01 – Behaviour Policy

Date ratified: 7th October 2026

Date policy to be reviewed: September 2027

Committee responsible for policy: The Board

Geraldine Kelly — Chair of The Board

Review No.	Date	Summary of Changes	Reviewer
1	24.09.2026	Introduced the term seclusion and removed isolation. Updated wording to use TREC	

BEHAVIOUR AND REWARDS POLICY

Ethos

The intention of the Ridge Employability College (TREC) is to provide a safe, happy, productive and rewarding learning environment at the heart of a successful College that rests on a clearly defined behaviour policy.

At (TREC), we strongly believe in creating a positive environment for all members of the learning community. Learners, college staff, parents, and carers are made aware of the high standards of behaviour expected of all learners at all times.

Positive, constructive behaviour is encouraged by clearly defined rules, and learners are encouraged to consult and participate in agreeing how they should behave and present themselves. These are included in our defined 'Core Values' and referred to in the delivery of the curriculum. Learners are encouraged to have a copy of the code of conduct in their planners to refer to.

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 and families. Relationships are at the heart of everything we do.

Learning in a cohesive environment, and promoting good relationships means that people can work together with the common purpose of providing a high-quality learning experience, allowing learners to make good progress.

Aims

The aims of this policy include legislation enacted by the Education Act 2011,

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 choose more acceptable behaviours.
- Be friendly and approachable.
- Use de-escalation techniques, including trauma informed, and Zones of Regulation.
- Refer to the Restrictive Interventions policy where behaviours meet threshold and is applicable.
- Work in partnership with parents/carers and other staff to evaluate behaviors.
- Refer to the Learner Disciplinary Policy for sanctions.

Our aim for all learners is to:

- Feel safe and protected from harm.
- Be treated with respect and dignity and feel valued as a member of college.
- Understand that their actions/choices have consequences.
- To develop strategies for managing their feelings and behaviour.
- 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.
- 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.
- Support a consistent approach with a documented Learner Management Plan that is agreed with learners and families.

- **Behaviour**
- The Pastoral team apply early interventions to support attitudes to learning and welfare support to give learners a mechanism to manage their feelings and emotions.
- The Pastoral Team act as an early intervention team.
    - The College has high expectations regarding positive behaviour and recognises the importance of good relationships. Trust and respect as part of a good, well-established relationship, takes time to develop. As a college we support learners to develop this as a skill. We use the strength of staff/learner relationships to highlight both positive and inappropriate behaviours.
    - In any circumstances where a staff member is dealing with inappropriate/ or challenging behaviour, both learners / and staff will be supported to discuss the incident (where and when appropriate and in a way best suited to the learner / and staff member) in order to resolve the situation to rebuild relationships. Following the discussion, it is important that good relationships are restored. This encourages positive relationships to be restored.
    - It is important that during the discussion learners are made to feel supported while given constructive feedback and when possible, the discussions should be overseen by a third independent person to act as support.
    - Positive behaviours should be recorded in session evaluation notes and on CPOMs. Learners should be involved in recognising their achievements.
- Where learners' behaviour meets the threshold for sanctions to be imposed
- are outlined in our Learner Disciplinary Policy and Exclusions Arrangements.

Expectations

- Behaviour: learners are required to follow college rules, core values 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, attending training platforms, in work placements and when identifiable as a (TREC) learner in the community.

- Behaviours for Learning: learners are expected to demonstrate positive attitudes towards their learning and demonstrate behaviours that develop their understanding. Learners' positive behaviour will be rewarded by the college through a process referred to as 'Rewards & Recognition' by-
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- Learners who achieve the required standards or who have genuinely tried their very best, verbal praise and feedback should be given immediately.
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- Subject Leads will share 'Good Work' with Learners & families verbally and evidence work with a 'Good Work' stamp and/or a positive CPOMS.
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- If the college as a whole meets the attendance and behaviour target of 97% each week by the end of the term, the college will hold an end of term party/disco with appropriate treats. Learners who have 5 or more negative behaviour seclusions during the term will be excluded from the reward.

Termly

- Learners who have successfully achieved 100% attendance each term will receive a £15 shopping voucher.
- Subject Leads will nominate learners who have demonstrated a positive contribution to their studies and personal targets termly with a £10 shopping voucher

Annually

- Learners at the end of the academic year in the Annual Awards night event who have successfully achieved 100% for the year will receive a hamper and a £15 50 voucher.
- Learners nominated annually for a positive contribution to their subject will receive a chocolate hamper.
- Learner of the year is secured by receiving the most nominations from staff over ther year.
- Learners must have 100% attendance over the year.
- 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/carers informed. Serious consequences could potentially follow, and this could include police involvement.
- Dangerous items or implement 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 SLT. Items will be removed and parents/carers will be informed. Serious consequences could potentially follow, and this could include police involvement.

    - Smoking; learners (of a legal age) must only smoke/vape at break times, using designated areas.
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    - Punctuality: learners will be in the college and attend lessons at the published times including a period of registration. Late marks will be entered on the attendance register if a learner is not in attendance by 9:15am.
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- 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 / carers and/or the young person is deemed to be independent in the community and permission is granted by the Head of College.
- 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 or learner's parents/carers where the college deems appropriate.

- 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 member of staff.

- Please see TREC mobile phones and smart devices policy.

- Arrive on time to lessons. Bring to session required equipment and respect resources provided by the College.

- Personal Presentation: Understand how important it is to get enough sleep, give consideration to personal hygiene and wear uniform or appropriate workwear in preparation for sessions.

Protocols for Staff

- Greet the group.
- All relevant books/equipment should be ready for the start of the lesson.
- Formally register your group before 9:15am.
- Lesson outcomes 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.
- Use movement breaks to help regulate behaviour where appropriate.
- 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.

Sanctions

It is important for learners to learn the consequences for their actions. When a learner displays unacceptable behaviours or does not follow the college rules/core values, 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.

1.2. 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 learner 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.

1.3. High level behaviours include more serious behaviours, where the learner and those around them may be hurt or 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 facial expression

- 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 intervention strategies have not worked, or the behaviour is considered severe, Head of College or a member of SLT will support communications with the learner and will contact parents. A strategy will be agreed that may involve the learner going home for the remainder of the day. The stay at home may be extended if further enquiries are required to support re-integration into the classroom; this will be kept to a minimum.

- If the behaviour continues on more than 3 different occasions, parents/carers will be invited into College to discuss their young person's behaviour with the SLT. The learners social care team may be contacted and where appropriate a behaviour plan will be 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.

- Consideration will be given that 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 circumstances. Any use of seclusion should not prevent the young person from leaving a room of their own free will if this leads to the learner leaving the college sites South Yorkshire Police maybe informed to protect the young person in the

community. The College will ensure at all times the health and safety of all learners and any requirements in relation to safeguarding and learner welfare are met. See Restrictive Interventions Policy.

- **Challenging Behaviour**

- Sometimes learners 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.
    - They have been practised so frequently that the learner has normalised them and relate to them as being appropriate when they are not.
    - Pastoral, Welfare and ELSA support is available for learners to access in college.
    - Training has been completed by all staff on a range of techniques, and this should be referred to and used when appropriate.

- **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 and their unique needs.

- 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 Senor Leaders along with the information about the steps taken to address the behaviour. This should be followed up through CPOMs by completing a Cause for Concern/Behaviour/Safeguarding report.

- Minor behaviour should be dealt with immediately; 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 a result of actions that have been intended to threaten or harm learners or staff.

- Where the behaviour escalates. Please refer to the Learner Disciplinary Policy

- A learner may choose to leave college during session as a result of an escalation in their behaviour. This may increase the risk to the learner's safety and risk of personal injury. In this event parents will be informed and SYP advised as a 999 call for urgent response.

- 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 may break down. Referral to the wellbeing team for ongoing support is available.

- **<u>Roles and Responsibilities</u>**

- The classroom teachers (including HLTAs, Learning Mentors /cover supervisors where appropriate) are responsible for managing behaviour within their classrooms. They are empowered to implement appropriate behaviour management strategies as they deem necessary to address incidents as they arise.

- Senior Leadership Team (SLT) will support the decisions made by teachers, HLTAs and Leads, provided those decisions align with this policy and Safeguarding guidelines.
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- 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 always applied and by communicating the following principles:

- Respect for others' rights, to be able to learn and teach.
- Fair and honest treatment of any person in the session.
- Co-operation between staff and learners.
- Implementing and adhering to ILDP/Learning Steps with in-depth knowledge of each learner.

- It is expected that staff will be proactive in ensuring good behaviour by:

- Understanding the needs of the group with specific attention made to the EHCP and Learner Management Plan with in-depth knowledge of each learner,
- 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 by 9:15am.
- Leaving the room in a good state for its next user.
- To support learners in meeting the expectations of the college.
- To reinforce college procedures..
- To reinforce the codes of conduct both in all college settings.

- **Senior Leadership Team/Head of College**
- To support all staff as and when required.
- To actively patrol the college 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 under from the rest of the college when the situation requires. Please refer to seclusion in the Restrictive Interventions Policy.
- To communicate directly with parents/carers in serious cases.
- To provide support for colleagues Such support can be provided through:
- Ensuring learning environments are fit for purpose.
- Provide strategies and solutions for colleagues that enable opportunities for learners to succeed.

- **Chair of The Board**
- To support Head of College and senior leaders as and when required.
- A decision by the Head of College to implement a permanent exclusion is a very serious action, and the Chair of the Board will be advised, will review and confirm the action.

Behaviour for Learning

TREC has high expectations for learners to have positive attitudes to learning and expect good progress in learning and Preparation for Adulthood.

1	**Good** • 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 do not let others prevent you from doing your best • You develop your work based on feedback • You attempt challenging work with a positive attitude
2	**Inconsistent** • Your behaviour for learning is mostly good however something has let you down, this could be: • You are not on task some of the time and needed a reminder to concentrate • You are not always equipped for sessions • You do not contribute to the session • You are not making predicted progress.

3	**Serious Concern** Your behaviour for learning requires the staff to give verbal warnings, which may be because: • 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 session • You are not making predicted progress

The Behaviour Policy may be supported by other college policies that have additional information to support a process depending on the nature of the concern, for example:

- The Safeguarding Policy,
- Anti-Bullying Policy,
- E-Safety Policy,
- Mobile Phone and Smart Technology Policy and
- Disciplinary Policy.
- Restrictive Interventions Policy
- This is not an exhaustive list.

Appendices

Appendices to the Behaviour Policy are reviewed annually and are linked to the needs of all learners. They can be added/updated/removed as appropriate. They are available to provide guidance on how to support the understanding of conditions that may affect how a learner presents. They should be used in conjunction with the Behaviour Policy & Learner Disciplinary Policy and Exclusions Arrangements to help define actions that could be mis-interpreted and should not be defined as a behaviour when the action is condition related.

The current appendices are not an exhaustive list of the conditions that affect young people at the college and do not reflect the extensive staff training undertaken to support young people with prescriptive conditions and additional needs.

Behaviour Policy Appendix 2

Autistic Spectrum Condition (ASC)

Autism Spectrum Condition (ASC) is referred to as a developmental disability caused by differences in the brain. Some young learners with ASC may also have additional diagnoses of anxiety, depression or SEMH alongside genetic conditions.

It's believed there are multiple causes for ASC that combined result in a change to the way the brain develops. Most learners with ASC will often communicate, behave, interact, and learn in differing ways to their neurotypical peers. Although often nothing around out how they look will set them apart from said peers other than the struggles often displayed through certain behaviours.

- Autistic people tend to respond well to structure.
- They can often have known triggers that can be avoided.
- Set learners clear SMART plausible boundaries.
- They can be rigid in their thinking and may need more time to process an instruction or any tasks set, it can often be extremely beneficial to break these down to achievable stages.
- Be the 'detective', you know your planned day and the young learners and by pre empting some behaviours this may potentially help de-escalate situations.
- Behaviour is almost always a form of communication and when a young learner is in a meltdown, time is needed in a low arousal, calming environment away from their peers.
- When the situation is calmer then reasons can be explored and strategies can be discussed to support future instances.
- Help learners to see consequences as being fair.
- Where possible allows for some flexibility(e.g. they could potentially adapt the rule whilst still achieving your underlying goal).
- Frame rules in positive ways clarifying whatever you **want** the young learners to do rather than in fact what they are not allowed to do.
- Remember it can take extra time for young learners to process what is being asked of them alongside themselves processing what they need help with.
- Consequences for any behaviours need to be implemented the same day where possible to be effective and then every day is a new one with a fresh start.

The cognitive abilities of learners with ASC will perpetually vary significantly, it is a wide spectrum.

Some learners with ASC may have far more advanced conversation skills whereas some are nonverbal. Learners with ASC may need a lot of help in their daily lives, social skills and guidance with regard to PSHE, although many are capable of work in an appropriate capacity with support.

Most learners with ASC often respond well to routine though may repeatedly feel out of control in many aspects of their lives so will often habitually try and manipulate certain situations especially where there is a demand avoidant profile identified. This is not necessarily linked to behaviour and is often a coping strategy where we need to support the learners with the skills to regulate these needs.