

**Outcomes
First
Group.**

**ACORN EDUCATION
AND CARE**

**Person-Centred
Behaviour Policy**

**Norton College Worcester (Ltd) and Norton
College Tewkesbury (Ltd)**

Updated 1 September 2023

BEHAVIOUR POLICY

CONTENTS	PAGE
1.0 INTRODUCTION	2
2.0 LEGAL FRAMEWORK AND GUIDANCE	4
3.0 POLICY FRAMEWORK	4
4.0 PURPOSE OF THIS POLICY	4
5.0 OUR PHILOSOPHY	5
6.0 MAINTAINING HIGH STANDARDS OF WELL BEING TO SUPPORT POSITIVE BEHAVIOUR	5
7.0 CREATING AN INCLUSIVE COMMUNITY	7
8.0 PRESCRIBED MEDICATION - Staff must be familiar with the Medication Policy for Schools	7
9.0 RESPONDING TO DISTRESS AND NEED	7
10.0 NATURAL AND LOGICAL CONSEQUENCES	8
11.0 DE-ESCALATION	8
12.0 THE USE OF RESTRICTIVE PHYSICAL INTERVENTION	8
13.0 SEARCHING, SCREENING AND CONFISCATION	9
14.0 REMOVAL FROM CLASSROOM	9
15.0 SUSPENSION AND PERMANENT EXCLUSIONS	9
16.0 DE-BRIEFING	9
17.0 RECORDING AND REPORTING	9
18.0 ANTI BULLYING	10
19.0 CHILD-ON-CHILD ABUSE and SEXUAL HARRASSMENT	10
20.0 ONLINE INCIDENTS – Please also see the Staying Safe Online Policy	10
21.0 SUSPECTED CRIMINAL BEHAVIOUR	11
22.0 COMPLAINTS	11
APPENDIX 1	11

1.0 INTRODUCTION

Outcomes First Group places the safety and well-being of the children and young people we educate and care for as its highest priority. We are committed to meeting their individual needs and aim to create a culture where children and young people flourish and enjoy their education. Our approach is informed by our clinical well-being strategies which are based on the most current and up to date research.

Our schools have different identities and approaches, which are unique to them and reflect the needs of their students. The aim of this policy is to promote positive behaviour through a supportive and consistent approach that is based on an understanding of our children and young people’s individual needs.

Norton College is a non-maintained special school for up to 50 students aged 11 -19. There are currently 50 students on roll comprising 4 girls and 46 boys. All of our students have an Education Health and Care Plan (EHCP) which categorise Social Emotional and Mental Health as the primary complex difficulty/need. 100% of our students have co-existing conditions and ADHD, ASD, FASD, OCD, PDA and Attachment Disorder are common diagnoses amongst our referrals.

A significant proportion of our students are referred because their behaviour has been too challenging for mainstream and some special school settings. Many of our students have missed significant amounts of school prior to their arrival.

ACORN SCHOOLS

The College has a trauma informed, needs-led approach that encourages positive behaviour by proactively recognising and flexibly supporting our students' holistic individual needs. Staff are trained to apply this approach in practice at all times and support our children and young people consistently and fairly, developing positive, respectful relationships with them.

The College's local arrangements can be read in Appendix 1.

2.0 LEGAL FRAMEWORK AND GUIDANCE

This policy complies with all relevant regulations and other legislation as detailed, including:

- [The Education \(Independent School Standards\) Regulations 2014](#)
- [The Independent School Standards \(Guidance for independent Schools - updated April 2019\)](#)
- [Equality Act \(2010\)](#)
- [Education Act \(2011\)](#)
- [Children and Families Act 2014](#)
- [Positive environments where children can flourish, Ofsted Guidance \(2021\)](#)
- [Behaviour and Discipline in Schools DFE Guidance \(2016\)](#)
- [Behaviour in Schools A guide for Head Teachers and School Staff \(September 2022\) DFE Guidance](#)
- [Use of reasonable Force – advice for School leaders, staff and governing bodies](#)
- [Keeping Children Safe in Education, statutory guidance for Schools and colleges \(September 2022\)](#)
- [DFE Guidance on Searching, Screening and Confiscation \(July 2022\)](#)

The [Behaviour and discipline in Schools \(2016\) guidance](#) states that ‘Schools need to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions’. Behaviour policies are typically informed by Behaviourist approaches; however we are aware that punitive approaches to behaviour management in Schools are damaging to children’s mental health. This is especially true for Acorn Schools who have a significant number of individuals with lived experience of trauma and complex needs.

[Behaviour in Schools \(2022\) guidance](#) is clear that good behaviour in Schools is central to a good education, with Schools providing a calm, safe and supportive environment which students want to attend and where they can learn and thrive.

3.0 POLICY FRAMEWORK

The Group is committed to reducing the use of restraint and restrictive practices and supporting preventative practices across all services and is part of the Reducing Restraint Network. The Group’s Restraint Reduction Practices Board has developed a policy supplement, *The Use of Restrictive Practices and Restraint Terms of Reference*, which must be implemented as part of this policy.

Our Schools are underpinned by our needs-led and Trauma Informed Practice Strategy, drawing upon evidence-based core principles of **Connect, Co-Regulate, Co-Reflect**. Both the Strategy and Accreditation has been shared with our Lived Experience Expert Group (and our Advisory Board).

This policy should be read alongside the above strategies, guidance and other relevant College and Group policies and guidance, including:

- Safeguarding Policy
- Anti-bullying Policy
- Child-on-Child Abuse Policy
- Exclusions Policy
- Administering Medication Policy
- Student Behaviour and Code of Conduct Policy
- Managing Allegations Against Staff Procedure
- Complaints Policy

4.0 PURPOSE OF THIS POLICY

The policy aims to reflect and demonstrate the importance of the College’s commitment to promoting the entitlement of young people to the highest quality of education. This policy aims to support an evidence based, person-centred and inclusive approach where students are supported to learn effective ways of managing their emotions and behaviour to prepare for their future.

4.1 POLICY IMPLEMENTATION

Everyone is expected and supported to treat one another with dignity, kindness and respect. We use an 'inclusion by design' model, meaning we create College environments which are predictable and comfortable.

This policy can be implemented alongside One Page profiles, which may identify a specific approach tailored to a student's strengths and needs.

When incidents of behavioural distress and emotional dysregulation occur, we respond promptly, predictably and with confidence to maintain a calm, safe learning environment. We consider and reflect together how the likelihood of such incidents recurring can be reduced.

5.0 OUR PHILOSOPHY

Young people are all individual and unique and we celebrate this.

- ❖ We value developing strong and respectful relationships within the whole College community. This includes young people, between staff, with parents/carers, and the wider community, such as CAMHS.
- ❖ We maintain clear boundaries and expectations to create safe and predictable environments.
- ❖ We regularly consult students to ensure their voices are heard.
- ❖ We recognise children can be distressed and can experience meltdowns or shutdowns. We also recognise that some behaviours are just part of everyone's childhood and adolescence, for example, pushing boundaries when developing independence.
- ❖ We recognise that as a whole College community we impact one another. Regular reflective practice enables us to understand, make sense of and support this impact positively.
- ❖ Our philosophy is never based on punishment but **focused on solutions**. Our young people are managing the best way that they know how, with the skills they currently have.
- ❖ There are times when children may become so distressed that additional measures may be required to keep them and others safe. Our staff are trained to respond appropriately and must always use the least restrictive intervention possible.
- ❖ Our teachers and College team are role models in helping our students learn more skillful ways to experience success

6.0 MAINTAINING HIGH STANDARDS OF WELL BEING TO SUPPORT POSITIVE BEHAVIOUR

Senior Leaders take responsibility for implementing measures to ensure our College's approach to supporting needs and behaviour meets the following national minimum expectation:

- ❖ We have high expectations of students. Our expectation relating to their behavior is always understood according to their individual strengths and needs.
- ❖ College leaders visibly and consistently support all staff in supporting students' needs and behaviour through following this policy.
- ❖ Universal and personalised measures are in place to support our students to be the best versions of themselves.
- ❖ All members of the College community create a positive safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which students are safe and feel safe and everyone is treated respectfully.
- ❖ Any incidents of bullying, sexual violence and harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

6.1 KEY ROLES

The Role of College Leaders - Our College leadership team is highly visible, with leaders routinely engaging with students, parents / carers and staff on setting and maintaining the College culture and an environment where everyone feels safe and supported.

ACORN SCHOOLS

Leaders ensure that all new staff are inducted into the Group and College culture to ensure they understand its rules and routines and how best to support students to participate in creating the culture of the College. All new staff receive bespoke training as part of their induction into understanding the needs of the students. Ongoing training and support is also provided via the College's professional development arrangements.

The Role of College Staff - All College staff have a responsibility to provide a safe environment in which students can learn, including regulation of their own emotions and behaviour, encouraging respect for others, and preventing all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) and being alert to any signs of child-on-child abuse. Staff have an important role in developing a calm and safe environment and establishing clear expectations and boundaries. Staff uphold the whole-College approach to behaviour by teaching and modelling expected behaviour and positive relationships so that students can see examples of good habits and are confident to ask for help when needed.

Staff communicate College expectations, routines, values and standards both explicitly through teaching skills, visual supports and in every interaction with students. Staff also receive clear guidance about College expectations of their own conduct, which are set out in the *Staff Code of Conduct Policy*.

The role of students - All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every student is made aware, in line with their individual capacity, of the College standards, expectations and pastoral support. Students are taught that they have a duty to contribute to the College culture and are asked about their experience of the College and provide feedback in ways that are accessible and meaningful to them. This can help support the evaluation, improvement and implementation of this policy. Every student is supported to achieve the best standards they can, including an induction and transition process that familiarises them with the College culture.

The role of parents/carers - The role of parents/carers is crucial in helping the College to develop and maintain our culture and approach. Including parents and carers within the whole College community is key to ensure comprehensive support around the young person. Parents/carers are encouraged to get to know the College's Student Behaviour Policy and related policies and, where possible, take part in the life of the College and its culture.

Parents/carers should be encouraged to reinforce the policy at home as appropriate. Where a parent/carer has any concerns, they should raise this directly with the College while continuing to work in partnership with them.

We build and maintain positive relationships with parents/carers, by keeping them updated about their child, encouraging them to celebrate successes, or holding sessions for parents/carers to help them support the consistency of the policy and their child's needs. Where appropriate, parents/carers should be included in pastoral work, including attending reviews of specific interventions in place.

Clinical and Well-Being Approaches - The overarching wellbeing approach throughout the Group is embedded by delivering care, education and clinical provisions that meet a young person's needs, informed by current wellbeing research theory and evidence. The Clinical Well-Being Team is multi-disciplined, and includes psychology/psychotherapy, speech and language therapy and occupational therapy. The Team provides training, consultation, individual therapy, group sessions and facilitate reflective practice for staff teams. This will be developed within the integration period.

Focus on relationships – Positive and meaningful relationships throughout the whole-College community are essential to fostering a healthy environment for all. Empathy, trust and consistency are all important in building relationships. For various reasons, children can test and challenge relationships, therefore adults responsible for them require the ability to sensitively and confidently manage the adult-child relationship. There is an expectation that we are kind to one another and help to lead and drive high standards of culture and positive behaviour across the Group to benefit young people.

Individual needs – We celebrate difference and make reasonable adjustments to enable children to access learning and engaging to the best of their ability. This approach is informed by formal assessments (e.g. Educational/Clinical Psychologist), EHCP's, Clinical-Wellbeing Assessments and Plans and getting to know our young people – their likes, dislikes, and how to help them reach their potential. As far as possible, we use a proactive approach to anticipate likely triggers of behaviour.

7.0 CREATING AN INCLUSIVE COMMUNITY

- **Clear expectations and consistent boundaries:** We clearly communicate our expectations through speech, visuals and modelling so all staff and students (in line with their ability) are aware of the expectations and boundaries appropriate to their strengths and needs.
- **The Curriculum:** Our behaviour curriculum is part of our Personal, Social, Health and Citizenship / Sex and Relationships curriculums.
- **Routines:** Routines and structure are integral to the College day. For example, staff will ensure that students receive a timetable for their learning and daily activities.
- **Environment:** We create calm, welcoming and clean spaces, taking into account the sensory sensitivities and needs of our population.
- **Communication:** We use a total communication approach which aligns with the communication strengths and needs of our population.
- **Emotional Understanding:** Many of our students may experience more intense emotional responses and/or struggle to process, share, express their emotions. We support our students to develop skills to understand and manage their emotions and behaviour through the use of models, such as, the *Zones of Regulation*. This helps supports a shared language approach within the whole-College community.
- **Rewards and Recognition** – We recognise and celebrate effort as well as achievement. Examples of our rewards and reinforcements include praise, ‘Star of the Week,’ certificates, days out, unexpected rewards, golden time, certificates. Efforts and achievements will be shared with the wider community, such as parents/carers. Rewards are never taken away from a student once they have been earned for the intention of providing a sanction.
- **What we do not support** – this list is inclusive of, but not exhaustive – the Group does not support talking about children in front of them or others, shouting at one another, swearing, and disrespectful language.

8.0 PRESCRIBED MEDICATION - Staff must be familiar with the Medication Policy for Colleges

Children and young people within our settings may take prescribed medication. We will work in collaboration with the prescribing professional and those supporting the young person to ensure their needs are well supported, in line with our legal responsibilities. We will support and monitor the impact of this medication. Attendance at College is not dependent on a student’s taking their medication. We will also support young people in their informed consent around medication.

9.0 RESPONDING TO DISTRESS AND NEED

There are times when our students become distressed and may require other sources of support. When a member of College staff becomes aware they respond empathically, predictably, promptly and clearly in line with this policy.

The first priority will be to establish the physical and emotional safety of students and staff and to restore a calm environment. Keeping students safe is always the highest priority for all staff.

We will also consider whether the behaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Staff must be familiar with, and follow, the College’s Safeguarding Policy. All concerns, no matter how small, that a child is being harmed or is at risk of harm must be reported to the College’s Designated Safeguarding Lead (DSL) or Deputy.

The College has the responsibility to respond to student’s behaviour outside of the College premises (including online) to such an extent as is reasonable.

The College adopts a range of initial intervention strategies to help students support their emotional regulation and behaviour.

10.0 NATURAL AND LOGICAL CONSEQUENCES

A non-punitive and no sanctions-based approach is embraced at OFG. Positive reinforcement combined with natural and logical consequences support a positive and whole College culture.

All children require boundaries and consequences that are fair, predictable and understandable. Children are encouraged to be a part of devising these.

Natural Consequences occur without the intervention of an adult. For example, a young person might throw a favoured object when they are feeling angry which might then break and therefore cannot be used. Shame is also considered a natural consequence, and young people will require support with this.

Logical consequences are adult-led and are linked to the event, and when a natural consequence may not occur or may be a safety hazard. For example, if a young person removing their seatbelt during a car journey – a logical consequence to ensure safety may be to avoid car journeys whilst a plan to ensure seatbelts are worn is in place.

Natural and Logical Consequences will be communicated to the young person in an empathic and collaborative way, never in a shaming way.

Our College does not use punitive sanctions, for example detention, removal of privileges, continuing with a consequence at home after the incident at College. These can promote a sense of shame, are often not linked to the behaviour and therefore do not encourage our students to learn what to do instead. The consequence must always be linked to the behaviour to provide a learning opportunity.

Repairing relationships (a restorative approach) is a key part of natural and logical consequences and it is the staff's responsibility to approach this repair if it is difficult for the young person.

11.0 DE-ESCALATION

De-escalation techniques are our primary responsive strategies, these include:

- positive framing
- planned positive distraction
- diverting
- change of the environment
- changes to the team around the child
- use of space
- verbal and or visual support.

12.0 THE USE OF RESTRICTIVE PHYSICAL INTERVENTION

We are aware that restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and those who educate for them.

Restraint is only ever used as a last resort response to maximise safety and minimise harm of the child/young person and others.

A reasonable, proportionate and least restrictive course of action is taken when there is an imminent or immediate risk of harm to self or others.

It will always be used for the shortest time possible and only when there is no other alternative to help children and staff to stay safe. Staff are fully trained using CPI and work in line with the Group's *Use of Restrictive Practices and Restraint Terms of Reference*.

Where possible we consult with all students about their de-escalation plans to ensure their voice is heard and understood in relation to their triggers and how they want their staff team to respond.

13.0 SEARCHING, SCREENING AND CONFISCATION

College staff can confiscate, retain or dispose of a student's property in line with the [DFE Guidance on Searching, Screening and Confiscation](#). Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Items which contribute to the student's wellbeing, neurodivergence and sense of safety (for example fidget toys) will never be removed unless there is a risk of significant harm.

14.0 REMOVAL FROM CLASSROOM

Removal from a classroom is only ever considered when the safety and well-being of the individual, classmates and teaching staff are at risk. A dynamic risk assessment must be taken at that time.

The student will continue to be supervised at a level appropriate to their emotional and intellectual needs and will be integrated back into the classroom as soon as it is safe and appropriate to do so.

Staff will reflect on and review the action that was taken.

15.0 SUSPENSION AND PERMANENT EXCLUSIONS

All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-College adaptations and support.

This will also be seen as a very last resort, as removing a student from College as an environment with trusted adults is rarely likely to be in a student's best interests. We also recognise the impact this might have on and young person and or parent/carers and will work to support the young person and their family/carers. Please refer to the *Suspension and Permanent Exclusion Policy* for more information.

16.0 DE-BRIEFING

It is good practice to provide a space for young people to de-brief following a significant incident and to support relationship reparation. This needs to be at a time that is appropriate and timely and when everyone is ready. We can use visual and narrative techniques to support and promote learning during any student's de-brief. It is recognised that some neurodivergent students will struggle to reflect as they may not recall memories during a meltdown and therefore, we ensure all de-briefs occur in the student's best interest. Staff are also supported to de-brief and a joint de-brief may be appropriate to support the repair of a relationship. The emphasis is on the adults approaching this repair with the child, acknowledging that this is about repairing the relationship, not to focus on the behaviour.

16.1 COLLEAGUE WELL BEING

It is recognised that managing complex needs can be stressful for individuals and for teams, and at OFG we aim to create a positive and trauma informed whole College culture. Our Trauma Informed Practice strategy supports individuals to be aware of and also manage their own well-being. Colleges support colleagues after an incident and/or challenging day in a non-judgemental and empathic safe space and post incident de-briefs are mandatory. Teams are also supported with regular reflective practice groups to enable them to process the impact of the work.

17.0 RECORDING AND REPORTING

The College has a strong and effective system for data capture, including all components of the behaviour culture (e.g. Sleuth). This is monitored and objectively analysed regularly by designated staff, with a monitoring and evaluation cycle, with engagement from College leaders and governors. This includes, behaviour incident data, attendance, permanent exclusion and suspension data, incidents of searching, screening and confiscation, and surveys for staff, students, governors, proprietors and other stakeholders on their perceptions and experiences of the College behaviour culture.

ACORN SCHOOLS

College leaders and staff analyse and audit data with an objective lens and from multiple perspectives: at College level, group level and individual staff and student level. College leaders pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice help the College ensure that it is meeting its duties under the *Equality Act 2010*.

Reporting to outside agencies: Behaviours presented by the young people which are dangerous or criminally harmful will require reporting to outside agencies, such as the police. If concerns are raised about staff, referral to outside agency may be required, such as the Local Authority or police. Staff must follow the process set out in College *Safeguarding Policy* and *Managing Allegations Against Staff Procedure*.

18.0 ANTI BULLYING

Children may lack the social skills required to manage relationships, and/or they may not have learnt a way of managing relationships through appropriate role modelling. Staff will remain vigilant to signs of bullying, which could be obvious or subtle, in person or online, and will be dealt with according to the College's *Anti-Bullying Policy*.

19.0 CHILD-ON-CHILD ABUSE and SEXUAL HARRASSMENT

Please refer to the Child-on-child Abuse Policy

Following any report or concerns raised of child-on-child abuse or sexual harassment offline or online, the College will follow the *Child-on-Child Abuse Policy* and notify the Designated Safeguarding Lead (DSL) or Deputy immediately. They should also inform their Clinical Well-being Lead. The College is clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that incidents where behaviour falls below expectations will be addressed. All staff are aware of the importance of challenging all inappropriate language and behaviour between students.

The College will never normalise sexually abusive language or behaviour by treating it as 'banter,' an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between students and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the College will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

20.0 ONLINE INCIDENTS – Please also see the Staying Safe Online Policy

The way in which students relate to one another online can have a significant impact on the culture at College. Negative interactions online can damage the College's culture and can lead to College feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the College premises. The College is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, and the process set out in the *Safeguarding Policy* for reporting must be followed when an incident raises a safeguarding concern. The Designated Safeguarding Lead or Deputy must be informed immediately.

The College will address with students when their behaviour online poses a threat or causes harm to another student, and/or could have repercussions for the running of / reputation of the College.

Please also see the College's Mobile & Smart Technology Policy

21.0 SUSPECTED CRIMINAL BEHAVIOUR

In cases when a member of staff or headteacher suspects criminal behaviour, the College will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and the College will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the College will ensure any further action they take does not interfere with any police action taken. However, the College retains the discretion to continue investigations and implement their own consequences so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to the Local Authority. The College's Safeguarding Policy must be followed, with the Designated Safeguarding Lead (or deputy) being informed immediately.

22.0 COMPLAINTS

Any complaint or concern raised by a young person will be taken very seriously, and staff will be vigilant to obvious and subtle signs of this. A complaint will be dealt within in accordance with the Complaints Policy.

APPENDIX 1 – College’s local arrangements.

Norton College (Worcester) Limited and Norton College (Tewkesbury) Limited (the College)

Behaviour Policy and Student Code of Conduct

Statement of intent

The Behaviour Policy and Student Code of Conduct is built around the importance of ‘Kindness and Warmth’ and ‘Compassion’ and is designed to be supportive and nonconfrontational in its response.

Students are expected to engage in positive and purposeful behaviours that will allow them to function effectively as confident purposeful adults who are able to take up their rightful place in society.

Legal framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) ‘Behaviour and discipline in schools’
- DfE (2022) ‘Keeping children safe in education 2022’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2013) ‘Use of reasonable force’
- DfE (2018) ‘Searching, screening and confiscation’

Aim

2.1 Students will be shown how to develop the crucial skills of resilience and tolerance of others and to understand the importance of being able to ‘put things right’ rather than ‘making things worse’.

2.2 Students will be given the opportunity to become competent at self-regulating their emotions and will be aware of how their behaviour can impact onto others.

2.3

While students attend Norton College we provide the opportunities for them to develop and achieve the skills, resilience and qualifications for an effective and purposeful family life, working life and life in society.

Managing Behaviour

3.1 Instances of unacceptable behaviour are taken seriously and dealt with immediately.

The Pastoral Manager will keep a record of all reported incidents.

After an initial incident of negative behaviour, the following steps are followed: The Pastoral Manager investigates the incident and decides whether it constitutes unacceptable behaviour.

The Pastoral Manager (and/or staff immediately involved) will use de-escalation techniques, distraction, guiding away and helping the student to put things right.

The student may require an alternative on or off-site activity.

This incident of behaviour is logged in the notes for afternoon briefing and is entered onto CPOMs.

The Pastoral Manager will seek advice from SLT if the incident continues or is more serious.

Parents/carers will be informed if the behaviour is serious or repeated on a number of occasions.

The College will ensure that all discipline is reasonable in all circumstances, and taking into considerations each student’s needs.

3.2 Positive staff-student relationships

Positive staff-student relationships are key to combatting unacceptable behaviour. The College focusses heavily on forming these relationships to allow staff to understand their students and create a strong foundation from which behavioural change can take place.

3.3 De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

Appearing calm and using a modulated, low tone of voice Using simple, direct language.

Policy Owner: Head of Trauma Informed Practice

Date of Publication: June 2023

Policy: Behaviour Policy

Next Review Date: June 2024

Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
Providing adequate personal space and not blocking a student's escape route.
Showing open, accepting body language, e.g. not standing with their arms crossed.
Reassuring the student and creating an outcome goal.
Identifying any points of agreement to build a rapport.
Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

3.4 Positive Physical Handling

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Putting things right

4.1 Rather than build barriers, the college has elected to remove them and place a greater emphasis on restoring good order and putting things right. This is often initially very difficult for a young person but incredibly rewarding when the skill is mastered.

4.2 Students who demonstrate negative behaviour or breach the student code of conduct will be given supportive opportunities to de-escalate their negative behaviour. This may be:

- Working with a different tutor or member of the pastoral team
- Changing activity (this may be an off-site activity)
- Time with a member of SLT to resolve situations and find a positive outcome.

Students are then supported to put things right with the other student(s).

Student Rewards System

5.1 "A highly motivating system of reward for good behaviour and hard work involves payment at the end of each week. Pupils receive payment each week if they have, for example, worked hard in three English lessons and three mathematics lessons. They are paid for good behaviour and for other positive learning behaviours. They are able to save this money to buy items for themselves or for presents for family members. As a result, pupils are often highly motivated to achieve and they learn that hard work brings rewards." (OFSTED report May 2018.)

5.2 Each student will accumulate rewards based off the number of academic and vocational sessions and activities completed each week.

5.3 Students can earn a maximum of £5.00 per week.

5.4 Furthermore, if a student has met his or her targets for the week they are able to do a job around College on Friday for an additional £5.00. Such jobs may include for example - litter picking, painting, garden maintenance and general jobs that benefit the College community.

Bespoke learning packages for students

6.1 It is recognised that some students will experience difficulty accessing the curriculum in the normal manner within the classroom and may require alternative packages. These may be set up to allow the student to receive their education and to be successful at college.

6.2 These packages are flexible in their approach and will be used to increase self-esteem whilst either working towards full-time education or as a full-time alternative to college based learning.

6.3 Bespoke learning packages may include elements of 1:1 work as appropriate and may be in the form of:

- Home tuition/Outreach programme
- Other college link courses
- Work experience or vocational learning
- Twilight sessions (students can attend after the other student's day ends to access a quieter, more focused environment)

Exclusions

7.1 More serious or continued behaviour which shows no sign of positive improvement will result in a meeting being called with parents/carers and social workers (where there is social care involvement) so that concerns may be addressed.

7.2 Exclusions from the College for fixed periods may be used should behaviour continue to be unacceptable or unsafe. Permanent exclusions will always be considered as a last resort.

Controlled substances

8.1 The College has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, SLT would decide if the student's placement would be ceased. The College regularly works with controlled substances dogs to ensure that these are not brought onto the premises.

8.2 The Head of School, and members of the SLT, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Fireworks.
- Pornographic images.

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the student themselves; or - To damage the property of any person, including the student themselves.

Behaviour off school premises

9.1 Students at the College must agree to represent the College in a positive manner. The guidance laid out in the Student Code of Conduct applies both inside College and out in the wider community.

9.2 Any bullying witnessed outside of the College premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

9.3 Complaints from members of the public about the behaviour of students from the College are taken very seriously and will be dealt with in accordance with the Complaints Procedures.