

# Behaviour Policy

## Summary

This policy is designed to help provide learners in all departments within the Green Corridor with a structured environment in which positive behaviour is encouraged and poor behaviour is discouraged, thus enabling staff and learners to engage in effective teaching and learning opportunities.

All staff at Green Corridor have a responsibility for the safety and wellbeing of our learners.

The whole team at Green Corridor are always encouraging positive behaviours. We are consistently monitoring low or concerning behaviour, have good communication with parents/carers at home, and create individualised behaviour plans for learners who require it. We also discuss anything that creates anxiety or distress to any of our learners that results in outbreaks of behaviours.

Our aim at Green Corridor is to enable all learners to be able to learn, work, achieve and socially interact in a happy, constructive, and reasonable manner. We want to develop the positive ethos of the College, including support for the social and emotional needs of learners.

## Details

### Green Corridor are committed to:

- Providing a secure, enjoyable, and stimulating learning environment which will enable learners to realise their potential as individuals in society
- Maintaining close contact with the home: making parents/carers welcome at Green Corridor and enabling them to play a full part in the education of their young people.
- Providing equal access to a broad and balanced curriculum which:
  - meets statutory requirements
  - reflects the cultural diversity of society
  - meets the needs of all learners

### Positive Behaviour:

- Green Corridor believes that positive behaviour and work should be encouraged, reinforced, and rewarded. A flexible system is in operation to reinforce such qualities.
- Positive reinforcement by staff on a day-to-day basis is recognised as being vitally important.
- Praise should be used to encourage learners.

- Achievements in learning are also formally recognised throughout the college.
- All learners deserve an individual approach to managing their behaviour.

## Positive Behaviour Plans (PBP's):

At Green Corridor, some learners have a PBP. This is because they may need extra behaviour support. This may be because they become dysregulated, or they have certain triggers that staff need to be aware of. These PBP's will be made by the SENCO in liaison with the parent/carers and learner if appropriate to create a collaborative plan. The PBP is split into 'baseline for learner' which outlines what the learner is like when they are happy and calm, and strategies to help them stay at baseline. It also highlighted potential triggers and strategies to reduce these triggers. In the third column, it highlights behaviour shown (escalation) and strategies to deescalate safely.

## Reviews and updating of plans:

The Positive Behaviour Plan will be reviewed termly and/or if there are significant changes in their behaviour. This will be reviewed/updated with the input of the OT and Speech and language therapist who will advise on strategies/techniques that will ensure the individuality of the plan and the needs of the learner being met. The Positive Behaviour Plan will then be shared with the learner, Staff and parents and carers, so that any techniques being used are consistently managed throughout.

## Example of a PBP:

Baseline for learner	Potential Triggers	Behaviour Shown (escalation)
<ul style="list-style-type: none"> <li>• Happy and calm</li> <li>• Chatting to others</li> <li>• Engrossed in activities</li> <li>• Smiling and laughing</li> </ul>	<ul style="list-style-type: none"> <li>• Certain staff members</li> <li>• Being rushed with his work</li> <li>• Noisy environments</li> </ul>	<ul style="list-style-type: none"> <li>• Shouting</li> <li>• Leaving the room</li> <li>• Throwing things</li> </ul>
Strategies to help him stay at baseline	Strategies to reduce these triggers	Strategies to deescalate safely
<ul style="list-style-type: none"> <li>• Ensure he has got putty</li> <li>• Praise and encourage him</li> <li>• Chat to him and listen to him</li> <li>• Ensure he has regular breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Change of face of staff members if he is getting cross at a certain staff member</li> <li>• Plenty of time to do his work with regular</li> </ul>	<ul style="list-style-type: none"> <li>• Allowing him to have space</li> <li>• Guiding him away from other learners</li> <li>• Guiding other learners away from him</li> <li>• Weighted blanket</li> </ul>

	<p>breaks/sensory circuits</p> <ul style="list-style-type: none"> <li>• Ear defenders/work in a quieter area</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a film/listen to music</li> </ul>
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### **Unacceptable Behaviour:**

The Green Corridor policy regarding behaviour standards regards the following as not acceptable, please note that this is not an exhaustive list:

- Violent behaviour
- Racist comments towards Peers or staff.
- Religious intolerance
- Extremism
- Bullying and Cyber Bullying
- Homophobic Comments towards Peers or staff.
- Intentionally damaging property or theft.
- Sexual Violence and Sexual Harassment

These behaviours, if displayed at Green Corridor will be investigated by staff. The investigation will be conducted on an individual basis considering the learner capacity, cognitive needs, and the motive. This may also be escalated to external agencies like Police and Social Care as part of information sharing. The outcome of an investigation will be discussed by the safeguarding team, who will decide whether an exclusion is needed, or a restorative approach internally is deemed more appropriate.

### **Good practice – A whole college approach:**

It is vital that we all work as a team at Green Corridor, supporting one another through a positive and consistent approach to behaviour management. This will help create a positive learning environment.

We recognise that:

- Each person is unique in his or her needs and learning style
- Positive expectations have a positive effect on the behaviour of others
- As staff we must endeavour to be free from stereotypical notions or preconceived ideas
- Each person is of equal human value and deserving of respect
- Each person deserves quality services and is deserving of our best efforts
- We must learn to perceive and understand the thoughts, feelings, wants and needs of our learners.

All staff must take responsibility for the behaviour of learners both in lessons and around the college.

It is important that all learners receive the same clear consistent message from staff. In the classroom, a variety of procedures and strategies are used before applying formal sanctions. These can range from a quiet word, informal warnings, redirecting a learner to the work set, explaining Green Corridor's expectations, and reminding the learner of the need for following rules and for focused effort. The list below includes some of the commonly used strategies although this is not a comprehensive list and will depend on meeting the needs of individual learners in different situations.

### **Strategies for classroom staff:**

- Creating an orderly and safe working environment where staff, learners, and visitors can work together
- Planning for the needs of the learners in the class
- Taking care of the health and safety of every learner
- Developing a consistent procedure and fair approach to managing behaviour and supporting each other to achieve this
- Request for support from SLT / Safeguarding team
- Use of praise and reward systems.
- Making expectations clear
- Calm movement within the classroom and around the college
- Developing a relevant and challenging curriculum which will enhance learning and self-esteem which reinforces positive behaviour and high standards.
- Developing an environment which is a stimulating place in which to work
- Use a person-centred approach to positive behaviour management
- A proactive, planned, and structured approach where physical interventions are used minimally and only as a last resort and Risk Assessments being regularly reviewed.

### **The role of staff:**

- Tutors are fully aware of the needs of learners and use appropriate communication and behaviour management styles to engage learners and encourage them to take part fully in lessons, these strategies used by tutors will enable most learners to remain in class, it is only when these do not work that the discipline system comes into operation.
- Staff reflect on their own behaviour, evaluate their practice, and examine their attitudes.
- Staff have high expectations of self, each other and learners and are committed to high standards and raising learner achievement.
- Tutors are responsible for the planning, organisation, and delivery of the lessons. From the very beginning, tutors need to establish the needs of their learner and create clear, simple, and effective routines that learners can understand, remember, and follow.

- Green Corridor staff who have completed a Team Teach course in de-escalation techniques and restraints must ensure that the approach is consistently used throughout the college. All those staff must have a two-year refresher training to ensure the needs of the learners are continued to be met.

On occasions, the most skilful management will not prevent or stop disruptive behaviour. However, to take no action not only condones the disruptive behaviour within that lesson, but it also undermines, through lack of consistency, the efforts of other colleagues who are conscientiously attempting to maintain a classroom environment that supports good behaviour and a positive work ethic.

### **Behaviour management within the classroom:**

For learning to take place there must be a sense of order. Each class tutor should draw up a set of classroom rules to regulate the conduct of the class. It is essential that our learners are involved in drawing up these rules and that the behaviour in the classroom is determined by these rules. Rules should be positive, and the learners should be encouraged to use them. The agreed classroom rules must be displayed in each classroom. This will ensure that our learners are treated fairly in the first instances of behaviour.

It is important that staff who are managing the first low level behaviour takes a responsibility to see that through using de-escalation techniques so refer to rules, communication aids, sensory integration, rewards, and encouragement. If at any point the behaviour is increasing, it may be that a change of face is needed- this can be done by using other members of staff in the classroom to restart that de-escalation process.

If behaviour is still increasing and the approach is not working, staff can call on SLT / Safeguarding team.

### **Confiscating and searching learners' possessions:**

Green Corridor has a duty to ensure that all learners and staff are safe and that all learners have every opportunity to be able to learn in an environment that is safe and conducive to work. Green Corridor reserves the right to search and confiscate items from learners should they feel that they are placing the safety of others at risk or challenging the harmonious learning environment of all.

All searches will involve two members of staff, and if a personal search is required, this will be carried out by two members of staff of the same gender as the learner. Any search must take place in an appropriate place where confidentiality and human

rights are observed. Most importantly it should be explained to the learner why the search is being carried out and the possible consequences.

Staff should respect a learner's wish for privacy and confidentiality and the need to protect the learner.

A learner's possessions can only be searched when it might be necessary to safeguard the welfare of the learner or others, for example:

- If there are reasonable grounds that there may be an illicit substances or weapons present.
- If there is a suspicion that there may be a risk of fire, e.g., matches, lighters, petrol being stored. Any reason noted in a learner's individual Care Plan or Risk Assessment where it has been identified and agreed that the possessions are to be searched e.g., a learner who self-harms could be searched for harmful materials.
- This is not intended as a definitive list. Staff should always consult with senior staff. Should, during a search, an item be found that is inappropriate, this item can be confiscated and placed in a locked cupboard securely in the bungalow with the learners' name on it for identification purposes. The learner and the parents/carers should be informed as to why the item has been confiscated and how and when they can have the item returned to them (if appropriate).

### **Risk assessments:**

Some learners who have PBP's may also need a Risk Assessment if they engage in behaviour which could be harmful towards other staff, learners, or equipment. These are made by the SENCO in liaison with parents and tutors and are updated when required, following a change in behaviour.

### **Rewards and sanctions:**

#### **Positive rewards include:**

- Smiles and positive gestures
- Verbal/signed praise
- Privileges. e.g., special outings
- Jobs and responsibilities awarded
- Certificates
- Praise communication sent home to parents of learners doing particularly well, or who have made a good improvement.
- Short rewards such as choosing activities when completing a task.

### **How rewards are earned:**

- Polite, well-mannered behaviour
- Demonstrating a caring attitude towards peers
- Working to the best of their ability
- Good attendance
- Neatly presented work
- Positive attitude towards work
- Helpful approaches to different situations
- Excellent work in class
- Making an outstanding effort in class
- Excellent achievement in the community
- Good Teamwork.
- Acts of Kindness.
- Following Class Rules
- Sharing
- Attendance

Rewards are based on an individual learner and the reward given for positive behaviours should be catered for the needs and understanding of the learner.

### **Sanctions:**

- Loss of short instant reward but can work towards next reward.
- Serious incidents which disrupt the education of the rest of the class will result in the learner being withdrawn from the group.
- Parents/carers will be kept informed. In exceptional circumstances the Head of Education may decide to suspend a learner for a specific period.

### **Anti-bullying:**

- Green Corridor will not tolerate bullying, including between adults, or adults and young people or peer to peer bullying.
- Green Corridor will discuss, monitor, and review our anti-bullying policy and practice on a regular basis.
- Green Corridor will support all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Green Corridor will make learners aware that all bullying concerns will be dealt with sensitively and effectively; those learners feel safe to learn; and those learners abide by the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

- Any bullying that reaches threshold for Potential safeguarding will be escalated to the designated DSL/DSO and discussed in the weekly safeguarding meeting.

### **Prevent, identifying and responding to Bullying:**

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop learners social and emotional skills, including their resilience.
- Provide a range of approaches for learners, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to learners, regarding positive online behaviour.
- Train all staff including teaching staff, support staff and administration staff to identify all forms of bullying and to follow the college policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable learners.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider college community to prevent and tackle concerns.

### **Definition of Bullying:**

Bullying is behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and can include:

- Name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.
- The same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.



## Forms of bullying can include:

- Bullying related to race, religion, or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic and biphobia bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual, and transphobic bullying.
- Bullying via technology – “cyberbullying”

## Peer on Peer Abuse:

If a learner causes harm to another, this should not necessarily be dealt with as abuse. However, it may be appropriate to regard a learner's behaviour as abusive if:

- There is a difference in power (for example age, size, ability, development) between the young people concerned.
- The perpetrator has repeatedly tried to harm the learner.
- There are concerns about the intention of the alleged perpetrator.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the Head of Education or SENCO
- A clear and precise account of the incident will be recorded and given to the Head of Education/DSL
- The Head of Education/DSL will interview all concerned and will record the incident
- Tutors will be kept informed
- When responding to cyberbullying concerns, the college will take all available steps to identify the bully, including looking at the college systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to investigate the data of another user.
- Parents/carers will be kept informed if appropriate.
- Sanctions will be used as appropriate and in consultation with all parties concerned. If necessary and appropriate, the police or other local services will be consulted.

## Support for targeted learner:

Learners who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their tutor or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate

- Reassuring the learner and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

### **Support for instigator learner:**

- Discussing what happened and establishing the concern
- Informing parents/carers to help change the attitude and behaviour of the learner
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with Green Corridor's behaviour/discipline policy. This may include official warnings, and permanent exclusions.
- Speaking with police or local services

### **Involvement of Learners:**

Green Corridor will:

- Regularly canvas learner views on the extent and nature of bullying
- Ensure that all learners know how to express worries and anxieties about bullying
- Ensure that all learners are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve learners in anti-bullying campaigns in college and embedded messages in the wider college curriculum
- Publicise the details of help lines and websites on Green Corridor website
- Offer support to learners who have been bullied and to those who are bullying to address the problems they have

### **Holistic approach to behaviour:**

Each learner's needs are different, and what works for one learner will not necessarily help a learner with a similar diagnosed need.

There are some conditions that present very differently between the sexes, such as ASD and ADHD, and may necessitate different approaches in terms of support.

By getting to know the needs of the individual learner we can put in place personalised strategies and interventions to support them.

### **Communicating with Colleagues and Parents:**

- When working with a learner with SEN, knowledge-sharing and keeping lines of communication open helps you to support the learner in the most effective way, building on previous successes, and responding to changes.

- Prior to working with the individual, Green Corridor will seek information from previous settings to learn what has been effective and to ensure continuity of approach for learners with ASD or anxiety disorders, this continuity – especially at times of transition – is extremely important.
- Creating and maintaining open and honest lines of communication with parents/Carers of learners with SEN will also help you to develop a more holistic understanding of the learner their strengths, and their difficulties.
- There is a **statutory duty** to communicate with parents/Carers of learners with SEN at Annual Reviews to report on progress, and to discuss future outcomes and targets.
- Some of the most valuable communication comes in more regular, less formal contact. A home- college contact book or diary can be a simple method of establishing a two-way routine of information sharing with parents.
- Parents will be encouraged to make contact in other various ways, like Green Corridor coffee mornings and Open days. If we work together to support the learners of Green Corridor, we have a better chance of supporting them when the support is needed the most.
- The team of therapists will also be involved by conducting assessments to guide any strategies that supports a learner to achieve positive behaviour outcomes.

### Physical interventions:

If preventative measures are not successful or unfeasible, in averting a behavioural crisis, and if the person is in danger of hurting themselves or others, approved physical interventions may be used in an emergency. Such interventions are only used when all other methods of intervention have been explored e.g., early intervention or non-verbal calming techniques. Relevant staff are trained to administer non-restrictive techniques and two-year refresher courses are attended.

- Physical interventions are defensive techniques and are not used offensively.
- Physical interventions follow a gradient system of implementation. A sequence of least restrictive to more restrictive is followed.
- Restrictive physical interventions are considered the most intrusive and would only be used to interrupt or terminate a truly dangerous situation where serious injury could result.
- After applying any physical intervention, appropriate support must be provided to the individual, other people who witnessed the incident and staff involved.

Interventions are recorded and include:

- Description of the behaviour and situation
- Names of person implementing the intervention
- The physical intervention techniques used (time commenced and terminated)
- Outcome and resolution

The use of physical interventions at Green Corridor is monitored and audited. This will consider the effect of any interventions on individuals.

- When using interventions, health and safety is always considered and the gradient approach always used. Any intervention is terminated immediately if the individual demonstrates any signs of distress.
- No physical intervention will be used if there is a medical contraindication

**Only staff who are formally trained with Team Teach should use physical interventions (unless serious injury is about to occur to the learner, for example, running into a road).**

## Exclusions:

Green Corridor aims to include, not exclude, and we will approach all challenging behaviour in a supportive and positive way. We recognise that poor behaviour can be symptomatic of a real, deeper need for our support or being influenced by external factors beyond Green Corridors influence.

Green Corridor strive to never give up easily on a learner as we recognise that each person has a unique contribution to make, and we will support them to achieve this.

Green Corridor will consider all potential exclusions on a case-by-case basis and there are two main reasons why an exclusion may occur are:

- Significant breach of Green Corridor rules or policies.
- Significant risk of harm to the education, health or welfare of the learner, other learners, staff, and volunteers at Green Corridor.

For both cases this can either be for a very serious one-off incident or the repetition of serious incidents over a period.

Any exclusions will be at the discretion of the Head of Education, usually in consultation with other members of the Safeguarding team, who will then take the necessary actions to ensure the exclusion is in line with the relevant Local Authority's exclusion regulation policies and procedures.

## Fixed Term Exclusion:

Fixed Term Exclusion is when a learner is excluded from Green Corridor and must remain home for a fixed amount of time. Green Corridor will ensure that this is for the shortest time necessary to ensure minimal disruption to the learner's education, however Green Corridor will also be mindful of the seriousness of the breach of policy and the seriousness of the learner's behaviour. With all Fixed Term Exclusions Green

Corridor will provide education materials for the parents / carers to ensure the learner will not fall behind.

## **Permanent Exclusion:**

A Permanent Exclusion is when a learner enrolled on a formal qualification with Green Corridor, is permanently excluded from the provision and is not allowed to return. The decision is made by the Head of Education, in liaison with the Safeguarding Team.

## **Procedure for appeal:**

If parents wish to appeal the decision of exclusion, the matter will be referred to the CEO and handled through the Green Corridor and Local Authority appeal procedure. The Head of Education will ensure that the information regarding the appeal process will be included in the letter informing the parents of the exclusion. The appeal must be made within 5 working days of receipt of the outcome of the exclusion meeting.

## **Reasons for Exclusion:**

A decision to exclude a learner is always seen as a last resort by Green Corridor, taking full account of our duty of care under our Safeguarding Policy and Procedure. The physical and emotional health of our learners and staff is our primary concern and we therefore accept that in some serious situation exclusions may be necessary if all other strategies have been exhausted.

Decision to exclude will usually follow a range of strategies and be seen as a last resort or be in response to a very serious breach of college rules and policies or disciplinary offence such as:

please note that this is not an exhaustive list:

- Violent behaviour
- Racist comments towards Peers or staff.
- Religious intolerance
- Extremism
- Bullying and Cyber Bullying
- Homophobic Comments towards Peers or staff.
- Intentionally damaging property or theft.
- Sexual Violence and Sexual Harassment

## **Exclusion Length:**

Decisions will be made in the best interest of the learner whilst also mindful of the need to maintain order and reinforce the rules and expectations of Green Corridor in a clear and consistent way.

## **The Decision to Exclude:**

If the Head of Education decides to exclude a learner, they will:

- Ensure there is sufficient recorded evidence to support the decision.
- Assign a member of the Safeguarding Team to explain the decision to the learner if the learner is in an appropriate state of mind to listen.
- Assign a member of the Safeguarding Team to contact the parents and explain the decision and ask that the learner is collected if it is during the college day.
- Send a letter to the parents/carers explaining the reasons for the exclusion; whether it is a Permanent or Fixed Term Exclusion indicating the length of the exclusion and any terms or conditions agreed for the learner's return.
- Ensure for cases where more than a day's exclusion that appropriate work is set and arrangements are in place for it to be marked.
- If the exclusion is greater than fifteen days or is a permanent exclusion, a Disciplinary Meeting will be held to examine the exclusion to which parents/carers are invited.
- Plan how to address the learner's needs for integration back into the learning community.
- Plan a meeting with parents and the learner on his/her return to Green Corridor.

## **Re-Integration:**

After a Fixed Term Exclusion, the learner and the parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to the exclusion will be discussed and targets set for improvement. Support around behaviour will also be discussed. The meeting will be recorded on a reintegration form and a copy will be retained by the parent and learner and Green Corridor. The learner will not be able to return until the reintegration meeting is fulfilled.

## **Managed moves:**

In cases where the Head of Education and parents agree that the progress of the learner has been unsatisfactory, and that the learner is unwilling or unable to profit from the education of opportunities offered. The SENCO and admissions officer may consult with the Local Authority and propose a managed move to another education provider. This is not an exclusion and in such cases the Head of Education will assist the parents in placing the learner in alternative provision in line with the Local Authority's Managed Move procedures.

## Safeguarding:

An exclusion will not be enforced if doing so may put the safety of the learner at risk in cases where parents will not comply by refusing to collect a learner, the learner's welfare is a priority. In this situation Green Corridor may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the learner is collected from site; or in more severe cases Green Corridor may contact Social Services and/or the Police to safely take the learner off site.

## Document Control

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