

Making a Positive Contribution

Promoting Positive Behaviour at Weston Point College

General philosophy

Pupils who come to Weston Point College will have displayed challenging behaviour in previous education settings. However, this does not mean that the same behaviours will be replicated at Weston Point College. Our understanding is that behaviour is a function of emotions and social context. Weston Point College aims to provide a social context that is better suited to the pupils' emotions, thereby limiting the need for socially challenging behaviour. The Weston Point College approach to promoting positive behaviours is a preventative one through the following:

- Weston Point College will provide a safe learning environment. Pupils will feel free from bullying from peers. Pupils will be secure in the knowledge that all staff at college are skilled at working with vulnerable pupils. The Weston Point College programme of learning activities is attractive and achievable for all pupils.
- Working together with carers and supporting agencies, pupils will have their health needs addressed. The college programme will promote healthy eating and physical exercise.
- The college ethos is one where pupils generate a sense of ownership of and belonging to, Weston Point College.
- Efficient home-college communication is an essential feature for supporting the college placement.
- The college day will be predictable for all pupils : pupils will know where they should be, with whom, and what activity is planned
- There will be an efficient and consistent response to inappropriate behaviours
- The modelling of appropriate behaviours by staff is of paramount importance
- Individual support with an instructor or the school educational Psychologist can be given to pupils who are emotionally agitated. Within this they may discuss strategies to avoid conflict.

Promoting Positive Behaviours

Providing appropriate role models for social behaviour

All staff at college will present exceptional verbal and non-verbal behaviour at all times. Staff will model pro-social behaviours such as being polite and courteous. All instructions from staff to staff and staff to pupil will be delivered politely and instructions from senior staff will be followed efficiently.

College property will be respected and issues such as litter / graffiti addressed by all. Pupils will be greeted pleasantly and always given a 'good bye' from each activity and at the end of the day.

Staff will be punctual for all lessons and well prepared.

Under no circumstances and no matter what the level of provocation, will staff display negative social behaviour or communication, including sarcasm.

High expectations of pupils regarding behaviour

The expectation is one where all pupils are polite to staff and peers. Swearing is not accepted and will be challenged by staff and any damage to college or personal property is taken seriously. Smoking is discouraged although the college recognises that some students have a long established nicotine dependency which has to be carefully managed, see separate smoking policy. Pupils are expected to be punctual for the start of the day and for all lessons. There is an expectation that pupils will engage with all set tasks.

All communication with staff is expected to be polite.

Pupil involvement in target setting

Pupils will be aware of their current behavioural targets. Each Access Plan will include targets relating to the pupil's behavioural issues and will be involved the setting of the targets. The targets will be understood by the pupil and achievable. Pupils will be involved in the review of behavioural targets and if the target has not been achieved it will be refined. The review period is one term unless a more frequent review is necessary. Parents and carers will be informed of their pupil's targets and encouraged to reward progress toward and achievement.

Positive reinforcement and rewards

Appropriate behaviour will be acknowledged and reinforced. Staff are conscious that pupils attending Weston Point College have a history of presenting challenging behaviour at college and that for many of our pupils the absence of such behaviour is progress in itself and deserves recognition: what may be considered regular behaviour from most pupils in a mainstream context is the result of additional effort at Weston Point.

All staff should systematically acknowledge appropriate behaviour through any of the following:

- Verbal recognition “ Well done Sam, you are on time and ready to go”, “That was a brilliant lesson Sam, you had a go at all the tasks”, “You asked for that politely, thanks”
- Non –verbal recognition such as ‘thumbs up’, smiling, nodding
- More concrete rewards including smiley faces, stickers, ticks, positive comments, positive events to be shared with parents / carers
- Messages to the Head teacher so that the Head teacher can acknowledge the positive behaviour “Mrs Taylor told me how you worked hard, I’m very pleased”

Parental support and involvement and communication with home

Any college placement will be more successful for the pupil where there is healthy support from home for achieving the college’s aims.

Parents and carers should be in agreement of their child being placed at Weston Point College. The initial visit prior to placement should ensure that parents / carers are fully informed of the college’s aims, curriculum and behaviour policy. The ‘consent form’ is signed at this visit. Support will be maintained throughout the placement through efficient communication with parents / carers around their child’s successes and difficulties and about significant changes to college routine or developments. Staff will maintain daily communication with any pupils whose placement is fragile and all pupils who are placed on temporary limited timetables. Parental / carer involvement in each pupil’s planning will support individualised targets to be achieved. Parents / carers will be invited to all annual reviews of

statements, reviews and post incident meetings. Every effort will be made to overcome barriers to parents / carers visiting college.

Effective supervision

Behavioural incidents between pupils will be minimised through effective supervision. Pupils will be supervised at all times including morning and lunchtime breaks. Staff will be deployed at these times to ensure that groups of pupils do not congregate. Through this supervision incidents of negative behaviour between pupils, such as bullying, will be minimised.

Planning meetings

Progress towards behavioural targets will be reviewed through:

1. Daily de-briefing where all staff discuss how each pupil has performed that day.
2. Standard reviews of Access Plan targets at the end of each term.
3. Interim Access Plan target reviews where required.
4. Post incident planning meetings will be attended by the head teacher, parent / carer, pupil
5. Annual reviews of statements of special educational need are attended by the Head teacher, parent / carer, pupil, education officer from home LEA and other agencies as appropriate and are an opportunity to set new targets relating to behaviour.

Lesson planning

Key to a proactive approach to minimising disruptive behaviour is comprehensive lesson planning which offers all pupils an engaging activity which is within their zone of confidence. Many pupils at Weston Point College will have experienced failure in previous settings and have low self-esteem in relation to their learning: pupils should never feel threatened by any task set before them. The tasks included in the lesson should be made clear to the class at the outset so that pupils are not anxious about unexpected activities.

All teachers will be aware of pupil's special educational needs relating to literacy and numeracy and differentiate tasks and materials accordingly.

Lessons should always be well prepared and involve a range of activities that span the lesson duration. Back up plans should be available to help lessons that are not engaging all pupils. It is recognised that staff may have to be flexible and pragmatic in order to help students start or stay on task.

Lessons should begin and end on time.

Pupils are encouraged to be responsible and make a positive contribution

All pupils will be encouraged to acquire a sense of belonging to Weston Point College. This will help pupils to respect their college environment and to minimise instances of graffiti. Students are encouraged to 'tidy up' or make good repair where minor incidents have caused minor damage to the college environment.

Pupils will be asked for their ideas on college improvement, this is often done in the context of 'interviews' with the college directors..

Responses to inappropriate behaviours (examples)

Low level behaviours

There will be a consistent approach to dealing with lower level inappropriate behaviours. The approach is designed to limit any reinforcement of the behaviour and to reduce escalation. The approach will be non-confrontational. Behaviours falling into this category include:

- Shouting out in lessons designed to attract attention
- Negative comments by a pupil that are not personal and do not include swearing "This is boring" "I'm not going with her"
- Poor communication "Give me a drink!"
- Behaviour that displays frustration, anxiety e.g. destroying their own class work, minor 'tantrum' type behaviour such as slamming a door
- Swearing

The approach will be to ignore incidents that are immediately over. Where the behaviour repeats then the member of staff will give a helpful comment "Come on Sam, you've been doing so well"..."Come on Sam, you usually ask for things much more politely".

Staff will not allow the situation to escalate through delivering personal comment about the behaviour or making direct eye contact.

Significant behaviours

Significant behaviours include:

- Verbal abuse towards staff, pupils or members of the public
 - Smoking
 - Leaving the classroom before the end of the lesson
 - Classroom behaviours designed to disrupt the lesson
 - Refusing to go into lesson
 - Behaviour designed to intimidate/ bully
 - Minor damage to college property or property of peers
 - Comments that are racist, sexist, discriminatory
- (This list is not exhaustive)

In relation to significant behaviours, the member of staff who is present and observes the behaviour will immediately intervene through making a clear statement that the behaviour was / is inappropriate and has to stop straight away.

There should be a warning that if the behaviour continues there will be a consequence. In relation to behaviours that have already happened (damage to property, nasty swearing) the pupil will be informed that this will be reported. The member of staff will take some moments to let the pupil know that they are disappointed and that they expect better behaviour from then on. Such communication will always be done discretely, away from peers. Depending on the context there may be a need to calm the pupil by taking the pupil away from peers. This incident will be recorded and shared with SMT at the debriefing.

Serious incidents

Serious incidents include:

- Verbal aggression towards pupils or staff, for example threatening comments
 - Physical aggression towards pupils or staff
 - Sustained disruption to lessons affecting the learning of other pupils
 - Damage to college property or property of staff/ other pupils
 - Possession of illegal substances
 - Bullying of any nature
 - Racist behaviour of any kind
 - Tampering with fire extinguishers / related equipment
 - Leaving the college site without permission
 - Possession of any equipment designed to inflict harm
 - Refusing to stop smoking
- (This list is not exhaustive)

Serious incidents will invoke the following procedure:

1. The pupils will be isolated from peers away from the main teaching block.
2. Staff who observed the incident will inform the Head teacher (or Deputy Head teacher) and make a record of the incident in the 'Incident Log'.
3. The Head teacher will make a decision on whether the pupil should be sent home immediately or remain on site in isolation.
4. Parents / carers will be informed of the incident.

In most cases the following sanctions will be instigated:

- The pupil will work in isolation for the remainder of the day or until the pupil's transport arrives
- Parents / carers will be informed of the incident
- The pupil will experience a 'Day of reflection' away from college the following college day and return to college with parents / carers for a post incident meeting with the head teacher. On some occasions a period of reflection may extend to 2 or 3 days. Exclusion from school is considered to be a sanction of last resort.
- On return to college the pupil may follow a further period of working away from peers. There may be a period of enhanced monitoring and communication with home.

Physical intervention

Only on very rare occasions, when a pupil's behaviour places themselves or others at risk of physical injury, is it necessary for staff to intervene physically. On these occasions staff will deploy a range of de-escalation methods in an attempt to defuse the situation before resorting to physical intervention.

All staff at Weston Point are trained in the PRICE method of physical intervention which involves a 2 day initial training and further refresher courses.

All incidents of physical intervention are recorded and parents/ carers informed.

Exclusions from college

General principles

Excluding a pupil from college is a serious action. Pupils attending Weston Point College have typically experienced multiple exclusions in previous settings – Weston Point College aims to offer pupils an education experience that avoids the disruption or rejection caused by frequent exclusion. However, there are occasions where the appropriate response to a pupil's behaviour is a period away from college. In all cases of exclusion the following will apply:

- Only the Head teacher can make the decision to exclude a pupil from college
- For periods of exclusion greater than 1 day the Head teacher must secure the approval of the other Directors.
- Parents / carers are informed immediately (by telephone) when a decision to exclude has been made. The exclusion is confirmed in writing on the day with circulation to home LEA.
- Parents /carers are informed of their right to challenge the decision to exclude by making representation to the board of directors.
- Appropriate work will be set for the pupil to complete during the exclusion
- Pupils are required to complete a 'Reflection' pro-forma to encourage thought about the incident and the consequence
- In all cases of exclusion a 'Post incident meeting' is convened on the day of the pupil's return to college. The aim of the meeting is to reduce the risk of further exclusion. Parents/ carers are invited to attend the meeting

(Parents / carers non attendance at the meeting is never a reason to extend a fixed-term exclusion)

Date: January 2013

Last review date: January 2016

Review date: January 2017