

# Behaviour Policy Inclusion College



DfE no: 850/7900



**Approved by:** Governing Board      **Date:** November 2024

**Signed by:**       **Position:**

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## Monitoring arrangements

This behaviour policy will be reviewed by the Governors and senior leadership team annually but may be reviewed earlier if deemed appropriate. At each review, the policy will be approved by the Chair of the Governing board.

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# 1. Aims of This Policy

This policy aims to:

- Provide a framework for Inclusion Education's collective beliefs, understanding and practices about behaviour as it relates to those with mental health, learning and other complex needs.
- Provide guidance to parents/carers, trustees, schools, colleges and other stakeholders on how we support our students to promote self-regulation and feel safe to learn.
- Outline a consistent approach to behaviour management and its causes for staff members.
- Outline how we promote positive behaviour.
- Define what we consider to be unacceptable behaviour and the consequences of such behaviours.
- Detail the support available to students who are affected by negative behaviour.
- Summarise the roles and responsibilities of staff in the College community with regards to behaviour management.

## 2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines educational establishments duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require educational establishments to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give educational establishments the authority to confiscate students' property.
- [DfE guidance](#) explaining that educational establishments should publish their behaviour policy online.

## 3. Key Beliefs

Inclusion College believes that to enable progression and learning to take place, everyone should demonstrate positive, kind and considerate behaviour across its sites.

It is the intention of this Behaviour Policy to reflect our insight and understanding of the complex needs of our students and how these contribute to their ability to self-regulate and manage their behaviour positively so that they can engage with education and support.

Inclusion College incorporates a holistic, person-centred approach to ensure we are continually reflecting and planning for the needs of our students. This includes, but is not limited to, students with Autistic Spectrum Disorder, Moderate Learning Difficulties, Communication Disorders, Sensory Needs and Social, Emotional Mental Health Needs.

Inclusion College recognises that challenging behaviours happen for a reason, that behaviour is a form of communication, and such behaviour might be the only way a student can communicate. It is for this reason that these are the young people who most require our nurture and support. In no circumstance does Inclusion College recommend the use of restrictive practice, regardless of behaviour (please see Appendix 4 for Inclusion Education's Statement on the Use of Restraint).

Most students are referred to Inclusion College because they have presented with a behaviour or need that has not allowed them to maintain their mainstream school and/or college placement(s). As a result, our Behaviour Policy must go beyond that of merely maintaining good behaviour. It must provide the framework to support the mental health and wellbeing of students in order to re-establish a positive relationship with education, achieve and prepare for reintegration into a mainstream college, employment or life beyond the academic environment.

Inclusion College seeks to achieve this by creating a safe, nurturing and welcoming learning environment across all its sites by:

- Encouraging, recognising and acknowledging positive behaviour at every opportunity.
- Promoting self-esteem by encouraging students to value and respect themselves and others through role modelling, mentoring and education.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment or discrimination.
- Identifying the signs of dysregulation and acting proactively to provide the necessary support to prevent escalation and ensure wellbeing.
- Ensuring a consistent and fair response to positive and negative behaviour.
- Building a positive relationship with parents/carers to develop a student-centred, holistic approach which involves them and the student in the implementation of positive behaviour strategies.
- Acknowledging that mistakes are part of the learning process and supporting our students to learn from these mistakes to improve future action.
- Encouraging and supporting students to take responsibility for their behaviour and empowering them to make long-lasting, positive change.
- Explaining unacceptable behaviour and the impact it has on others, particularly bullying or prejudice-based language/action.

## **4. Promoting Positive Behaviour**

To ensure the wellbeing of every student it is necessary that parents/carers, governors, trustees, staff and stakeholders who refer to Inclusion College understand this behaviour policy and support its implementation.

All strategies and actions undertaken by Inclusion College staff are designed to create an enjoyable, positive learning experience in line with the key beliefs outlined in this policy. Students should be able to learn, socialise and be enthusiastic about their education and their future. To achieve this staff, encourage positive and kind behaviour and discourage any behaviours that can undermine learning, the relationship

between staff and students, and any deliberate actions intended to harm the physical or mental health of another.

Inclusion College has identified three qualities of our practice which promotes the development of self-regulation and positive behaviour for its students to achieve sustainable progress:

## 4.1 The quality of our relationships

Relationships are the key component to success and achievement at Inclusion Hampshire.

Inclusion College's members of staff model appropriate relationships to students and embody trust and honesty within relationships to each other and to students. All Inclusion College staff know that trust is something earned from students, not expected, and members of staff communicate honestly, supportively and compassionately to earn a student's trust and support their progress.

We value the diversity of our staff and hope that all of them will be a trusted adult for our students. The more positive relationships a student has at Inclusion College leads to greater success and achievement. Our staff know that making and sustaining relationships is not always easy for young people, especially with adults in education. Our staff foster positive, kind and nurturing relationships with our students by:

- Always listening closely, attentively and non-judgmentally.
- Articulating belief in students and their abilities.
- Treating students with dignity and respect.
- Communicating honestly, accessibly and age-appropriately.
- Knowing that the person who knows the student best is themselves and actively seeking their views on issues affecting them.
- Recognising and apologising for our own mistakes.
- Acting fairly and consistently for all students.
- Challenging prejudice, discrimination and sexual harassment when it occurs and using our trusting relationship to explain why it is inappropriate and its impact on others.
- Respecting and maintaining boundaries and structures.
- Empowering students to make the positive choice based on our trusted guidance and to take responsibility for their choices, actions and future.
- Acting to support students discretely and ensuring that they can make the final decision.
- Naming and managing our own emotions when responding to students' behaviours and modelling emotional intelligence.
- Building close relationships with parents and carers to support them to ensure consistency at home and College.
- Networking with other professionals and services to enable the student to access the appropriate support they need and use their positive relationships with us to make new relationships with other adults.

## 4.2 The Quality of our Provision

The Inclusion College team recognises that each student is individual and that before any progress can be made, we must understand that young person, their needs, background and aspirations. Understanding that young person where they are, not where they are expected to be, will enable them to be heard and respected and make progress. Our provision and education programmes are designed with this understanding in mind, and we achieve a high-quality provision, with students at its centre, by:

- Having close partnerships with referring schools, colleges and the Local Authority to ensure an effective referral process, with all relevant information, is in place before the student starts.
- Reviewing all available information, including EHCPs, and detailing support needs and strategies for new students before they start.
- Communicating support needs and strategies to staff and ensuring their ongoing availability to staff at any time.
- Providing ongoing assessment for the student and their needs (including EHCPs) based on their voice and experience.
- Delivering small group or 1-1 teaching which is considerate of group dynamics, personality and need.
- A safe, quiet environment for students to learn and progress which respects those with sensory needs.
- Act on student disclosures.
- Delivering a diverse and inclusive Personal Development curriculum that focuses on areas of importance to young people, such as online safety, healthy relationships and consent.
- Delivering personalised high-expectation learning based on need, not age or expectation.
- Embedding a holistic, readily differentiated curriculum focusing on areas of need.
- Supporting students to identify strengths, develop resilience, confidence, self-esteem and understanding appropriate sexual behaviours.
- Providing unconditional positive regards and ongoing positive reinforcement and sensitive feedback.
- Finding the positive in all situations, including when something bad has happened, however small.
- Personalised pastoral care, support and communication for the student and their family to ensure develop positive relationships and trust with the student, their parents/carers and family.
- Providing therapeutic activities and spaces for student – including supportive conversations with our trained counsellors, music and art – to promote wellbeing a self-regulation.
- Prioritise supporting students to develop sustainable strategies to manage their mental health and wellbeing in the future.

## 4.3 The Quality of our Staff

Inclusion Education's staff are highly trained and experienced professionals, the organisation's greatest resources and a student's greatest support.

Our staff understand the background and needs of each student before they attend, and managers attempt to match staff and student wherever possible.

Our staff promote positive, fun and engaging sessions by:

- Outlining clear expectations for sessions, incorporating student voice and need.
- Ensuring all students are safe and respected.
- Proactively identifying, de-escalating and defusing dysregulation using therapeutic activities in substitute for academic subjects.
- Utilising all opportunities for learning, even if it is not planned or is the result of challenging behaviour and/or language.
- Communicating, collaborating and sharing knowledge, experience and understanding of students.
- Praising students for achievement, even if 'small'. For example, a student may find it hard to accept help and so praising this, although small, is worthy of praise and recognition.
- Creating sessions and resources based on a student's interest, differentiating where necessary.
- Being readily accessible to students for academic, pastoral and therapeutic support, including providing scribe or reader support, or differentiated resources, such as a laptop.
- Advocating for students and trusting in their relationship with them to talk to them when required.
- Continually learn new skills and knowledge to support students.
- Communicating with students using their preferred methods, names and pronouns and never assuming.
- Visualising and naming emotions, preparing students for changes and transitions.
- Reflecting and debriefing social interactions which have not happened in the way the student expected.
- Acting non-judgmentally and having unwavering belief in a young person's potential.
- Role modelling appropriate professional and personal relationships through use of inclusive and diverse language and action.
- Challenging each other when one of uses stereotypical language.

## 5. Student Code of Conduct

These are the core standards of behavioural conduct that apply to everyone who is part of Inclusion College.

- Use your abilities and efforts to produce the best work you can.
- Be considerate, cooperative and supportive towards staff and students.
- Keep Inclusion College a pleasant and effective place to work.

A more detailed and thorough code of conduct is provided at the end of this document (Appendix 3) and should be read by all staff, students and parents/carers.

## 6. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

The following is a list of types of bullying. Please note that this list is not exhaustive and is regularly reviewed.

Equally each particular case of bullying may fall into more than one of the above categories.

Type of bullying	Definition	Example behaviour
Emotional	Repeated and deliberate use of verbal language and/or direct/indirect action to cause harm to an individual's wellbeing	Being unfriendly, excluding from groups or activities, tormenting, teasing, name-calling, 'banter', spreading false rumours, sarcasm
Physical	Repeated and deliberate use of physical violence towards an individual	Hitting, kicking, pushing, taking another's belongings, any use of violence
Cyber-bullying	Any form of bullying that takes place online, such as through social networking sites, messaging apps or gaming sites	Spreading false rumours, taking/sharing photos without consent, removing from group chats (and similar), peer pressure to engage in harmful acts
Specific forms of prejudice-based and discriminatory bullying		
Type of bullying	Definition	Example behaviour
Racist	Repeated and deliberate use of language (directly or indirectly) and/or physical violence towards an individual based on prejudice and/or negative attitudes, views or beliefs about a person's race.	Racial taunts, graffiti, gestures, racist symbols and slogans
Sexist	Repeated and deliberate use of language (directly or indirectly) and/or physical violence towards an individual based on prejudice and/or negative attitudes, views or beliefs about a person's sex.	Use of outdated stereotypes, comments about an individual's body, use of sexist language,



Sexual	Any form of sexual harassment or violence.	Inappropriate and non-consensual touching, groping, sexual assault, interfering with someone's clothes, explicit sexual remarks, displays of sexual materials, sharing of imagery, sexual 'jokes' and 'banter', comments about sexual reputation or performance, upskirting
Homophobic/biphobic	Repeated and deliberate use of language (directly or indirectly) and/or physical violence towards an individual based on prejudice and/or negative attitudes, views or beliefs about those who are, or are perceived to be, lesbian, gay or bisexual.	Hitting, humiliating the individual through use of homophobic language, refusal to cooperate with someone based on their real or perceived sexual orientation, inappropriate sexual comments, 'outing' someone
Transphobic	Repeated and deliberate use of language (directly or indirectly) and/or physical violence towards an individual based on prejudice and/or negative attitudes, views or beliefs about trans people	Hitting, humiliating the individual through use of homophobic language, refusal to cooperate with someone based on their real or perceived sexual orientation, inappropriate sexual comments, 'outing' someone

For further details about Inclusion College's policies and procedures in dealing with bullying please refer to Inclusion College's Anti Bullying Policy.

All prejudiced-based and discriminatory bullying incidents are recorded and reviewed by the safeguarding team each week. The number of recorded incidents is reported each quarter to Inclusion Education Trustees.

## 7. Sexual Harassment and Violence

Inclusion College does not tolerate any form of sexual harassment or sexual violence within its community.

Throughout this document, Inclusion College defines these terms as meaning:

- **Sexual violence** is rape, sexual assault by penetration and any sexual assault. This may also include an online element which facilitates, threatens and/or encourages sexual violence.
- **Sexual harassment** is any unwanted conduct of a sexual nature.

A non-exhaustive list of examples is provided below:

- Examples of **sexual violence** include rape, sexual assault by penetration and any form of sexual assault, which includes any deliberate and unwanted sexual touching, upskirting, and non-consensual sharing of nude or other youth produced sexual video and/or imagery.
- Examples of **sexual harassment** includes sexual comments (online or in person), sexual jokes or taunting, physical behaviour like interfering with clothes, online harassment such as sexting, sharing of unwanted pornographic or other sexual explicit imagery.

### 7.1 Responding to sexual harassment and violence

Sexual harassment and sexual violence, like all forms of peer-on-peer abuse, will be managed by the Head and Designated Safeguarding Lead (DSL).

Inclusion College strongly believes that all forms of sexual harassment and violence, even if viewed as 'low level' should be responded appropriately, in consideration with the wishes of the victim(s) and by providing support to the alleged perpetrator(s).

When a case has been reported, the DSL and other safeguarding team members will assess whether the case can be managed internally or should be referred to external services, such as early help, children's social care or the police.

All other aspects of the incident will follow the sanctions outlined in section 9.2 of this document.

Throughout the process the victim(s) will be offered support from Inclusion College and any adaptations required will be made (such as changing the session time of the victim(s) or the alleged perpetrator(s) based on the wishes of the victim and other considerations).

## **7.2 Inclusion College's Zero-tolerance Approach**

As detailed in sections 3 and 4 of this document, Inclusion College strongly promotes a positive and supportive community between all its members, including within peer-to-peer relationships, and has implemented a broad range of ways to achieve this.

Inclusion College has a zero-tolerance approach to sexual harassment and violence at all levels, and believes that by challenging, educating and reducing the number of 'low level' incidents this will reduce the number of 'high level' incidents. As part of this, all observed incidents are recorded by staff members and overseen by DSLs and Senior Leaders. If a recurring pattern of behaviour is becoming a concern, suitable and proportionate actions will be undertaken.

As part of Inclusion Hampshire's student-centred focus, it is essential that the victim(s) wishes be listened to and taken into account (where possible) and offered ongoing support.

Following an incident, the victim will be offered ongoing therapeutic support and given a voice in the decision that affects them, such as any changes they may want made and signposting to internal or external support services.

Similarly, the actions of perpetrator(s), whilst not being tolerated, should be supported to improve, rather than demonised, so that long-lasting positive change can take place. Examples of this can include condemning their language, behaviour or actions and explaining its impact on others.

It is important to remember that the actions of a perpetrator(s) may be a communication of their own abuse or ongoing difficulties, and they may be a victim in their own right, entitled to support.

## **7.3 Encouraging the Reporting of Sexism and Sexual Harassment**

Inclusion College's approach to tackling sexism, sexual harassment and sexual violence is continually evolving in response to changes in society and the views of its students. Therefore, Inclusion College strongly encourages the participation of its students in the development of future implementations of this policy and any other procedures that help reduce the barriers to reporting instances of sexism and sexual harassment.

Inclusion College emphasises the importance of honest and trusting relationships between staff and students. Students can report any examples of sexism or sexual harassment that they were victim or observed in the knowledge that this will be dealt with sensitively, transparently and proportionately.

It is important for students to feel safe reporting 'low level' incidents (such as sexist name calling or being sent unwanted sexually explicit material) and know they will be heard and offered ongoing support for their wellbeing. Equally, to reduce the barrier to reporting incidents, it is important for students to have their trust in staff vindicated and see that the incident is managed appropriately and proportionately. Ultimately, Inclusion College would like to ensure all students feel safe and empowered to call out and report any incidents of sexism or sexual harassment, as outlined in section 7 of this document.

## **8. Roles and Responsibilities**

### **8.1 The Trustees**

The Chair of Trustees and Chief Executive are responsible for ensuring that this policy is non-discriminatory, fair and that its expectations are communicated clearly.

The Chair of Trustees and Chief Executive are responsible for reviewing and approving the code of conduct for students and staff which can be located in this policy (see Appendix 1).

The trustees will review this behaviour policy in conjunction with the Chief Executive, respective Heads of Provision and monitor the policy's effectiveness, holding the senior leadership team to account for its implementation.

The Chief Executive and trustees and Chief Executive support all staff in promoting positive behaviour across Inclusion Hampshire's sites.

### **8.2 Senior Leadership Team**

The Head of College is responsible for reviewing and implementing this behaviour policy in conjunction with the Chief Executive and trustees, giving due consideration to Inclusion College's code of conduct (Appendix 1) and in consultation with other staff members.

The Head of College and their respective management teams are responsible for the implementation and day-to-day management of this policy and its procedures, including supporting staff managing behaviour incidents.

The senior leadership team will ensure that the learning environment encourages positive behaviour and that staff and students act in accordance with this policy.

The senior leadership team will monitor how staff implement this policy to ensure it is applied fairly and consistently.

It is the responsibility of the senior leadership team to ensure that this policy is communicated to students, parents/carers and any other stakeholders and that it is published on Inclusion Hampshire's website.

### **8.3 Staff**

All Inclusion College staff are responsible for:

- Implementing this policy consistently and fairly, ensuring there is no differential application of the policy on any grounds, particularly ethnicity or national origin, culture, religion or belief, gender, sexual orientation or disability and that all students are listened to and their concerns addressed appropriately.
- Modelling positive behaviour.
- Providing a personalised, holistic approach to the specific behavioural needs of students
- Recording behaviour incidents (see Appendix 2).
- Encouraging and supporting students to take responsibility for their own behaviour and making them fully aware of the code of conduct (see Appendix 1), this policy and its procedures.

- Enabling and supporting students to report any form of behaviour which affects the wellbeing of themselves or others.

## **8.4 Parents/carers**

The parents/carers of Inclusion College's students are expected to:

- Be aware of this policy and its availability on Inclusion College's website.
- Support their child in adhering to the student code of conduct.
- Inform the College of any changes in circumstances that may affect their child's wellbeing and behaviour.
- Discuss any behavioural concerns with a member of staff promptly.

## **9. Implementing Positive Behaviour Management**

To ensure the wellbeing of every student it is necessary that parents/carers, governors, trustees, staff and stakeholders who refer to Inclusion College understand this behaviour policy and support its implementation.

All actions undertaken by Inclusion College staff are designed to create an enjoyable, positive learning experience. Students should be able to learn, socialise and be enthusiastic about their education and their future. To achieve this, staff encourage positive and kind behaviour and discourage any behaviours that can undermine learning, the relationship between staff and students, and any deliberate actions intended to harm the physical or mental health of another.

Staff should ensure they acknowledge and reward behaviour with praise at every opportunity and are consistent and clear when explaining why a negative behaviour is being discouraged. If the behaviour is repeated by the student staff will be required to impose sanctions for deliberately repeating unacceptable behaviours.

There may be times when parents/carers, referring schools/ colleges or agencies do not agree with the chosen consequence for a behavioural incident. In such cases, while Inclusion College will be willing to discuss the matter, we hope that all involved will support the decision.

### **9.1 Rewards**

An ethos of care, encouragement and understanding is central to the promotion of positive behaviour. Rewards can be an acknowledgement of effort, demonstrate care and play a motivational role in helping students to realise that positive behaviour is valued.

The main form of reward utilised by Inclusion College is an emphasis on specific praise both informal and formal to individuals and groups. Praise and rewards are used to motivate students much more frequently than negative consequences. This builds a culture of achievement and success.

Positive behaviour will be rewarded with:

- Individual and precise praise tied to a specific action (e.g. accepting responsibility for a negative action).
- Postcards, emails or phone calls home to parents/carers.
- Special responsibilities/privileges (such as an Ambassador role).

- Public recognition of achievement (with the students and parent/carer's agreement) on the Inclusion College website.

## 9.2 Sanctions

Inclusion College has a range of sanctions, separated into three categories: minor-, medium- and high-level.

### Minor-level sanctions

Most behavioural instances are minor and will be adequately dealt with by using a minor-level sanction.

Examples of these behaviours include (but is not limited to) negative language towards peers, adults or staff; purposeful disruption of another student's session; deliberately upsetting another student; throwing objects, or wilfully misusing equipment.

Sanctions for these behaviours may include:

- An expression of disapproval.
- Sensitively challenging a student on their language/actions and an explanation of its effect.
- A 1-1 conversation with a member of staff.
- Withdrawing privileges, such as an unsupervised break.

### Medium-level sanctions

There may be infrequent instances that require the use of medium-level sanctions and may require an incident report to be completed (see Appendix 2 for a template of Inclusion Hampshire's incident report).

Examples requiring staff to implement a medium-level sanction includes, but is not limited to, persistent defiance, deliberate damage to property, threatened violence, possession of drugs or alcohol on site, bullying (see Anti-Bullying Policy), harassment or intimidating behaviour.

Sanctions for these behaviours may include:

- Intervention from a member of the senior leadership team, including contacting the student's parent/carer.
- Contacting the referring school/ College or Local Authority.
- A short 'cooling off' period away from the College (with home learning provided).

### High-level sanctions

There are rare occasions that will require the use of a high-level sanction and will require an incident report to be completed by the most appropriate member of staff, supervised by the Head, within 48 hours of the incident taking place. The incident report will inform the Head and Chief Executive's subsequent decisions.

Examples requiring this level of sanction may include, but is not limited to, behaviour such as: persistent occurrence of aforementioned behaviours, unresolved bullying (see Anti-Bullying Policy), actual violence, or an incident involving members of the public or local business owners.

Sanctions for these behaviours may include:

- Timetabling changes (including twilight hours).
- Exclusion for more than one day.
- End of placement.

In this last circumstance, there are two types of situation in which this may be considered:

1. A final, formal step in a concerted process for managing unacceptable behaviour following the unsuccessful implementation of a range of other strategies, including holistic support plans, meetings with parents/referring partners and previous 'cooling off' periods.
2. An exceptional circumstance, usually in consideration with the safety of others, in which it is not appropriate to implement other strategies and where it is appropriate to end a student's place for a first or one-off offence. Examples of this may include:
  - Actual violence towards another individual
  - Sexual abuse or assault
  - Arson or other criminal behaviour

Inclusion College is obliged to inform the Police and/or Children's Services for these above offences. These instances are not exhaustive but indicate the severity of such offences and their impact on the wellbeing of other students and staff.

## **9.3 Student Support**

Inclusion College recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The Head and SLT will evaluate a student who exhibits challenging behaviour to determine whether their known needs are being met and whether there are any other unknown needs that could explain their actions.

Where necessary, support and advice will also be sought from the referring school/ college/agency and external professionals (such as educational psychologists or medical practitioners) to identify and support needs.

When acute needs are identified, Inclusion College will liaise with external agencies and create an appropriate support plan for the student. Inclusion College will work with the student, their parents/carers and other professionals to create the plan and review it on a regular basis.

## **9.4 Supporting those Impacted by Bullying or Discriminatory Behaviour**

Students who attend Inclusion College are likely to have ongoing mental health needs and/or to have had at least one negative education experience (such as bullying). Inclusion College promotes an environment that respects and values the wellbeing of all who attend but there will be times, whether deliberately or accidentally, that a young person is affected by the negative behaviour of another student. In these instances, Inclusion College provides a range of support for that young person, including making a formal report (if appropriate and proved to be true).

Examples of such behaviour might be:

- A young person having experienced unwanted touching from a peer.
- A young person having suffered a racist, sexist, homophobic incident (or any other form of discrimination of a protected characteristic).

In the rare instance that an example such as those outlined above takes place, staff members will provide all necessary support for the young person to support their mental health and wellbeing.

This may include:

- Accessing therapeutic support, such as counselling.
- Working with the family to provide ongoing care.

- Support writing a formal complaint following the incident.
- Access to a safe space at any time.
- Space and time with a senior member of staff.
- Opportunities to move session time to avoid being around the perpetrator/abuser.

Whilst support for the victim is ongoing members of staff will also continue to work with the other student separately, assuming their placement has not been ended due to the incident, to enable them to understand the impact and consequences of their actions and implement any appropriate sanctions and actions. Inclusion College strongly believes that all students are good and that opportunities for restorative action and change should be actively supported to promote change.

## 9.5 Use of Reasonable Force

Inclusion College does not support the use of restrictive practice in any instance. For more information, please see Inclusion Hampshire's statement on use of physical restraint (Appendix 4)

As outlined in this behaviour policy, and the statement on the use of physical restraint, Inclusion College promotes positive behaviour and de-escalation strategies and the use of passive physical contact (such as standing between two students in a situation in which a staff member has identified escalating tensions). Staff members will only use active physical contact to separate students who are being violent towards one another, a staff member or a member of the public, or to intervene if a student is at risk to themselves (as part of the staff member's duty of care). Inclusion College does, when appropriate, encourage positive physical contact.

Examples of this include:

- Delivering first aid.
- Congratulations or praise (such as a handshake).
- Comforting a student in distress.
- Teaching a music instrument or new activity.

## 9.6 Confiscation

**Any of the following prohibited items found in student' possession will be confiscated:**

- Knives and illegal weapons.
- Alcohol.
- Illegal drugs (such as cannabis or MDMA).
- Stolen items.
- Fireworks.
- Pornographic imagery.
- Any items that can cause harm to themselves or others.

These items will not be returned to students.

Inclusion College does not search or screen its students although it is able to do so, in line with the DfE's [latest guidance on searching, screening and confiscation](#).

If a student is suspected of having an item in their possession that does not pose a threat to others but that they should not possess a senior member of staff will discuss this with the student and encourage them to voluntarily hand this to them. Depending on the item this may or may not be returned to the student and this will be communicated to the student at the time.

If a student denies possessing the suspected item, or refuses to voluntarily hand this item to a staff member, they will be informed that if it should be seen there will be further actions required by senior staff members at a later date.

Any concerns or suspicions will be recorded by members of staff and shared with SLT.

## **9.7 Off-site behaviour**

Sanctions may be applied where a student has not conducted themselves in a manner in keeping with this policy or the code of conduct whilst off-site.

## **9.8 Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head will respond in accordance with this policy.

Please refer to Inclusion College Safeguarding Policy for more information on responding to allegations of abuse.

The governors, trustees and senior leadership team will also consider the pastoral needs of staff accused of misconduct.

## **10. Training**

Inclusion College staff are provided with training on safeguarding, proactively managing behaviour and de-escalation as part of their induction process.

Promoting positive behaviour, managing challenging behavioural situations and proactively identifying situations before they arise form part of each staff member's continuing professional development.

## **11. Monitoring Arrangements**

This behaviour policy will be reviewed by the trustees and senior leadership team annually but may be reviewed earlier if deemed appropriate. At each review, the policy will be approved by the Chair of Trustees.

## **12. Links with Other Policies**

This behaviour policy is linked to the following policies:

- Anti-bullying policy.
- Safeguarding policy.
- Statement on restraint.



## Appendix 1: Code of Conduct

These three rules apply to everyone who is part of Inclusion College:

1. Use your abilities and efforts to produce the best work you can
2. Be considerate, cooperative and supportive towards staff and students
3. Keep Inclusion College a pleasant and effective place to work

Further details of what these three rules looks like on a day-to-day basis is outlined below:

1. To use your abilities and efforts to produce the best work you can you must:
  - 1.1. Arrive as per your timetable
  - 1.2. Arrive in time for sessions
  - 1.3. Listen carefully when required
  - 1.4. Complete the work as well as fully as you can
  - 1.5. Ask for help when you need it
  - 1.6. Accept both praise and constructive criticism towards your work
2. To be considerate, cooperative and supportive towards staff and students you must:
  - 2.1. Follow the instructions given by staff
  - 2.2. If you feel they are unreasonable, discuss this after the session with the staff member concerned
  - 2.3. Do nothing to hurt others through word or action, including through others
  - 2.4. Do not use any bullying, racist or sexist language or behaviour
  - 2.5. Bring nothing to Inclusion College that might cause damage or harm
  - 2.6. Contribute to the best of your ability when working in a group
  - 2.7. Be accepting and supporting of others
  - 2.8. Minimise giving offence by swearing or other inappropriate language
3. To keep Inclusion College a pleasant and effective place to work you must:
  - 3.1. Look after buildings, furniture and equipment
  - 3.2. Do all you can to protect surfaces and displays
  - 3.3. Dispose of litter properly
  - 3.4. Not go off site without permission
  - 3.5. Remain alcohol and drug free during attendance

I have read and understand the Code of Conduct.

Date:

The Board of Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Board of Trustees and Senior Leadership Team at least every two years.

## Appendix 2: Incident report template

Complete a separate form for each incident within 3 days of the incident occurring.

Failure to report an incident could result in someone else being put at risk in the future.

This form should be used for each occasion of:

- Aggressive or threatening behaviour
- Verbal abuse
- Destruction of equipment or property (or threats of)
- Physical assault (or threats of)

### Report information

Name of person completing report:

Job title:

Date:

Time:

Location:

Name of perpetrator(s) (if known):

Other persons present (use initials):

### Who was the perpetrator?

- A young person who is known to the service
- A young person unknown to the service
- A relative of a young person
- A friend of a young person
- A partner or ex-partner of a client
- A volunteer
- A staff member
- A person unknown to any staff members, volunteers or young people
- Other

### Who was the victim?

- Attending young person
- Unknown person
- Staff member
- Volunteer
- Other

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**Injury and damage**

Were any injuries sustained?     Yes     No

If yes, name of injured person

Was any property damaged?     Yes     No

**What happened?**

**What caused the incident? With hindsight, what warning signs were evident prior to the incident?**

**What action did staff or volunteers take to manage the situation **during and after** the incident?**

Has the incident been reported to the appropriate supervisor?     Yes     No

Have staff and volunteers been provided with an opportunity to debrief and discuss the issue?     Yes     No

**Signed:**

**Date:**

## Appendix 3: Procedures for implementing sanctions

### Minor-level sanctions

A member of staff who observes or hears a behaviour which requires a minor-level sanction is empowered and expected to act as soon as possible in accordance with this policy, utilising an appropriate sanction, such as sensitively challenging the behaviour and explaining its negative impact.

The member of staff, even if they are not the student's tutor that day, will record the behaviour and sanction on an individual session evaluation, along with the strategy they used to promote positive behaviour.

### Medium-level sanctions

The following procedures should be followed if a behaviour occurs which requires a medium-level sanction. These procedures are for guidance and they may be altered if circumstances require.

1. The respective tutor will engage with the student presenting with dysregulated behaviour and offer them time and space away from peers to discuss how they are feeling. They will engage the student calmly to encourage co-regulation and de-escalate the situation. Time and space away from other peers is to be encouraged, or to engage in other therapeutic, calming activities.
2. If this is unsuccessful, another staff member will try to remove non-participatory students away from the incident (if necessary) or engage them in another activity.
3. Ensuring it is safe to do so, a member of staff will notify the Head or SLT if they are not already aware and involved.
4. The Head or member of SLT will speak to the dysregulated student away from others and attempt to discover the cause of the dysregulated behaviour, discuss how they are feeling and what support can be put in place to help resolve the situation.
  - a. This may not be possible to do immediately as the student may not be calm. If this is the case, a member of staff will be asked to continue to de-escalate and supervise the student.
  - b. Assuming this does not require a high-level sanction, it may not be until the next session for the Head or SLT to review the incident with the student, discuss how they felt, available support and design a support plan involving the student, Head and parents/carers.
5. Following the resolution of the incident, the Head/SLT will instruct staff to follow safeguarding procedures and, if necessary, and contribute to or write an incident report (under the supervision of the Head/SLT)
6. This report will be sent within 48 hours to the Chief Executive
7. The student involved and their parents/carers will be informed of the outcome by the Head or Deputy Head by phone or in person.

### High-level sanctions

If a serious incidence of unacceptable behaviour is thought to have taken place an investigation must take place.

**NOTE: Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that the offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Chief Executive, Head of Provision and/or the Designated Safeguarding Lead (DSL), as appropriate.**

Staff should primarily act to de-escalate the situation and ensure the safety of everyone as described above.

If a behaviour occurs which requires a high-level sanction the following procedure should be followed:

1. The Head and Chief Executive will decide the nature of investigation required. If it is not an immediate matter for the Police or Children's Services, the Head will arrange for a member of the team to supervise the student concerned and/or isolate them from other students.
2. The Head will determine whether the student can remain on site or whether a parent/carer should be called and transport home arranged.
3. If it is deemed safe for the student to remain on site, the Head will speak to the student to explain why a high-level sanction needs to be implemented.
4. Once the session has ended, the Head will inform and liaise with the Chief Executive to implement the high-level sanction and organise staff to write an incident report.
5. The student involved and student's parents/carers are to be informed of the outcome by the Head/Assistant Head by phone or in person. The incident report will be sent to the referring school within 48 hours.
6. A case review will be arranged once the sanction has been implemented to create an action plan of support and intervention which aims to lead to re-integration. This may require referrals to be made to external agencies. The case review should be attended by: Head/Assistant Head

## **Appendix 4: Statement on the use of physical restraint**

Every child and young person has a right to be treated with respect and dignity and deserves to have their needs recognised and be given the right support. Some children and young people with learning disabilities, autistic spectrum conditions, trauma or mental health difficulties may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others and may have been at heightened risk of restrictive intervention to minimise the impact of their behaviour, on them and on other people, in other education settings.

Research has shown that children and young people, their families and carers have said that restraint and restrictive intervention are traumatising. We also know that use of restraint and restrictive intervention can have long-term consequences on the health and wellbeing of children and young people, and that it can have a negative impact on staff who carry out such intervention. The personal costs to children and young people's development and welfare and to staff from the use of restraint are well documented and this is reflected in Ofsted's guidance to inspectors, 'Positive environments where children can flourish' (2021): "Restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and those who care for them." These include damage to physical, psychological, social and emotional wellbeing and to their neuro-cognitive, behavioural and emotional development. Restraint can be traumatising for children and repeated use of restraint can have damaging, re-traumatising effects.

Young people who have experienced trauma in the past are especially at risk of experiencing psychological harm from restrictive interventions. For example: exclusion and seclusion can echo relational trauma and systemic trauma; physical restraint can echo physical and sexual abuse. As a result, these interventions may cause re-traumatisation which, in turn, may drive even more challenging behaviour

Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties may often respond with behaviour that challenges (verbal or non-verbal) when they are in pain, or experiencing sensory overload, or when confronted with situations they do not understand or environments in which they cannot easily cope, which cause anxiety or fear, and for which they are unprepared. Such behaviour may be perceived as 'naughty' or 'bad' if the child or young person is unable to follow instructions or fit in with existing rules and structures and it can be a form of communication for children and young people who are unable to communicate verbally.

Young people who have been exposed to trauma are more likely to have psychological and behavioural problems, and there is evidence that greater trauma exposure is associated with more severe and diverse behaviour problems. In addition, young people with behavioural issues and mental health conditions may be at higher risk of abuse and neglect than children without these conditions. These findings taken together suggest the possibility of a feedback cycle in which young people who have experienced trauma and who have mental health conditions and behavioural issues are at the highest risk of further trauma, mental health conditions and behavioural issues

Inclusion College promotes a student-centred approach with trauma-informed practices and, as such, does not operate a system of using restraint punitively or as a behaviour management tool. Learning groups within our centres at any one time rarely exceed 12 students at any one time and the staff/student ratio is high, always 1:4 or above. Staff are trained to use positive behaviour support (as outlined in the behaviour policy) and other alternatives which can de-escalate

challenging behaviour and tackle the reasons for it at source. This is our primary approach. We believe in relationships built on respect, trust and nurture and to break this by using restraint on a young person would be both wrong and potentially damaging.

The likelihood of challenging behaviour can often be anticipated by those who know the student well. Measures to understand the range of communication used by young people to express emotions, including distressed behaviour, are put in place. Measures to identify triggers of distressed behaviour and to prevent or address it are also developed with the involvement of the child or young person and their family, and with careful assessment, planning and support we create the right environment for education, care and support.

Inclusion Hampshire's strategies are listed below:

### Primary strategies

We put in place strategies for each individual student to reduce the likelihood of the behaviour happening; for example, managing situations that we know will trigger a behaviour, changing environments, changing grouping and timetabling and providing opportunities for new experiences and acquiring new skills.

### Secondary strategies

These are our plans for what to do if the primary strategies do not work and behaviour starts to escalate. These include using calming approaches, changing the environment, and diverting the young person's attention to an activity they enjoy.

### Reactive strategies

These are planned, robust strategies that are put in place to be used as a response to an incident of challenging behaviour. They aim to take control of a situation and minimise the risk to the person and others.

These include:

- Continued use of proven and evidence-based de-escalation strategies and calming techniques
- Alerting senior or experienced staff, for example Head, SLT and/or counsellors, of an escalating situation requiring support and intervention
- Removal and supervision of other students to a safe place
- student to leave site (under the care of staff, parent/carer or another appropriate professional)
- In cases of violence, extreme destruction, risk to self or others the police may be called
- In extreme cases of violence towards other students, self or staff, non-violent intervention may be necessary such as standing between students or standing at a door to protect others.

After any incident a full incident report is written and submitted to CEO and SLT within 2 days for discussion and actions.

Please refer to relevant Inclusion College policies to support this document:

- Behaviour Policy
- Violence at Work
- Special Educational Needs and Disabilities Policy

## References

Ofsted (2020). *Positive environments where children can flourish*. Available at:

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Department for Education (2019). *Reducing the Need for Restraint and Restrictive Intervention Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings*. Available at:

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