



## Behavior Policy

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<b>Document Owner &amp; Reviewer:</b>	The senior manager responsible for this policy is the Director of CP and Emotional Well-being/Head of Site		
<b>Equality Impact</b>			
<b>Statement</b>	<p>We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the Equality Act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is the Director of Equalities and Diversity.</p>		
<b>Screening</b>	<p>This policy has been screened by the Equalities Team and the impact has been assessed as:</p> <p><input type="checkbox"/> Not applicable  <input type="checkbox"/> Low  <input type="checkbox"/> Medium  <input type="checkbox"/> High</p>		

## **1. Purpose**

The purpose of this policy is to describe our practice and the principles upon which this is based in respect of behaviours as communications in response to a feeling, experience or stimulus. Behaviour is also an individual's personal response to their own perception or interpretation of a situation or event.

Everything we do, our words, actions, postures, planning, organisation and also what we do not do contribute to behaviour management. We will endeavour to create an exciting, dynamic, caring and nurturing learning environment. This will draw upon a range of creative ideas to enable the personal, social and emotional awareness of our students.

## **2. Scope of Policy**

This policy applies to all staff in all locations. It sets out the approach of Future Finders Employability College to behaviour management.

## **3. Reason for Review**

This is a new document.

## **4. Aim(s):**

4.1. To establish a code of behaviour that reflects the aims and ethos of the Future Finders Employability College and the current Department for Education (DfE) guidelines.

4.2. All members of the Future Finders Employability College are entitled to be valued as individuals, experience and achieve success, feel positive about themselves and others, and grow in knowledge, understanding and skills.

## **5. Procedures and practice**

### **5.1. Appropriate Conduct**

#### **5.1.1. Students will:**

- 5.1.1.1. Try to do their best at all times
- 5.1.1.2. Be kind, helpful and polite and treat others with respect
- 5.1.1.3. Take good care of equipment and the college environment
- 5.1.1.4. Behave appropriately and not resort to violence

### **5.2. Appropriate Behaviour**

#### **5.2.1. Appropriate behaviour is rewarded via:**

- 5.2.1.1. The positive reward scheme where applicable
- 5.2.1.2. Celebration of full points
- 5.2.1.3. Celebration of individuals' work
- 5.2.1.4. Achievement certificates
- 5.2.1.5. Achieving positions of responsibility
- 5.2.1.6. 'Good News' postcards sent home
- 5.2.1.7. Verbal praise

### **5.3. Unacceptable behaviour**

#### **5.3.1. Unacceptable behaviour is that which:**

- 5.3.1.1. Makes anyone in the organisation feel unhappy or threatened
- 5.3.1.2. Subjects anyone to violence, aggression or verbal abuse

- 5.3.1.3. Damages property
- 5.3.1.4. Prevents staff from teaching and students from learning
- 5.3.1.5. Disrupts the running of the organisation

#### 5.4. Sanctions for unacceptable behaviour

##### 5.4.1. Sanctions for unacceptable behaviour may include:

- 5.4.1.1. Appropriate reprimanding and reminding of desired behaviours and appropriate choices
- 5.4.1.2. Agreed time out
- 5.4.1.3. Reflection time during breaks and lunchtimes
- 5.4.1.4. Internal exclusion
- 5.4.1.5. Liaising with families
- 5.4.1.6. Exclusion following current DfE and the LA guidelines
- 5.4.1.7. Reporting of any criminal behaviour to the police

#### 5.5. Strategies to improve behaviour

##### 5.5.1. Future Finders Employability College promotes a pro-active and positive approach to the effective support and management of challenging behaviours, this includes:

- 5.5.1.1. Having a programme of support and an appropriate needs based curriculum that enables the individual to achieve success, build self-esteem and focus on personal strengths and interests
- 5.5.1.2. Identifying individual learning difficulties and needs
- 5.5.1.3. Having on-going understanding of the individual's needs through weekly pastoral meetings, access to student profiles, student behaviour plans and care plans
- 5.5.1.4. Strong pastoral systems that support students on a daily basis
- 5.5.1.5. Pro-active approach to supporting students through individual and targeted intervention
- 5.5.1.6. Working closely with families
- 5.5.1.7. Working with other external agencies as appropriate
- 5.5.1.8. Raising aspirations and motivation using appropriate incentives
- 5.5.1.9. Personalised approach to support strategies
- 5.5.1.10. Setting clear, achievable behavioural boundaries
- 5.5.1.11. Praising and modelling appropriate behaviour
- 5.5.1.12. Involving students in their own target setting
- 5.5.1.13. Promoting citizenship values throughout the organisation

#### 5.6. Parent Code of Conduct

- 5.6.1. When a student joins the college, parents are asked to adhere to the Parent Code of Conduct.

#### 5.7. Intervention programmes

##### 5.7.1. There are 2 main strands to the Intervention Programme:

- 5.7.1.1. Social and Emotional programme
  - 5.7.1.2. Relationship programme
- 5.7.2. Social and Emotional Intervention Programme

- 5.7.2.1. The Social and Emotional Programme is aimed at targeting those students who are struggling with a wide range of social, emotional and behavioural difficulties.
- 5.7.2.2. Staff work in partnership with the LA, Educational Psychology and Clinical Psychology teams.
- 5.7.2.3. Group and individual sessions include therapeutic work, counselling and Lego Therapy. All sessions are monitored by both staff and students to assess the impact on student well-being.
- 5.7.2.4. Students are highlighted for the Social and Emotional Intervention programme through an intervention referral process.

#### 5.8. Relationship Programme

- 5.8.1. Students access the Relationship programme on an individual and group basis. The programme covers a wide range of personal and relationship issues, incorporating personal hygiene and well-being, and developing and maintaining appropriate friendships and relationships. The overall aim of the programme is to enable students to develop their personal, social and emotional skills in order to function effectively and achieve their potential when they leave the organisation.

#### 5.9. Behaviour Monitoring

- 5.9.1. Planning, monitoring or reviewing student behaviour involves regular contact with families, students/students and other agencies, behaviour management plans, student tutorial sessions, weekly target sessions and individual mentoring.
- 5.9.2. Weekly meetings enable student behaviour to be monitored and consistent behaviour support strategies to be discussed and implemented.
- 5.9.3. Consistent monitoring of all programmes and procedures should enable:
  - 5.9.3.1. Effective monitoring of student behaviour via CPOMS
  - 5.9.3.2. Patterns of behaviour to be highlighted
  - 5.9.3.3. The collation of information to inform future behaviour plans
  - 5.9.3.4. The implementation of individual behaviour support strategies
  - 5.9.3.5. Improved communication
  - 5.9.3.6. Clear picture of issues / difficulties

#### 5.10. Exclusions

- 5.10.1. External Exclusions - It is for the Head of Site to decide whether to exclude a student/young person. Refer to the exclusions policy for further information.
- 5.10.2. Internal Exclusions - Internal exclusions can only be authorised by the Head of Site. These should be monitored by pastoral teams to highlight any possible patterns of behaviour or potential triggers.

#### 5.11. Searching students

- 5.11.1. The Head of Site has the power to use reasonable force to search the student or their possessions, without consent, where they suspect the student has a 'prohibited item' such as:
  - 5.11.1.1. Knives and weapons
  - 5.11.1.2. Alcohol

- 5.11.1.3. Illegal drugs
  - 5.11.1.4. Stolen items
  - 5.11.1.5. Tobacco and cigarette papers
  - 5.11.1.6. Fireworks
  - 5.11.1.7. Pornographic images
  - 5.11.1.8. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - 5.11.1.9. Any item banned by The Future Finders Employability College which has been identified in the rules as an item which may be searched for
- 5.11.2. Where resistance is expected staff may judge it more appropriate to call the police.

## 5.12. Radicalisation & Extremism

- 5.12.1. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
- 5.12.2. Extremism is defined as the holding of extreme political or religious views.
- 5.12.3. We will not tolerate extremist activity of any sort, which creates an environment for radicalising individuals and could lead them on a pathway towards terrorism.
- 5.12.4. We promote respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.
- 5.12.5. We will ensure that our staff are fully informed through staff training days of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.
- 5.12.6. There are a number of behaviours which may indicate a student at risk of being radicalised or exposed to extreme views. These include:
  - 5.12.6.1. Spending increasing time in the company of other suspected extremists
  - 5.12.6.2. Changing their style of dress or personal appearance to accord with the group
  - 5.12.6.3. Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
  - 5.12.6.4. Loss of interest in other friends and activities not associated with the extremist cause
  - 5.12.6.5. Attempts to recruit others to the group/cause
  - 5.12.6.6. Communications with others that suggests identification with a group, cause or ideology
  - 5.12.6.7. Using insulting or derogatory names to another group.
  - 5.12.6.8. Increase in prejudice-related incidents committed by that person – these may include:
    - 5.12.6.8.1. physical or verbal assault
    - 5.12.6.8.2. provocative behaviour
    - 5.12.6.8.3. damage to property
    - 5.12.6.8.4. derogatory name calling
    - 5.12.6.8.5. possession of prejudice-related materials
    - 5.12.6.8.6. prejudice related ridicule or name calling

- 5.12.6.8.7. inappropriate forms of address
- 5.12.6.8.8. refusal to co-operate
- 5.12.6.8.9. attempts to recruit to prejudice-related organisation
- 5.12.6.8.10. condoning or supporting violence towards others.

5.12.7. All incidents of such behaviours will be reported directly to the CEO or the Head of Site and fully investigated.

### 5.13. Violence and Gangs

- 5.13.1. Future Finders Employability College has a duty and responsibility to protect our students and to ensure that they feel safe at school all the time. Students are encouraged to be aware of how to keep themselves and others safe and understand what unsafe situations are.
- 5.13.2. We will not tolerate violence or gangs and will challenge such aggressive behaviour to prevent the recurrence of such behaviours.
- 5.13.3. We will work with local partners, such as the police and youth offending teams to prevent anti-social behaviour or crime.
- 5.13.4. All incidents of such behaviours will be reported directly to the Principal/CEO or the Head of Site and fully investigated.

### 5.14. Malicious Damage or Negligence

- 5.14.1. Charges will be made for damage to any of our properties caused through negligence or malicious behaviour.

### 5.15. Health & Safety

- 5.15.1. Health and safety issues are described fully in the Health & Safety policy. It is the responsibility of all staff to report any issues without delay to a member of the senior leadership team.

### 5.16. Professional Development

- 5.16.1. Staff will be given information and advice on behaviour strategies through in-house training or external training events where appropriate.

## 6. Sources and references

6.1. This policy takes into account:

- 6.1.1. Equality Act 2010
- 6.1.2. Education Act 2011
- 6.1.3. Education and Inspections Act 2011
- 6.1.4. Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders” 2002 (modified 2012)
- 6.1.5. DOH & DFES Guidance for Restrictive Physical Interventions July 2002
- 6.1.6. Use of Reasonable Force Guidance July 2013 (England)
- 6.1.7. Local Authority policies
- 6.1.8. DfE Guidance Addressing Youth Violence and Gangs

## 7. Other useful documents

Anti-Bullying Strategy

Restrictive Physical Intervention policy  
Allegations of Abuse Against Staff policy  
Whistleblowing policy  
Compliments and Complaints policy  
First Aid policy

**8. Monitoring**

This policy will be monitored through the group's accountability framework.