



*Motivate, Develop, Inspire*

## Victoria College

### Behaviour Policy and Principles Including Anti-bullying

#### **Aims:**

To create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best.

- To promote and develop self-discipline, independence, self-worth, social awareness, appropriate standards of behaviour and proper regard for authority within our college.
- To provide a caring environment based on courtesy, good manners, and a respect for self and others, regardless of race, gender, religion or ability.
- Everyone will treat everyone with respect and dignity.
- To develop understanding and awareness of socially acceptable behaviour within college and in the wider community.
- To enable the students to manage their own behaviour.

#### **Behaviour Principles:**

- Our behavioural philosophy is built on dignity and respect for all.
- We encourage and model positive student behavior that is respectful and safe for all.
- We acknowledge that behavior is often a student's only form of communication.
- We adopt a philosophy of positive behavior support.
- While some behavior is challenging, it generally reflects a state of distress in the student. The role of educators is to remain calm and supportive, set clear behavioural boundaries and endeavor to identify the cause of distress, then model more positive behavioural responses for the student to adopt.
- Distressed behavior often arises from frustration, pain, discomfort, sensory overload, or other conditions that the student perceives as being their control.
- Our aspiration is that our students will develop the ability to self-regulate their behavior, using learned strategies, including relaxation techniques.
- Our students will develop an understanding of appropriate behaviours suitable to a variety of settings.
- We encourage positive behaviours that support all students to access a broad and balanced curriculum.
- We ensure that the rights of the student are acknowledged and met.
- We aim to meet the physical, social, emotional, cognitive and spiritual needs of the students.
- We aim to develop our students' independence, self-advocacy, communication and sense of self-**worth**.
- We celebrate our students as individuals.

- We prepare our students for adult life.
- We reward and celebrate citizenship as demonstrated through positive, respectful and helpful behavior.

#### Procedures:

- Where a student displays persistently challenging behavior, the teacher, with the assistance of the teaching assistants will develop a Behaviour Risk Reduction Plan, which is shared with all staff – indicating the agreed rewards and sanctions that will be used.
- Behaviour risk reduction plan will be shared and agreed with parents.
- Behaviour risk reduction plan will be reviewed termly and updated as necessary.
- Behaviour risk reduction plans will be devised after a period of observation to analyse the “ABC” of the behavior:
  - A – antecedent – what happened immediately before the incident? (was there a trigger?)
  - B – Behaviour – what was the behavior? How long did it last? How intense was it?
  - C – Consequence – what happened immediately after the behavior? (Did this reinforce the behaviour?)
- The Teacher will ensure that supply staff, students and outside agencies will be informed of student risk assessments and behavior plans as appropriate.
- Whole college rules will be agreed through a College Council Meeting annually.
- Rewards will be both individual and class based.
- The management of students’ behaviour will be consistent throughout the college.
- The management of students’ behaviour is the responsibility of all staff.
- Withdrawal from the course will be used as a last resort and only in line with the admissions policy
- Adults will refrain from shouting at students. Disapproval will be communicated in a variety of other ways such as a quietly spoken reminder, facial expression, symbol or gesture, appropriate to the student’s needs
- Staff will ask for and accept help and support if they are finding it difficult to respond positively to a student’s behavior.
- Staff will explicitly instruct students as to what they must do, rather than saying “I want you to..., I’d like you to..., Do you want to....”
- Good behaviour will be recognised and praised.
- We will not punish bad behaviour, but reward good behavior with rewards that are obtainable and immediate. Many students respond very favourably to social attention, smiles and praise from staff in response to good behavior. Reward should be explicitly linked to positive behavior.
- Rewards may be such things as verbal praise, or sharing the news with other classes.
- If a student oversteps the behavioural boundaries, an agreed sanction may be calmly applied, clearly linking the consequence to the behavior. The student will also be told what they must do to meet behavioral expectations.
- All rewards need to be obtainable and immediate.
- We do not tolerate bullying of any kind. This includes cyberbullying, prejudice-based and discriminatory bullying. We teach students what bullying is, through the Healthy relationship curriculum. If we discover bullying, prompt action is taken to stop the bullying behavior, protect the victim and explain to the perpetrator why their behavior is unacceptable. Sanctions may then be imposed.
- Peer on peer abuse, sexual violence or sexual harassment will not be tolerated. If a case is reported the college will work with those~~work those~~ involved to reassure them that they are being taken seriously and that they are supported and kept safe. All staff will be trained to deal with a report through KCSIE and Safeguarding training and procedures, supported by trained DSLs in the college and Federation.

#### Positive Holding

Positive handling will be used only:

- As a last resort.
- After calming strategies have proven unsuccessful
- After all efforts to de-escalate behavior have proven unsuccessful
- When the student, other students, visitors or staff are at risk of harm from the student's behavior
- When property/resources/buildings/furniture are at risk of serious damage as a result of the student's behavior
- For the minimum time and with the minimum force needed to calm the student and remove the immediate danger of injury – see Procedure for reducing restraint and restriction guidelines

### **Roles and responsibilities**

#### **The Head of College will ensure that:**

All staff are informed of their responsibilities and receive appropriate training and support to deliver the curriculum and to fulfill their role in supporting positive behaviours.

#### **All staff are expected to:**

- Set a good example e.g. respect, courtesy, punctuality.
- Establish positive relationships with students.
- Establish routines.
- Record all behavioural incidents in their behavior monitoring chart in their body care bag
- Report any incidents resulting in injury in the accident log held in the college office and on myconcern
- Plan lessons carefully, varying activities and pace to meet the needs of all students.
- Write a Behaviour risk reduction Plan for each student with challenging behaviour and ensure that it is available within classrooms and accessible on staff shared drive. This plan must be consistently implemented by all.
- Key points of each Behaviour risk reduction Plan will be shared with all staff at briefings and EHCP reviews
- The class teacher is responsible for deciding whether a Behaviour risk reduction Plan is required in liaison with the class and head of college.
- Speak to students in an age appropriate way.
- Create an attractive and comfortable environment for learning.
- Individualise learning and rewards by acknowledging students' individual interests and strengths.
- Actively and positively promote self-advocacy, respect and dignity for all, independence and a sense of self-worth.
- Create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best.

#### **All students will:**

- Know what is expected of them, in terms of behaviour, in their own classroom, around the college and when they are on college visits.
- Develop awareness of the consequences of any unacceptable behaviour.
- Treat each other with respect and dignity and look after college resources and the environment.
- Negotiate the rewards they feel are relevant to their needs (where possible).
- Help to contribute to their Behaviour risk reduction plan, if possible.

#### **All parents will:**

- Be made aware of and sign a home college agreement on admission of student to the college

- Collaborate with education staff in the development of Behavior Management Plans, and agree to implement these consistently at home, as relevant.

**The board of trustees will:**

Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans. Throughout each year, Trustees will be made aware of:

- Monitoring behavioural incidents reported via Head of College report
- Monitoring Accident/Incident Logs via Head of College report
- Behaviour risk reduction plan – shared with all staff.
- Individual student profiles.

**Associated Policies and Key documents:**

- KCSIE 2021
- Sexual Violence and Sexual harassment between children in schools and colleges May 2018
- Working together to Safeguard Children
- LA Adult Safeguarding Procedures

<b>Date accepted by Trustees 08.07.2021</b>
<b>Signed:</b> 
<b>Caroline Lane Chair of the Board</b>
<b>Date for Review: September 2023</b>