
STUDENT BEHAVIOUR POLICY



JANUARY 2023

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The Park College Behaviour Policy

This policy has been developed in accordance with the *Equality Act 2010*, *Keeping Children Safe in Education 2021* and the Behaviour and “*Discipline in schools guidance for headteachers and staff*” 2016

INTRODUCTION

The Park College (the College) is committed to providing outstanding educational opportunities for all students. The College recognises its duty of care towards all students, staff and visitors. This policy deals with the behaviour of students and the policy and practice which informs disciplinary practice and the use of exclusion within the College.

Young people with Autism may display challenging behaviour at times. Behaviour can impact on the quality of a student's life and can prevent access to learning. Careful behaviour management can prevent problems developing and has a very high priority at the College.

All staff receive regular training in behaviour management and are supported by the leadership team and other specialists.

PRINCIPLES

Equality of opportunity underpins the College's core principles. The College adheres to the following standards:

- Ensure the safety and wellbeing of all members of the College community and visitors
- To create a consistent and positive approach to behaviour management throughout the college
- Maintain an appropriate educational environment in which all can learn and succeed, and students feel safe, secure and respected
- To help students understand and manage their own behaviour in ways that are acceptable in the wider society in which they live
- To enable students to develop a sense of self-worth and tolerance and respect for others
- Reduce the need to use any form of exclusion.

Behaviour management within the College is based on the following principles:

- Consistent support to manage behaviour
- Support to reduce any behaviours which have a negative impact on learning
- Positive responses to positive behaviour. Frequent positive feedback for positive behaviour is required, in order to maximise personal growth.

SCOPE

This Policy applies to all students, full and part-time, enrolled at the College. It applies to student behaviour in all College related activities, on or off site, such as College-arranged transport to and from College and other visits.

Positive behaviour management is the key to student success. This is achieved through:

- Policies and practices designed to recognise individual student need
- Individual assessment that includes consideration of needs in relation to impairment, a diverse range of disabilities, and other protected characteristics including; age, cultural and religious background, gender and sexual orientation
- On-going development of College staff
- The overall College environment
- Actively developing students' self-awareness, self-esteem and confidence as a way of promoting positive behaviour and self-respect
- Promoting the development of coping strategies such as problem solving and mediation.
- Developing social and emotional awareness and emotional resilience

EXPECTATIONS

The College has high expectations of behaviour.

- **Independence:** Students follow instructions, take responsibility for themselves and arrive on time to sessions
- **Respect:** Students respect individual differences, care for College and other's property
- **Achievement:** Students attend all timetabled sessions, commit to learning, participate and try
- **Safety:** act at all times with due regard for the safety of themselves and others
- **Support:** staff and other students in the maintenance of a clean and tidy environment
- **Honesty:** Students should ask for help to communicate concerns and tell people how they feel

Excellence: Students should strive to be the best they can be, wear appropriate clothing for College and follow the College policies and procedures

UNDERSTANDING BEHAVIOUR

Staff analyse why behaviours might be occurring. We understand the behaviour of someone with autism will almost always be about a need to communicate.

When monitoring behaviour, we record:

- Triggers
- Situation / Antecedents
- Frequency

- Time / place
- Duration
- Severity
- What happened afterwards

ABC charts for individual students are used as appropriate. Where some significant or potentially dangerous behaviour has occurred, the staff will complete a behaviour form on CPOM's and report the incident to the Principal. The Principal provides support and recommendations on strategies to put in place in response to any incidents.

MODIFYING BEHAVIOUR

Behaviour Support Plans (BSP) are used to support students to manage their own behaviour. We work directly with the student to develop the plan. When necessary we work directly with parents/carers/families.

When developing a BSP we include:

- Communication strategies
- The student's strengths
- Favourite activities and interests
- Targeted Behaviour
- Possible Antecedents (settings / triggers)
- Preventative measures
- Response to behaviour
- Method of monitoring
- Review Date

TEACHING AND VALUING POSITIVE BEHAVIOUR

We use a range of positive strategies in behaviour support planning including:

- teaching negotiation skills
- changing and adapting the environment
- increasing structure
- distraction and replacement of a more appropriate behaviour
- planned ignoring
- taking a break
- incentives
- social stories
- contracts

We reinforce desired behaviour in ways which motivate individual students. In addition to the above strategies we treat students in the following ways in order to help them to achieve their best:

- treat students with patience and respect
- always remember that the students have a disability and think differently
- joke with them only when we can be sure that they will understand
- shouting and sarcasm by staff are never permitted
- use consistent strategies and language
- differentiate the level of language used with individual students
- frequent use of praise
- avoid negative words and reinforce positives
- allow supervised time out if students are stressed

Staff complete de-escalation and physical intervention training (Team Teach) so they can support students safely and effectively if necessary.

SUPPORT STRATEGIES

There are very rare occasions when it is not safe for a student to attend the College for a period of time. We recognise challenging behaviour is a form of communication and as such will work with students and any other parties to resolve any issues arising. A structured support plan will be developed should a student be experiencing a significant period of stress and challenge affecting safety of any students or staff.

PHASED INDUCTION AND REINTEGRATION PROGRAMMES

There are occasions when a new student finds the transfer to College stressful and challenging. It is also the case that other external factors in a student's life may impact upon them at College at any point in their training programme. This may manifest itself through behaviours which can challenge. Such behaviours are recognised and respected by staff at the College as a valid form of communication.

Through the College tutorial process, team discussions and risk assessment, it is sometimes recognised that the student is communicating that their day or week at college is longer than the time span they can manage or wish to be there.

In consultation with the student, parents and carers, other agencies and funding bodies, the College may suggest a phased induction or a reduction in the hours that the student attends in any given day or week. During this time College staff will continue to liaise with the student and their parent/carers in order to support the student's learning experience. A key element of any planned reintegration programme will be the aim to return to the full programme. This will be monitored by the Principal. The pace and scale of a return to full provision is led by student need.

REDIRECTION

All staff will redirect students when behaviour is not in line with College expectations.

Staff should record any concerns and alert the Principal immediately if there is significant risk. All incidents are recorded on CPOM's. Parents/carers are always informed when appropriate.

ADJUSTMENTS TO PROVISION AND SUPPORT

If required, students will have a behaviour support plan which includes individual risk assessments and support to manage challenging behaviour. Students are involved in identifying how they wish to be supported in the management of such behaviours.

Following a significant incident, individual risk assessments are updated. Changes will subsequently be made to the support that the student is receiving in a number of ways, including:

- Staffing levels
- Training programme content
- Modified hours
- Investigation of other factors (health, personal issues etc.)

Adjustments made in partnership with a student will usually reduce the levels of anxiety or unhappiness which can trigger challenges. However, very occasionally, after all adjustments that can reasonably be made have been made (i.e. within the resources and capacity of the College), a risk assessment may show that the level of risk of harm to a student or to others is still too high to be considered safe.

In these circumstances, the College may have no alternative but to adjust the programme of provision offered until such time as the level of risk can be brought down to a safe level. The decision to undertake such adjustments will be proposed by the Principal on a safeguarding basis.

As this form of adjustment is made on the basis of an urgent risk assessment and subsequent safeguarding decision, it will usually take effect from the next time a student is due to attend. The Principal will liaise with the student, their parents/carers and other agencies, including the Local Authority.

A date will be set for a review meeting, hosted by the College, to which all relevant parties are invited, to ensure joint working by all partners involved.

At the review meeting a plan of action will be drawn up to identify what measures can be put in place to make it safe for the student to attend. This will include identifying, wherever possible, the earliest date a student can return to College and the support required for that return.

If suitable adjustments cannot be made, a change of placement may be necessary. In such circumstances the student and all other parties, including the Local Authority, will be notified during the emergency review meeting, and a change of setting considered.

PERSONALISED TIMETABLES TO SUPPORT BEHAVIOUR

A personalised timetable will be implemented when significant incidents affect a student accessing their training programme safely, but not so serious as to warrant removal from College (as stated above, all efforts will be made to keep the student in College, so as to support their training, and it will only be in the most severe circumstances or following a repeat of earlier incidents that fixed term or permanent exclusion will be considered).

We will advise parents and carers of the personalised timetable. This will often include students working with increased adult support and reduced contact with other students until safer ways of working are achieved.

On occasions, students may need to take their break or lunchtime at a different time to other students. They will always have necessary comfort breaks and have access to food and drink as appropriate.

A BREAK IN PROVISION

A break in provision is of short duration (usually between one and three days – five in exceptional circumstances) and may be necessary if an incident is considered so serious that it would not be appropriate to allow the student to remain in College for a period of time. This is equivalent to a fixed term exclusion.

Students will not be able to attend college during this time.

The College will inform parents/carers immediately, or as soon as is practicable, by phone call. Parents/carers are also informed that they have a right to make representations if they wish to challenge the terms of the fixed-term exclusion.

CHANGE OF PROVISION

The decision to recommend a change of provision is a serious one and will never be taken lightly. A recommendation for a change on provision will have a serious impact upon a student's life and will only be sought when there is an immediate and persistent risk to the safety/education of others in the College or the student concerned. There are two main types of situation in which Change of Provision will be considered:

1 A final, formal step in a concerted process for supporting behaviour following the use of a wide range of other strategies. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent behaviour likely to result in harm to the student's welfare and/or education, or that of other students.

2. Where there are exceptional circumstances and it is not appropriate to implement other strategies, and where it could be appropriate to request a Change of Placement for a first or 'one off' incident. These are likely to be related to significant safeguarding concerns or a significant incident.

Before deciding whether to recommend a change of provision the Principal will ensure that:

- Appropriate investigations have been carried out
- All evidence available to support the allegations has been collated, considering the Equality and Diversity Policy
- The student has been supported to give their version of events
- There is no evidence which may indicate that the incident may have been provoked, for example by bullying or by racial or sexual harassment.

If the Principal is satisfied that a change of provision is required the College will inform parents/carers and the local authority through the emergency annual review process, indicating the college can no longer meet the student's needs. If the annual review confirms a change of provision is required the student and family can be supported by Southwark Independent Advisory Service to identify future provision.

DATA PROTECTION

The College undertakes that all information obtained directly from the subject of any disciplinary proceedings and from all third parties shall be treated in the strictest of confidence and will be used solely for the purposes of the disciplinary proceedings. Any disclosure of personal information shall be made only to those persons directly involved with the disciplinary proceedings.

REVIEW OF EXCLUSIONS

Exclusions, both internal and external, are reviewed not less than half-termly by the Principal and are always reported to the College Directors immediately. Exclusions are reviewed by the Principal termly by members of the Board.

RELATED POLICIES

Safeguarding
Anti-Bullying
Online Safety
Health & Safety
Medical Needs

This policy is agreed by the Board of Directors.

Signed: Date:

Signatory name/s: Date of next review: Jan 2024