

Behaviour Policy

Expansive Learning College

September 2024

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4

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1. Scope

This policy applies to all staff at Expanse Learning College across all sites (Hereafter referred to as the college).

2. Aim

This policy provides guidance for staff, parents, governors and other stakeholders on how we work with and support students to keep them safe. It provides a framework detailing our collective beliefs around human behaviour as it relates to students. Our aim is to provide an inclusive model for our understanding of behavioural needs underpinned by evidence-based practice and current research.

3. Key Beliefs

At the College we believe that:

- All students generally want to behave well
- Behaviour is a means of communication therefore we must ensure that all students are supported to communicate their needs safely and appropriately
- With the right support and intervention, students can learn to improve their behaviour and manage well
- Mistakes are part of the learning process, and we recognise that many of our students are at different stages of the developmental process
- All students have learning difficulties which impact on how they learn to behave
- All staff can learn strategies to support young people to improve their behaviour

Staff can support the students in our college by:

- The quality of our relationships with each other and them
- The quality of our provision
- A well-informed understanding of their needs
- The support we put in place is:
 - Observation, evidence gathering and analysis – so that our interventions are well informed and planned
 - Working in close partnership with parents and carers
 - Investing time to allow students to practise and make mistakes

Student support consists of:

- Accessible modes of communication
- Clear and realistic expectations
- Rules & routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

Key Beliefs Explained

We believe that students want to behave well.

We believe that students are happier when they behave, and their behaviour is acknowledged by staff and peers.

We believe that students are more likely to behave when their needs are met in college, at home and in their community.

4. Reward Systems

Any reward system must be of value to the students, parents and staff. It is a system which provides a vehicle to measure and monitor progress and success via a broad range of opportunities. It has a hierarchical structure to allow for progression and challenge. We will actively promote achievement by all members of the college community.

The purpose of the reward system is:

- To be inclusive for all.
- To recognise and celebrate student commitment, work, progress and achievement.
- To promote the positive recognition of success within the college community.
- To encourage positivity in all aspects of college life.

- To reward students.

All staff will engage in implementing this policy across the college sites.

Rewards will involve all or some of the following:

- Teaching Team response to all positive work and contributions from students in sessions (praise and encouragement).
- Displaying student work, making full use of classroom boards and corridor displays.
- Positive statements recorded on Databridge.
- Marked work should include positive feedback on how to improve work.
- Pastoral recognition will be awarded by the Head and teaching teams for additional contribution within college.
- High achievement and excellent effort will also be acknowledged at weekly and an annual celebration event.
- SLT commendations will be awarded for exceptional behaviours and achievements.

5. Behaviour and Communication

How students behave gives us important information about how they are feeling.

Supporting students to effectively communicate is a very important part of supporting students to behave appropriately. Many Students with SEN will need a personalised approach to behaviour management and for those who are complex consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

Students can learn to improve their behaviour. Students often find learning difficult: learning new behaviour is a task, just like learning to read or write. As adults, we must consider the learning styles and needs of students; we must also have realistic expectations about the rate of progress a student will make when learning to adapt or develop new behaviours. Most of our students learn in small, incremental steps over a very long period. Mistakes are part of the learning process. We don't make a judge them, instead we support our students to learn from it and get it right next time.

All staff can learn strategies to support students to improve their behaviour. Most staff have evolved ways of responding to students' behaviour based on a combination of personal and professional experiences, training and experiential learning.

At the College we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in students, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way. This can be very difficult especially if a student is aggressive or targeting others in a very focused way. As a college we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within college and beyond (Professionals, Teachers, Mentors, etc).

All staff must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development - our commitment to reflective practice and peer support improves performance and professional competence.

Staff can support students by:

The quality of our relationships with our students. These relationships are crucial. Each adult is a significant adult for our students. To develop successful, enabling relationships we need to:

- Actively build trust and rapport – they must be earned: they're not given.
- We should have high expectations for students and demonstrate our belief in them to support them to succeed.
- We always treat students with dignity and respect e.g., by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need.
- Staff should listen respectfully to students and make a judgement about how and/or when to respond.
- Consider what might be behind the behaviour; why the student is behaving in this way.
- There will always be a reason: the behaviour is a symptom of something that we need to identify
- See things through e.g., consequences in place as a response to behaviours, both desirable and undesirable
- Keep our word – and if, for some reason, we are unable to honour a commitment to a student, to communicate clearly and honestly about why this has happened.
- Identify the strengths in the student– identify these with the student and build on it. If a student is not able to do this, advocate for the student within the team or professional group
- Apologise if you make a mistake – you are modelling this for the student, this will support you to build trust and respect.

- Manage your own emotional reaction to student behaviour i.e., demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a student.
- It is important to resolve difficult feelings about students' behaviour, focus instead on getting it right in the future.
- Quietly but firmly hold appropriate boundaries for the students.
- Seek support from wider professional networks to problem-solve challenging behaviour.
- We are always respectful to students; we do not talk about them whilst they are present or in front of other students.
- We are non-judgemental about students' life experiences, but we use evidence to inform our planning for them

If we can meet each student at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop. To do this we need to:

- *Actively teach the students behaviour for learning*
- *Accurately assess the student or young person's needs*
- *Plan to meet the students range of needs specific to the plans drawn up by their professional group e.g., equipment, staffing, sensory needs.*
- *Support the student to develop high levels of resilience and have high expectations for every student.*
- *Support students to develop high self- esteem, so that they believe that they can succeed.*
- *Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. (Focus on what you want the student to do).*
- *Know what motivates each student*
- *Personalised learning to ensure that we meet each student at their point of development.*
- *Include the students in the target- setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)*
- *Give the student feedback on progress using a method that makes sense to them, focusing on progress and achievement and what they need to do to make further progress.*
- *Praise the students for their specific achievements*

The support we put in place:

By this we mean all the things we do to support our students to manage their own behaviour successfully. Rules support positive behaviour. They should be:

- Few in number
- Where developmentally appropriate, agreed with students
- Communicated in a way that the students can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive i.e., things we are jointly going to do
- Regularly referred to by all staff with the student
- Appropriate to the student and the activity
- Routines support our students by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our students. Routines also support behaviour for learning.
- The language of choice - this is part of helping our students to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.
- We use specific descriptive praise when we see them making a good choice – we can never do too much of this.
- We link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases student sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases independence
- Identifies Rewards and Consequences

- Starts with descriptive praise
- Reinforces symbolic rewards
- Communication with parents, family, carers inform them of behaviour and/or achievement
- Uses special responsibilities/privileges
- Uses preferred activities above and beyond the scheduled daily activities (e.g., sensory room, IPAD, choices).
- Is linked to positive choices and achievements which helps students focus on specific behaviours to improve.

6. Consequences

a) We do not believe in sanctions or punishment. Example:

Behaviour	Consequence
Student disrupts activity or behaves in a way that makes other students feel unsafe	Student has a break Student is supported by an adult to consider their behaviour Student apologises to the group, for his/her specific actions and carries on with the activity.

- b) It is important for our students to clearly link a specific behaviour with its consequence.
- c) The consequence needs to be a natural consequence, which makes sense to a student or young person.
- d) It is also important for staff to review what has happened. Was there anything that could have been done differently to support this student to manage?

7. Reparation means repairing relationships, or ‘making good’ in some way

We believe that students should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the students mind on the punishment, rather than what they did. This frequently leads to the student feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support students to take responsibility for what they have done and to repair it with the other person(s) involved/affected. Even students with complex difficulties can be supported to repair: we can’t make assumptions about what students feel. Unresolved difficulties can make students very anxious, and this can cause behaviour to escalate or become habitual.

8. Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote. We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the college’s language. Descriptive praise supports behaviour for learning.

9. Students with exceptional behavioural needs

The majority of students at the college will respond positively when staff work within these guidelines but some of our students need additional support to learn to manage their behaviour.

We do this by:

- Implementing this Policy across all college sites.
- Putting in additional support, tailored to the specific needs of each student or young person.
- Multi-agency review.
- Observations in a range of contexts, including home visits.
- Medical investigations to ensure that the student is not in pain or unwell.
- Making the routines/strategies more detailed.
- Drawing up a Risk Assessment and Action Plan detailing action to be taken when identified behaviour occurs. This is shared with the student or young person, parent and other staff.
- Drawing on additional resources from beyond the college, e.g., LA support, Care Team and medical specialists.

Parental and family support to implement changes in strategies. Some students need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a student's learning day, we always plan jointly with the parents and carers and the Multi Agency Support Team, the Local Authority and other external agencies as needed.

10. Bullying (including Cyber-bullying)

- We do not tolerate bullying
- Bullying should never be ignored
- All instances of bullying must be recorded
- Students must be challenged
- Every instance needs to be addressed, with each student involved taking responsibility for their actions.
- Further guidance is available in the college's Anti-Bullying Policy.

11. Student's working from home.

If interacting with other students or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, always remembering that that staff are not 'friends' with, or peers to, students. Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Facebook/Microsoft Teams, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other students or peer-on-peer abuse that is disclosed to the college during this time.

12. Discriminatory language/incidents

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our college's community.
- They should be dealt with in line with this Policy with further advice and a coordinated response from SLT.
- They must be recorded appropriately, including all follow-up action.
- Some students use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach students how to be respectful to each other.

13. Training

Training for staff will be made available and will be the responsibility of SLT. No member of staff will be expected to undertake the use of reasonable force without appropriate training. The college offers training in IOCM accredited Team Teach and CPI (Crisis Prevention Institute) techniques both of which instruct that most strategies employ verbal or non-verbal de-escalation and only a small percentage require the use of physical techniques.

14. Positive Handling

Positive handling is a holistic approach to a range of risk reduction strategies which include non-verbal, verbal and where 'reasonable and absolutely necessary', physical interventions. Positive handling understands the importance of using de-escalation strategies where possible and being aware of levels of behaviour and the need for an appropriate staff response to maximise the opportunity to calm the incident through non-verbal and verbal strategies where possible.

Positive handling will be supported by documentation, which supports the students aims to provide security, safety acceptance for recovery, repair and reflection for all concerned. Every effort will be made to resolve conflicts positively and without harm to students or staff, property, buildings or the environment. Where unacceptable behaviour provokes intervention, some or all the following approaches should be taken according to the circumstances of the incident.

15. Restraint / Reasonable Force / Physical Intervention

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a student does no injury either to him/herself, a member of staff, another student or young person, or property. Restraint:

- Should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised training, and this is up to date.
- Should only be used if the student is putting themselves or others in danger and where failure to intervene would constitute neglect.
- If used, it must be recorded in the college's incident recording system.

- An Individual Risk Assessment and Action Plan will need to be completed – this might apply when an individual student or young person/student needs physical interventions, using strategies as a part of an on-going behaviour management plan.
- Staff need to be able to establish the possible consequences of using a particular method or methods of physical intervention when difficult behaviour occurs.
- Update the student or young person’s Behaviour Plan including any physical interventions which have been successful and share with relevant colleagues
- If restraint is used, where relevant parents/carers need to be contacted

Types of escorting and physical restraint techniques include:

- Caring C hold
- Caring C steer and guide
- Friendly Hold
- Single Elbow
- Figure of Four
- Double Elbow
- Single Elbow to chair
- Single Elbow to knees
- Seated swap
- Half Shield

NB* As staff current TEAM TEACH trained staff certification expires, all existing and new staff who require specialist behaviour awareness and management training will be re-trained using CPI (Crisis Prevention Institute) as Expanse College’s preferred system.

16. Restricting Liberties

At the college, students must never be:

- Locked in a room alone, without support and supervision (Seclusion)
- Deprived of food/drink
- Denied access to a toilet

In exceptional circumstances a student may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two staff present and a senior member of staff must be notified immediately. If a student is secluded the incident must be fully recorded and it must be shared with stakeholders as required, these include parents, carers, Local Authority, Safeguarding etc. The student’s risk assessment must be updated to reflect the exceptional use of seclusion.

Contingent touch may be used appropriately e.g., pat on shoulder in a public place, in the appropriate context. Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature e.g., the student is led away by hand/arm/around shoulder.

17. Students with complex sensory

Needs may also request squeezing or deep pressure. This will be documented in sensory profiles.

18. Fixed-term Exclusions

We do not believe that exclusions are the most effective way to support students with SEND, and we will always try to adapt and personalise provision for all our students to ensure that they are able to access education. In exceptional circumstances it may be necessary to exclude a student for a fixed time and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the student, other students or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in college
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude students are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the student. Exclusions can also be managed internally, and a student may be removed from class for a fixed period.

19. Permanent exclusions

It is extremely rare for us to permanently exclude a student at the College. If the College is not able to meet the needs of an individual student, we will always aim to work with the student and young person’s family and the Local Authority to identify a suitable alternative placement for a supported transition.

All exclusions will always be reported to the Governing Body, Local Authority and other relevant stakeholders as needed.

20. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed. It will be approved by the governing board

Impact of non-compliance

Staff:	Disciplinary action, prosecution
Student:	Suspension, Temporary Exclusion, Permanent Exclusion, Action Plan, Support Plan
Legislation/organisational:	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
Compliance lead:	Head of College/Director of Colleges
Policy Reference:	ELCO-OPER-POL-0006_(Exp-Nov24)
Version:	4
Agreed policy location:	DatabridgeMIS and Company Webpage
Review Schedule:	12 Months
Does the policy require Governor approval?	Yes

Version Control

Version	Date	Revision	Review Date
1	Sep-21	First Issue	Aug-22
2	03/11/2022	Policy reviewed	02/11/2023
3	25/10/2023	Policy reviewed and updated	25/10/2024
4	05/09/2024	Policy reviewed	05/09/2025
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Appendix 1 – Examples of Primary Action

Physical Restraint	Alternative space and resume learning
Apology	Resume learning
Restorative approach	Community Service within college (volunteer work as a form of restitution)
Head meeting with student	Behaviour agreed
Mentoring	Referral to Pastoral support
In-class time-out	Resume learning
Reinforcement of appropriate behaviours	Referral to Pastoral support
Individual Behaviour Plan set	Supports behaviour management
Written reflection about incident	Supports behaviour management
Daily reports	Supports behaviour management
Behaviour referral to SLT	Suspension

Appendix 2 – Behaviours

As a rule, all MINOR behaviours should be dealt with by the teaching team. It is also an expectation that they have a role to play in dealing with MAJOR incidents. When responding to a MAJOR incident a teaching team can either intervene with the student(s) involved and inform a member of SLT about their actions or refer the incident on to a member of SLT for further action. The threshold between MINOR and MAJOR incidents are difficult to quantify and rely on the judgement of those staff involved. However, the seriousness is generally due to intensity of the incident or whether the same MINOR behaviour is being repeated over a period. The following is designed to assist in this process. If in doubt, speak to a member of SLT.

Behaviour	MINOR	Thresholds for Minors becoming MAJOR (Can be 1st time offence)
Cheating	Looking at other individual's answers. Asking others for help or answers during a test	Providing, receiving, or viewing answers to test items and/or having books, notes out during a test without permission.
Defiance	Refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, unruliness, or noncompliance.	Refusal to report to the office, allow search, or attend detention/internal suspension.
Disrespect toward others/others equipment	Inappropriate comments. Walking away when being spoken to. Using/misusing others equipment. Using others equipment without permission.	Cursing or making physical gestures to others. Verbal abuse. Causing damage to the property and/or equipment of others.
Disruptive behaviour	Behaviour that interferes with instruction, learning, and a safe and orderly environment such as refusing to remain in seat and/or making rude noises.	Minor behaviours that are continuous for more than 10 minutes and cause significant disruption to college/classroom.
Inappropriate contact	Play fighting, rough play, pushing, scratching, and pinching.	Fighting, striking, punching, pulling hair, biting. Note: Can also be classed as physical aggression (major) if actions are carried out with the intent of hurting another student.
Leaving class without permission	Leaving class without permission for up to 5 minutes before returning	Leaving class without permission for over 5 minutes. Leaving class without returning would be a higher-level offence
Lying	Lying over minor issues	Lying over issues that may have major consequences
Misuse of college equipment	Knocking over equipment, using equipment without permission. Using computer without permission. Accessing music /games sites without permission. Breaking pencils, etc.	Throwing equipment (can also mover to deliberate damage and/or disruptive behaviour MAJOR). Accessing pornographic sites or using own software without permission.
Possession of electronic equipment/prohibited items	Possession or using mobile electronic equipment or any other prohibited item outlined in the College Code of Conduct.	3 times or more
Refusal to attempt/complete work	When instructed	Throughout the lesson
Teasing/hurtful comments	Making comments without thinking or understanding the meaning	Premeditated comments leading to bullying
Dress-code Infraction	Wearing clothes, hair, jewellery in contravention of the college dress code	Repeated violations of the college dress code over a period.
Unsafe behaviour	Climbing, running in corridors, swinging on chairs. Being in an area that is out of bounds.	Throwing objects, waving/swinging objects, pushing over furniture, jumping on tables – Putting themselves and/or others at risk by being in an area that is out of bounds.

Appendix 3 – The following are *examples of* Major behavioural types and definitions *each behavioural incident will be taken on an individual basis and be categorised as deemed appropriate by SLT.*

Alcohol, tobacco and other drugs incident

Alcoholic substances; tobacco or tobacco products, such as electronic cigarettes; inhalants or other intoxicants substances; controlled and/or dangerous substances, including prescription drugs and substances represented as controlled drugs, and drug paraphernalia such as pipes.

- **Possession** The student has on his/her person, or within the student's personal property, or has under the student's actual or constructive control, any of the substances listed in this offense.
- **Consumption/Use** The student has consumed, ingested, assimilated, inhaled, or injected any of the substances listed in this offense.
- **Distribution/Sale** A student has disseminated or transferred any of the substances listed in this offense with or without compensation.
- **Possession with Intent to Distribute** The student has in his/her possession, as previously defined, any of the substances listed in this offense in a quantity or packaging to indicate intent to distribute or transfer to others.

Arson/fire

Attempting to, aiding in, or setting any fire on college property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire, including matches/lighters

Bullying

An intentional act which may be written, verbal, electronic or physical, that is aimed at demeaning another individual, is intended to cause physical and/or emotional harm and is repeated over time. Such acts can be carried out by individuals or groups and targeted at individuals or groups.

Deliberate cruelty to animals

Is witnessed causing harm or distress to animals.

Deliberate damage to property

Damage, destruction, or defacement of property belonging to the college or others.

Inappropriate sexual contact (themselves or others)

Attempts at, and/or the actual touching, groping, grabbing of others in their private areas or making physical contact of a perceived sexual nature. Also includes any instance of a student putting their hands inside of their pants or rubbing their private parts on any other object or person with the intent of sexual stimulation.

Inciting/participating in college disturbance

Causing a disruption to the atmosphere of order and discipline in the college or otherwise preventing orderly conduct.

Indecent/offensive behaviour,

Exposure, urinating/defecating in public, obscene gestures and actions.

Leaving college without permission

Leaving the college compound without permission.

Physical aggression toward staff and/or students

Exhibiting one of the following (or similar) behaviours, with the intent to cause harm to another person.

- **Hitting** – using a hand or arm with a closed or open fist to hit (make forceful physical contact) with another person.
- **Kicking** – using the foot or leg to kick or hit another person
- **Head-butting** – using the head or face to hit (make forceful physical contact) with another person
- **Scratching** – using the nails of the feet or hands to break the skin of another person.
- **Pinching** – using the fingers to squeeze another person's skin hard enough to cause pain
- **Biting** – using the teeth or gums to make contact with another person's body or clothing
- **Pushing** – using any part of the body to forcefully contact another person's body with the intent to cause injury
- **Throwing objects** – throwing an object that with the intent to hurt or frighten another person.
- **Hair Pulling** – using any part of the body to grip and pull on another person's hair.
- **Spitting** – any instance of saliva leaving the mouth of a student (excluding while the student is talking or yelling) with the intent of directing it at another student or adult.

Possession of dangerous implements/weapons

Any implement, or substance used as a weapon to inflict bodily harm, including any object or implement capable of causing harm or used in such a way as to cause harm to another. This includes, but is not limited to, guns, replica guns, knives, batons, laser pointers, and any propellants such as tear gas acid or pepper spray product.

Possession/use of stolen property

Being in possession or using the property of another person or institution without permission or knowledge of the owner.

Prejudicial behaviour

Behaviour of a verbal, written, or symbolic nature, committed against a person or property, which is motivated by the offender's prejudice, a negative opinion or attitude toward a group of persons based on their race, religion, disability, size, sexual orientation, or ethnicity/national origin.

Threatening behaviour/threats (against staff and/or students)

Any language (verbal or nonverbal) directed at someone in a threatening or harmful manner. This would include a threat with raised fist/weapon and/or a threat with close proximity 'in your face'. If it is meant to be intimidating/bullying, score under Bullying

Selling goods

Selling of goods on the college premises, unless given explicit permission by the principal to do so

Stealing

Taking or obtaining the property of another person or college without permission