

LINK19 College



BEHAVIOUR & WELLBEING POLICY

Date: Spring 2019

Review Date: Spring 2020

LINK19 College
Behaviour and Wellbeing Policy

At LINK 19 College we recognise the vulnerability of our learners and that every learner has a need for security and stable caring relationships within a dependable, predictable environment.

Our behaviour and Wellbeing policy helps us to create a caring, stimulating and secure environment in which staff and learners can work and socialise safely and we encourage the involvement of parents/carers in the development of their child/young person.

One of the college's aims is to nurture in all our learners' self-confidence combined with sensitivity and respect towards others, through an understanding of rights and responsibilities. We recognise that the college cannot do this in isolation but is pivotal in making a huge difference to the lives of its learners. Therefore, we expect all members of the college community to celebrate learners' success and achievements and to recognise the importance of positive shared values about behaviour. In order to ensure that all staff working in the college adopt a common approach towards learners' behaviour this whole college policy has been extensively discussed and unanimously agreed.

Terminology

Behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual. The term behaviour support is used in this document as well as behaviour for learning. Staff need to consider all aspects of each learner's behaviour, rather than just those identified as 'problem or difficult'. Passive, non-assertive behaviours restrict a learner's independence and learning as much as those which are perceived as being 'problem' behaviours. Challenging behaviour serves a necessary purpose for an individual, as it is largely learning through a history of interactions between the person and the environment. A single behaviour may be maintained by more than one outcome and a group of behaviours may be used to achieve a single outcome.

'Behaviour for Learning' is:

- Positive as the tutor emphasises high expectations;
- Centred on effective relationships between learners, learner and teacher and their environment;
- Value and reward behaviours that maximises learners learning;
- Setting attainable targets for behaviour, based on individual learners' circumstances;
- Relevant and applied to all learners at all stages.

Philosophy

Understanding and Supporting Challenging Behaviour

Behaviour difficulties in our learners may arise from characteristics associated with learning difficulties, autism, impaired communication and socialisation skills, lack of empathy, rigidity of thought and actions,

obsessive or ritualistic behaviours, over sensitivity to stimuli and high arousal and damaged self-esteem. Challenging behaviour may be a reaction to these difficulties and an attempt for the individual to control a situation or communicate distress or frustration. As professionals working in a mutually supportive partnership with families we must seek to understand the learner's behaviours in the wider context of the individual, their difficulties and their response to their environment at college and at home. Whilst we empathise that certain behaviours are characteristic of autism, we teach appropriate social skills and coping strategies to help the learner understand and accept boundaries of reasonable behaviour. We aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively. We will provide structures and strategies to empower the individual to manage their own behaviour, promote independence, enhance communication and socialisation and raise self-esteem. These strategies include the use of behaviour for learning, restorative justice and praise and rewards.

What is unacceptable behaviour to one person is not necessarily unacceptable behaviour to another. Because changing behaviour is acting against a person's personal choices it is therefore ethically more defensible to operate within the context of positive, supportive programmes. The function of most behaviour is legitimate, e.g., there is nothing wrong with asking for attention. Much behaviour serves a communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and extinguish a behaviour using aversive techniques. Positive procedures are constructive, in that they teach alternative responses and build self-esteem.

Punishment is not to be used as a means of managing a learner's behaviour. This does not preclude the use of agreed sanctions such as not allowing a learner to do something until they have finished what they are currently doing, or completing work. However, disciplinary decisions must always be made that take into account the abilities of the individual.

All staff are to ensure that they avoid:

- Inappropriate use of voice and tone
- The use of language which demeans or intimidates the learner
- Putting learners out of the classroom unsupervised

Key principals of our Behaviour and Wellbeing Policy

- To raise learners' self-esteem.
- To promote/develop empathy and respect for self and others.
- To develop in learners a sense of self-discipline and an acceptance of responsibility for their own actions.
- To ensure regular attendance.
- To encourage learners to value the college environment and its routines.
- To acknowledge that the maintaining of good behaviour within the college is a shared responsibility.
- To ensure that positive behaviour is always recognised.
- To work within a positive, proactive reflective approach to behaviour for learning.
- To ensure that the college's approach to behaviour and well-being is fully understood by learners, parents, carers and staff

- To ensure effective mechanisms are in place for the monitoring and evaluating of behaviour and wellbeing
- To ensure the rights and responsibilities of all members of the college community are upheld and valued

Vision

LINK19 College aims to provide an outstanding and supportive learning environment; one which allows everyone to realise their potential, with high self-esteem and respect for others in the community, so that they are able to take their place in society with confidence and pride.

LINK 19 is a College where every individual is:

Valued Challenged Supported Successful

Our learner management procedures VALUE every learner by:

- Showing that every individual is unique and special
- Respecting the rights and needs of all people
- Fostering a sense of self-esteem and self-worth
- Ensuring every individual is empowered to reach their full potential
- Ensuring they feel happy, confident and able to contribute to their community

Our learner management procedures SUPPORT every learner by:

- Creating an outstanding learning environment that stems from committed staff who work as a team
- Creating a happy, secure and stable environment
- Providing a high level of individual support
- Working in partnership with parents and carers
- Helping learners to develop communication, social and self-help skills

Our learner management procedures CHALLENGE every learner by:

- Expecting high standards of behaviour
- Setting challenging individual targets
- Ensuring all staff have high expectations in all aspects of college life
- Ensuring the curriculum is broad, balanced and relevant
- Providing opportunities to join with mainstream peers wherever possible

Our learner management procedures ensure SUCCESS for every learner by:

- Recognising and celebrating achievement to motivate improved progress
- Measuring progress in a range of social and academic achievements
- Recognising each individual's areas of achievement
- Recognising achievement by celebrating every step of progress made
- Using positive reinforcements

Anti-Bullying – Please refer to the full Anti-Bullying Policy

Stepped Approach to support Behaviour for Learning

- Where learners require support in terms of behaviour for learning the college adopts a stepped approach.
- Discussion with learner
- Form teacher/ Parental liaison
- Behaviour and Wellbeing Referral Form (Appendix 9)
- Support from Pastoral Leader
- Referral to Head of LINK 19
- BSP – Behaviour Support Plan (Appendix 1)
- PSP- Personal Support Plan (Appendix 2)

BSPs/PSPs can only be effective if staff have ownership of them. The LINK19 College team will be involved in their development and implementations. All staff must be fully informed of relevant procedures in order to ensure continuity across all settings and training must be available to address their needs.

Wherever possible, learners should be involved in the development and implementation of their BSPs/PSPs. Positive expectations have a positive effect on the behaviour of others. Every learner is of equal value and deserving of the same respect.

Recording of challenging behaviours (Appendix 2) in order to monitor learners and providing information to parents/carers and providing appropriate learner support when required.

Support Systems for staff

The College will support all adults working with learners to ensure they are safe and that they have a clear understanding and knowledge of the college's working practices. It is college practice to discuss and resolve behavioural issues in order that the staff feel supported and the college is working together to provide a cohesive approach to supporting individual needs. All staff have access to copies of this policy. Staff can receive support from the Head of LINK19 College and other members of the Leadership Team. The success of the Behaviour and Wellbeing policy depends on an on-going system of support for staff. This support will be given through Head of LINK19 College and the assistant director in training and practice sessions. Support could include emotional support, coping with challenging behaviour, how to seek advice and help in dealing with challenging behaviour, in functional analysis of behaviours and the development of BSP and PSPs. Departments' analysis of behaviour incidences support and action plans and further action is taken based on the information they identify.

Support Systems for parents/carers

The college staff are proactive in working with parents / carers to liaise over agreed strategies in supporting learners behavioural, emotional and communication issues. This could be through telephone

contact, written home/college log books or face to face meetings. Records of these discussions will be maintained and shared by the form tutors. The aim is to always work collaboratively with parents. In the instance that a parent/carer is not in agreement with a support plan, the college will act against their wishes where there are health and safety issues involved for the learner, his/her peers or staff. Learners will have a BSP or PSP as required.

Rewards

They are awarded a certificate for demonstrating one or more of the PRIDE aspects:

- Personal Excellence
- Respect and Friendship
- Inspiration
- Determination and Courage
- Equality

Each PRIDE aspect is linked to one of the UNICEF articles.

UNICEF Rights and Responsibilities

The UNICEF Rights and Responsibilities initiative informs each class's Rights and Responsibilities charter. This is drawn up at the beginning of year by the learners in each with support from their form tutor and team. The Learners' Charter (Appendix 5) is displayed in every classroom.

Positive Handling

The nature of our learners' learning needs means that behaviours could have a risk of harm to staff, peers or self. Where a pattern of behaviour suggests that there is a risk of harm then a Risk Assessment will be carried out and shared with all stakeholders including parents and directors. Positive handling strategies are used as a last resort only in line with the Positive Handling Procedures (TEAM TEACH).

Staff should be aware that Kent County Council Guidelines for Managing Behaviour in Special Schools, Particularly Schools Offering Residential Care, state that if other methods have proved ineffective, a member of staff could be found negligent if s/he has not used physical restraint when a young person is likely to injure him/herself or others. In exceptional circumstances staff may use physical intervention as part of a total response to the learner, but only if its use has been agreed by the learner's parents and by all other agencies involved. Staff must also have received training in the use of accepted physical intervention.

At LINK19 College training will be in accordance with Team Teach's "positive handling strategies through a whole setting holistic approach, working with leadership and management, actively committed to reducing restraint and risk".

In the rare event of an emergency situation occurring where there is no agreed programme in place, but physical intervention is needed the guidelines state that, “...the law of negligence will be applicable wherein school staff will be expected to act as a ‘reasonable prudent parent’”.

In line with the ‘Use of Reasonable force’ advice can be found from the link on page 9 of this policy. Positive handling will be used in the last resort to prevent learners from hurting themselves or others and from damaging property. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Where physical interventions are part of the BSPs/PSPs they will be taught as part of the Team Teach principles and will be used by staff trained in the use of Team Teach. All physical interventions will be agreed with parents and recorded in the Behaviour Support Plan. These interventions will be used only if reasonable, proportionate and only when necessary. When Team Teach/Positive handling has been implemented complete a report (Appendix 6).

Monitoring and Review

Behaviour for learning will be under review throughout the college on a class and individual basis.

This document is available to the college community.

Single Equalities Scheme impact Assessment

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the college.

The college’s role is to plan for and meet learners’ individual needs. The college will organise around those needs. Should a situation develop that is beyond the expertise of staff, external agencies will be consulted, e.g., Educational Psychologist, Clinical Psychologist etc.

LINK 19 College is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this college.

The Behaviour and Wellbeing Policy Endorses;

- The Children’s Act (1989)
- Kent County Council Guidelines for Managing Behaviour in Special Schools
- The Team Teach principles and ethos

LINK19 College will continually identify ways of sharing information and working together; to protect children and young people from harm and help them to achieve what they want in life.

LINK19 College is committed to safeguarding and promoting the welfare of young people and requires all staff, volunteers and visitors to share this commitment.

Associated Resources and Links.

Link to advice on Home School Agreements

<http://www.education.gov.uk/schools/pupilsupport/parents/involvement/hsa>

Link to behaviour checklist

<http://www.education.gov.uk/schools/pupilsupport/behaviour/a00199342/getting-the-simple-things-right-charlie-taylors-behaviour-checklists>

Link to use of Reasonable Force – advice for Head Teachers, Staff and Governing Bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions> [Link](#)

Link to Screening, Searching and Confiscation – advice for Head Teachers, Staff and Governing Bodies.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to Exclusions Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Link to Safeguarding <http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-inschools/allegations-of-abuse-against-staff>

Policy Links

Safeguarding Children and Vulnerable Adults Policy

Anti - Bullying Policy

Online Safety Policy

Equality and Diversity Policy

Positive Handling Policy

References

Primary National Strategy. Developing and reviewing your whole school behaviour and attendance policy 2005 DfES 1735-2005PD5-EN

Key Stage 3 National Strategy Advice on whole school behaviour and attendance policy 09/2003 DfES 0628-2003 R

Appendices

- Appendix 1: Behaviour Support Plan
- Appendix 2: Personal Support Plan
- Appendix 3: Behaviour recording sheet
- Appendix 4: The Class Charter
- Appendix 5: Positive Handling Sheet
- Appendix 6: Behaviour and Wellbeing Referral Form

Consultation group:

A Birch/M Jones/D Moore

This policy will be reviewed every 3 years unless there are changes to Behaviour and Wellbeing National guidelines.

Date: Spring 2019

Review Date: Spring 2020

Signed by Chair of LINK19 College board of directors:

Signed by Head of LINK19 College:



Behaviour Support Plan

Name of learner: DOB:	College: Year Group: BSP Key Worker:
Aim of BSP:	
Behaviours to be managed:	
List identified triggers for behaviours:	
Arousal (list those elements of the environment which are stimulating or distracting for the pupil, list the control for each)	Control strategies:
Predictability (list those aspects of the environment which are predictable or unpredictable for the pupil)	Unpredictable
Consistency (list people involved with supporting the young person at school and home)	Training needs for support
Wellbeing/Mental health (list the opportunities for relaxation and recreation and the timings of these activities)	Timings of wellbeing activities
Summary of most recent interventions (outline success of outcomes):	
College View	Learner View
Parental View	Other



Personal Support Programme

LEARNER:	DOB:	YEAR GROUP:
Key member of staff:		
Looked after child:	Child Protection Register:	Child in need:
ATTENDANCE:		
EXTERNAL AGENCIES		KEY CONTACT
Behaviour Service		
Child & Adolescent Mental Health		
Education Welfare Service		
Education Psychology		
Learning Support Service		
Additional Needs Department		
Social Services		
Other		
Summary of reasons for PSP		
Student perception of difficulties		
Parent/carers perception of difficulties		
Resume of support to date		
Positive attributes and strengths		
Prioritised concerns/behaviour difficulties		
Information on behaviour (includes behaviour & emotional development scale scores for all contact staff)		
Influences on the behavioural difficulties		
Priorities for change (what changes need to happen? What differences do we need to see?)		
What re our targets?		
Agreed time frame (Short term 2 weeks, long term)		
School Action Plan		
Parent/carer Action Plan		
Pupil Action Plan		
Other actions:		
How will progress be recorded?		Who will record the progress?
How will the progress be rewarded in school?		How will progress be rewarded at home?
		Which adults need to be informed?
Date for 2 week review		Who will monitor the programme?
Date for 4 week review		Signed School
Date for 8 week review		Pupil Parents
End Review Date: (3 months after start of PSP)		Inclusions Officer Others

PRIDE and UNICEF Learner Charter



Personal Excellence

You have the right to a good quality education & the responsibility to work to the highest level you can



Respect and Friendship

You have the right to your own friends as long as it is not harmful to others



Inspiration

You have the right to explore and share your good work with others



Determination and Courage

You have the right to reach your potential



Equality

You have the right to your opinion & beliefs and the responsibility to listen to others





Positive Handling Form

Date:		Time:	
Learner Name:		Staff Name:	
Lesson / Activity:		Location:	
Other Learners Present:		Other Staff Present:	
Reasons for intervention: (tick as appropriate)			
Immediate danger of personal injuries to pupil		Immediate danger of personal injuries to pupil(s)	Avoid damage to property
Severe disruption to other pupil		Immediate danger to a member of staff	Other:
Learner was: (tick as appropriate)			
Working independently		Working in a group	Playing with others
Moving between activities		Supervised	Unsupervised
			Lunch
			Break
Other: Please describe:			
Briefly describe the incident			
Interventions / strategies used:			
Verbal advice & support		Reassurance	Calm script / talking
Distraction		Appropriate humour	Choices given
Time out offered		Time out directed	Tactical ignoring
Changed staff		Success reminder	Praise
			Restorative justice
			Take up time
			Negotiation
			ISP referred to
Other:			
Team Strategy Used	Time	No of Staff	Stand / Sit
Verbal			
Friendly hold			
Single elbow			
Double elbow			
Figure 4			
Wrap			
Escort			
Other			
Result of intervention: Resolved: Yes / No			
Give details:			
Next Step:			
Discussed with Class / Form teacher: Yes / No			
Discussed with member of ELT: Yes / No			
Medical intervention			
Breathing/Circulation checked		Checked for bruising	
Injury to young person		Referred to doctor	
Injury to staff		Referred to doctor	
Injury to others		Referred to doctor	
Accident form completed:	Yes / No	Body map completed:	Yes / No
Class / Form Teacher Action: (please tick)		Leadership Action/Outcome:	
<ul style="list-style-type: none"> • Learner <input type="checkbox"/> • Other Learner <input type="checkbox"/> • Team <input type="checkbox"/> • Staff <input type="checkbox"/> • Parents informed by telephone <input type="checkbox"/> 			
Leadership Name:		Leadership to circle	
		B R	



Wellbeing Referral Form

Learner name:	Class:	Age:	Teacher:
Reason for referral:			
Observed patterns/ trends:			
Possible underlining reasons:			
Past Strategies: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Successes:			
Possible next steps:			
Agreed action:			
Date:		Review:	