner at risk. In cases where parents/carers will not comply, for example, refusing to collect their young person, the learner's welfare is the priority.

Behaviour Outside College:

Learners' behaviour outside College on College business e.g. trips or work placement, is subject to the College's Behaviour Policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in College.

For behaviour outside College, not on College business, the Head of College may exclude a learner if there is a clear link between that behaviour and maintaining good behaviour and discipline among the College body as a whole, or if it is deemed to be damaging to the reputation of the College.

Marking Attendance Registers Following Exclusion:

When a learner is excluded temporarily, he/she should be marked as absent using Code E.

Managed Move:

In cases where the Head of College and parents/carers agree that the progress of the learner has been unsatisfactory and the learner is unwilling or unable to profit from the educational opportunities offered, this is not exclusion and in such cases, the Head of College along with the Local Authority will assist the parent/carer in placing the learner in another educational setting.

Removal from the College for Other Reasons:

The Head of College may send a learner home, after consultation with that learner's parents/carers and a health professional as appropriate, if the learner poses an immediate and serious risk to the health and safety of other learners and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

Fixed term exclusions may be used, again after SLT planning meetings and discussions and probably only after an exceptional incident where a learner or member of staff has been violently assaulted and a cooling off period is needed.

Permanent exclusions will be extremely rare and a course of absolute last resort. A permanent exclusion would never be arrived at without planning meetings and consultations with

parents/carers, multi-agency and LA representatives. It is however, a course of action available at a point when learner or staff safety is severely compromised.

15 Possible outcomes of a Disciplinary Hearing

15.1 Stage 1 disciplinary outcomes include verbal warnings and an action plan. Verbal warnings will be disregarded after one full term.

15.2 Stage 2 disciplinary outcomes include first written warnings and an action plan, these will be disregarded after 1 academic year, in the event an additional written warning is issued in this period this will be termed a final written warning that will be removed after 2 academic years, and records of exclusions will be kept indefinitely.

15.3 Stage 3 disciplinary outcomes include suspension or expulsion from College

15.4 Depending on the seriousness of a learner's actions, or the persistent disregard for College procedures, a learner can be disciplined through this procedure at the stage which the College considers to be the most appropriate. In extreme circumstances for example, Gross Misconduct, a learner can be taken straight to stage 3, without having to go through stages 1 and 2.

16 Amendments:

It may be necessary to change some procedural aspects of this code. The College may make such changes as it sees fit subject to informing the learner concerned and subject to consideration of fairness. Without limitation, such changes may include disciplinary or appeals interviews being conducted by different persons due to absence, or if the person who would otherwise be conducting the interview had previously had close personal involvement in the matter to be considered. The College may amend this code from time to time.

Roles and Responsibilities

The classroom teacher (including mentors /cover supervisors where appropriate)

Most inappropriate behaviour in the classroom can be avoided through the planning of effective lessons that meet the needs of the class and when the class teacher outlines and insists that the college's clear expectations are followed, consistently applied and communicates the following principles at all times:

- Respect for others' rights, notably those of the teacher to be able to teach his/her lesson as planned and the other learners to be able to learn.
- Fair and honest treatment of any person in the room.
- Co-operation between teacher and learners.

It is expected that the teacher will be proactive in ensuring good behaviour by:

- Understanding the needs of the class with specific attention made to the EHCP and Behaviour Support Plan.
- Having a class seating plan based upon the needs/strengths of the learners.
- Communicating classroom standards clearly.
- Being punctual and positively meeting and greeting learners before every lesson. Learners must not be delayed at the end of lessons.
- Completing the attendance register at the start of every lesson.
- Leaving the room in a good state for its next user.

Mentors

- To support learners in meeting the expectations of the college (as set out in other documents).
- To reinforce college discipline procedures appropriate.
- To reinforce the codes of conduct both within the room and generally around the college.

Head of Curriculum

To provide support for colleagues teaching in their subject areas. Such support can be provided through:

- Showing awareness of the implications of setting decisions and proactive modification if necessary.
- Ensuring all rooms are good learning environments.
- Providing moral and practical support when required.
- Buddying teachers with appropriate colleagues to develop behaviour management within their area.
- Provide strategies and solutions for colleagues that engender effective relationships with learners that provide opportunities for learners to succeed.

Senior Leadership Team/Head of College

- To support all staff as and when required.
- To actively patrol the college when on call to help prevent behaviour incidents escalating and to deal with disciplinary problems as quickly as possible.
- To provide the means for individual learners to be isolated from the rest of the college when the situation requires this.
- To communicate directly with parents/carers over serious cases.

Behaviour for Learning

1	Outstanding <ul style="list-style-type: none">• You are ready to learn immediately at the start of lesson• You contribute to the lesson throughout and ask questions which further develop your understanding• You complete all work including higher level challenge questions• You work independently and demonstrate aspiration to work beyond expected levels of progress• You seek feedback to improve your work• You seek extra challenge and persevere
2	Good <ul style="list-style-type: none">• You arrive to lesson ready to learn• You contribute to the lesson throughout• You work well independently when required• You work well with others and will not let others prevent you from doing your best• You improve your work based on all forms of feedback• You attempt challenging work with a positive attitude
3	Inconsistent <ul style="list-style-type: none">• Your behaviour for learning is mostly good however something has let you down, this could be :<ul style="list-style-type: none">○ You are not on task <u>all</u> of the time and needed a reminder to concentrate○ You are not fully equipped○ You are not putting in 100% effort○ You do not contribute to the lesson• You are not making expected progress.
4	Serious Concern <ul style="list-style-type: none">• Your behaviour for learning requires the teacher to give verbal warnings, which may be because:<ul style="list-style-type: none">○ You do not work independently when required and go off task○ You talk at inappropriate times or shout out○ You distract learning• You have a negative effect on the lesson.• You are not making expected progress

Behaviour policy Appendix 1 – NF1 (neurofibromatosis type 1)

NF1 is a condition people are born with, although some symptoms develop gradually over many years. The severity of the condition can vary considerably from person to person.

In most cases, the skin is affected, causing symptoms such as:

- pale, coffee-coloured patches (café au lait spots)
- soft, non-cancerous tumours on or under the skin (neurofibromas)
- clusters of freckles in unusual places – such as the armpits, groin and under the breast
- problems with the bones, eyes and nervous system

Certain health problems are often associated with NF1, such as learning difficulties. Less commonly, NF1 is associated with a type of cancer known as malignant peripheral nerve sheath tumours.

In order to support young people with NF1, the following actions can be taken:

- allow time for learner to reflect on their actions/calm down
- have an identified space for time out
- identify triggers
- give lots of positive praise
- ensure there are regular breaks from written work/classroom
- establish clear rules/boundaries with learners' contribution to allow them to take responsibility for their own actions/learning
- facilitate small group learning
- create a calm classroom with little or no distractions
- give learners time to make apologies

Board of Governance agreed Appendix 1

Signature: Geraldine Kelly – Chair of the Board of Governors Date: October 2020

Behaviour policy Appendix 2 Wiedemann-Steiner syndrome (WSS)

There is limited information available on Wiedemann-Steiner syndrome.

Wiedemann-Steiner syndrome is a rare genetic disorder. Wiedemann-Steiner Syndrome may be related to global developmental delays, sleeping difficulties, feeding and digestion complexities, unusual facial features, short/petite stature, hypotonia, dental issues, hairy elbows, long eyelashes, etc.

Young people affected with WSS may benefit from one-on-one aides, modified instruction, and/or special day class environments.

- ensure class groups are small
- 1-1 learning
- Use lots of positive praise
- Give lots of reassurance- young people with WSS worry if they make mistakes- give repeated instructions
- Allow frequent breaks from written work
- Implement practical learning
- Create a calming environment
- Use an identified time out area to de-stress
- identify what the learner feels is expected from them

Board of Governance agreed Appendix 2

Signature: Geraldine Kelly – Chair of the Board of Governors Date: October 2020

Attention deficit hyperactivity disorder (ADHD) is a mental health disorder that can cause above-normal levels of hyperactive and impulsive behaviors. People with ADHD may also have trouble focusing their attention on a single task or sitting still for long periods of time. Both adults and children can have ADHD.

- routine is very important
- adults need to display patience
- clear boundaries
- learners need time to reflect on their actions due the impulsive nature
- ask learner to repeat back to staff so we know what they have understood
- use a reward scheme
- learn triggers/warning signs
- avoid large groups/social gatherings
- have an identified area and time to calm down/reflect
- use small teaching groups
- remove distractions/ensure a calm environment
- allow regular breaks
- learners should be given time to make apologies
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All these have a common factor in that learners need time and space to reflect on their actions and calm down because very often due to the impulsive nature they have done things without thinking and they haven't meant it, usually once they have started they are unable to stop because they need more time to process information than other learners.

Board of Governance agreed Appendix 3

Signature: Geraldine Kelly – Chair of the Board of Governors Date: October 2020

TREC Covid/Remote Learning Appendix 4 September 2020

1. Scope

It sets out changes and exceptions to our normal behaviour policy.

Learners, parents/carers and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official government guidance changes. We will communicate any changes to staff, parents/carers and learners.

2. Expectations for learners in college

2.1 New rules

When learners are in college, we expect them to follow all of the rules set out below to keep themselves and the rest of the college community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents/carers should also read the rules and ensure that their young person follows the new procedures that have been put in place. Parents/carers should contact initially, the learner's Hub teacher if they think their young person might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into college life.

The college has followed all government guidelines and there have been changes in the way the college is operating at the moment in order to safeguard all key stakeholders (staff / learners). Examples of some of these measures are featured below:

Altered routines for:

Arriving or leaving the college premises to avoid large groups gathering in confined spaces

Hygiene, such as handwashing and sanitising as they enter college in a morning and then on leaving / entering rooms, before / after break time / lunchtime, prior to going home

General moving around the college (e.g. one-way systems, out of bounds areas, queuing)

Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands.

The wearing of face masks is compulsory when traveling on college transport and may be worn if desired by staff/learners in and around the college sites.

Telling a member of staff if they are experiencing symptoms of coronavirus or feel unwell.

No sharing of any college equipment or frequently used items such as pencils or pens

Use of toilets – learners will only use the communal toilets on a one in one out basis.

Eating lunches in their Hub groupings with staff in attendance.

Staff will not mix hubs and staff will be allocated to either Hub 1, Hub 2, Hub 3, Admin or SLT.

The expectation is that all learners follow/respect the measures put in place. Where a learner is struggling with some of the changes put in place – staff will firstly consider the needs of the young person (e.g. sensory, autistic, anxiety) as a reason this is that the learner may be finding it difficult to comply so devise strategies to be put in place to support the young person.

2.2 Rewards and sanctions for following rules

To help encourage learners to follow the above rules, we will:

- Support learners with visual signs / images to promote the message of social distancing
- Use positive reinforcement to praise those that conform
- Discuss any issues that learners are finding challenging during timetabled recovery curriculum sessions with staff
- Empower learners to be responsible and help each other to remember key points – praise them when this is witnessed

However, some learners may (in times of crisis), or deliberately, choose to refuse to follow these rules, in these situations we will:

- Try to guide the learner to safe place in college where they are limiting the dangers to others
- Staff will use de-escalation techniques to defuse the situation e.g. a walk, a job, a chat
- For some learners the use of a verbal warnings will suffice
- In some cases staff may have to make calls home and request parents remove them from the premises until they have calmed down
- In extreme circumstances the learner will be withdrawn from the class or guided to a safe area (if out of the classroom) – where staff will work with the learner to calm them down / mediate between them and a third party introduced (if necessary) to determine the cause of their behaviour / reaction. In instances where there is perceived to be an increased risk to the safety of staff and learners the learner experiencing difficulties may be removed from site by whatever means is necessary to ensure everyone remains safe.
- In these circumstances staff would contact parent / carers to discuss the incident and work collaboratively with parents to encourage them to convey the importance of the restrictions in college and the necessity to follow the rules for all learners' / staff safety in college.
- Where an extreme reaction to the rules is deemed to be through a lack of cognitive understanding / extreme anxiety / extreme sensory issues – staff will work hard 1:1 with the learner embedding the safety message through the use of visuals / symbols.
- In extreme circumstances where Covid guidance is ignored and this is perceived to be a choice determined by the learner who is perceived to have the required levels of understanding and have displayed previously they can comply with guidance they will be removed from college to protect the rest of the staff and learners. This may be with a previously agreed extraction strategy or as a final resort with the support of external agencies.

2.3 Changed rules

During Lockdown – some of our college rules changed slightly to support learners / families/ carers. We would like to inform parents / carers that from September 2020 the following will apply:

Expectations for attendance – the latest government guidance says attendance will be mandatory from September 2020. Therefore, as a college we will be reverting back to our normal expectations for attendance and learners are expected to attend on each on the days that they have been allocated. Exceptions will be made for those learners that have complex medical needs and have a supporting letter from a GP / consultant stating that their health is a concerning factor to their overall safety

3. Expectations for learners at home

3.1 Remote learning rules

If learners are not in college and remote learning is part of the learners timetable, we expect them to follow all of the rules set out below.

Parents/carers should also read the rules and ensure their young person follows them.

Parents/carers should contact the Head of College if they think their young person might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

As a college the expectation is that parents / carers are:

Contactable during required times – although take into account that learners may not always be in front of a device the entire time

Complete work to the deadline set by teachers

Seek help if they need it, from teachers or mentors

Alert teachers if they're not able to complete work

Use proper online conduct, such appropriate dress and use of appropriate language in communications.

3.2 Dealing with problems

If there are any problems with learners adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- Request a remote meeting with parents / carers to discuss a way forward
- Offer 1:1 session with staff (where plausible) to support the learner further

4. Monitoring arrangements

We will review this policy addendum as guidance from the local authority or Department for Education or government guidance is updated. This addendum forms part of the colleges continuity plan for compliance health & safety measures and the delivery of education in the event learning is being delivery off site and in line with the colleges response to Covid 19 2020.

Board of Governance agreed **TREC Covid/Remote Learning Addendum September 2020**

Signature: Geraldine Kelly – Chair of the Board of Governors Date: October 2020

Behaviour Policy Appendix 5 – Rewards

Everyone likes to be rewarded for completing a task well. Learners should be supported in their work to achieve all their personal targets and behave in an appropriate manner.

For learners who achieve the minimum standards or who have genuinely tried their very best, verbal praise and feedback should be given immediately.

HUB communications should share 'Good Work' on their website to inform parents and the wider Ridge community of learner's success.

Learner of the week is to be nominated by staff and learners in their HUB so that at the end of each half term they can be selected for a half term reward of a shopping voucher. HUBs need to display learners of the week ion a central display board in Unit 12 common room so learners can share their achievement.

All learners with 100% attendance each half term will be placed in a lottery to receive a chocolate hamper.

If the college as a whole meets the attendance targets each week by the end of the half term the college will hold an end of half term party/disco with appropriate treats.

At the end of the year all learners will participate in a fun day of their choice (a ballot of options will presented to learners to select their preferred option), this is provided the minimum standards of behaviour have been met and they have the support of their HUB lead for their place on the outing.

Board of Governance agreed Appendix 5

Signature: Geraldine Kelly – Chair of the Board of Governors Date: October 2020