

STUDENT BEHAVIOUR POLICY

Lifeworks College 'Student Behaviour Policy'

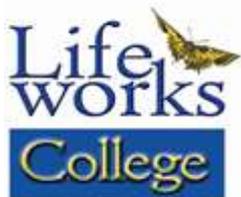
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Version Control

Date:	Page:	Details of Change:	Responsible Person:	Ratified by:	Date of next Review:
26/01/2016		Reformat	Sharon Jones	Already ratified, no changes	May 2018
30/08/2018	4	Addition of Electronic Devices section	Nikki Forsyth		August 2019
12/06/2019	6	Frequent Challenging Behaviours	Nikki Forsyth		June 2020

Lifeworks Policies Referenced

Policy Referenced:
Compliments and Complaints Policy
Physical Restraint Policy



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Policy Statement

This procedure aims to provide a framework of guidance and advice which will enable staff to ensure that models of good practice are maintained and developed. It is also designed to provide guidance to staff on how they should best respond to difficult behaviour when this is displayed by students.

Staff are required to develop systems which meet the needs of the students. At all times staff should be seen as providing both a safe and caring environment allowing, supporting and enabling students to develop to their full potential.

In terms of day-to-day student management, staff are responsible for developing an environment within which constructive relationships are able to develop. This should involve participation by students in the development and formulation of rules and should be aimed at improving their understanding of adult behaviour which is acceptable as well as behaviour which is unacceptable.



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The primary intention is to develop an atmosphere which fosters self-responsibility, consequential behaviour, and self-directed learning, as opposed to overly controlling and restrictive situation.

Management Responsibility

The Teacher in Charge has responsibility to ensure that sufficient numbers of staff are available at all times.

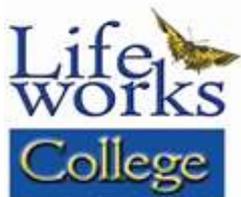
Control Requirements:

The following needs to be taken into account whilst students are attending Lifeworks College:

- Students and staff have a right to be in a safe and caring environment
- Students should not be frightened by the behaviour of other students within the College, and similarly, they should not feel intimidated or threatened by the behaviour of any member of staff. They need to be sure that any bullying or coercion will be addressed. Both students and staff need to be protected from any sort of physical violence
- Students have a right to a high standard of comfort and amenity within their College. Students and staff need to have confidence that there are systems and precautions available to protect them and their possessions
- It is important to learn that all behaviour has consequences
- Students need to be made aware of the boundaries and the rules which exist. All staff have a responsibility to ensure that students have a clear understanding of the expectation asked of them as students and of the rules which exist, with an explanation as to the rationale for the rules and consequences for transgressions
- Staff must ensure that they do not place themselves in vulnerable situations. Clear limits should be given to young people about appropriate and inappropriate physical contact and these should be consistently applied by all staff.

Activities Out of College

Care must be taken on activities out of the College grounds. The most important strategy to use out of College is to use early intervention techniques and endeavour to minimise the potential for outburst. If this does not appear to work students will be returned to College or the car/minibus.



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Rules

Formal rules will be kept to a minimum and regularly reviewed. Individual Learning Plans and expectations stemming from them will reflect personal circumstances and expectations. Rules are designed to maintain a safe and supportive environment for all the people specifically 'tailored' to the physical environment and specific needs of a group where necessary.

Students who behave well are rewarded by praise and the opportunity to participate in 'off-curriculum' activities of their choice via the collection of 'stars'. Parents/carers are informed of improvements and examples of good behaviour.

Rules need to be both fair and consistent and should reflect the responsibilities and needs of the students. They should be clearly understood both by the group and individuals. All students should be given every opportunity to make decisions about the appropriateness and fairness of rules, and reviews of them should take place through student group meetings where appropriate.

Use of Electronic Devices

To enable students to be kept safe they do not need to bring in personal mobile phones/computers to College. The exceptions to this which require specific permission from the Teacher in Charge are:

- If the student is an independent traveller they need access to a personal mobile phone. This phone will be turned-off and/or given to staff during the College day
- If the student uses a device such as an I-Pad for the journey to/from College. The device will be monitored by staff and not used during the College day.

Due to the high level of security on the College computer system students have access to the internet on demand during the College day. The College server does not allow access to social media sites. Some students will require constant or frequent supervision whilst on computers to prevent 'settings' being affected.

The College has I-Pads for student use in art and film making. Neither of these devices have access to the internet and will only be used by students with staff supervision.

Unacceptable Behaviour

In the first instance, students should be given the opportunity to learn from experience and modify their own behaviour accepting that behaviour has consequence. Episodes of difficult behaviour should be challenged and discussed.

Staff must also take the opportunity to discuss approaches to managing difficult behaviour with each other and in supervision in order to work out the reasons for the behaviour and develop better ways to prevent and de-escalate difficult situations.

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Acceptable Sanctions

Sanctions must be used cautiously when dealing with difficult behaviour as they may lead to resentment amongst young people. However, there are occasions when sanctions may need to be imposed.

Sanctions involve the loss of access to off-site and/or practical activities and work placements on a temporary basis.

Whenever sanctions are used they need to be:

- Understandable to the individual concerned
- Directly related to the incident
- Individualised and appropriate
- Applied as close to the timing of the incident as appropriate
- Seen to be fair.

No sanction should involve, or lead to, the humiliation of any student, and staff should ensure that students are able to maintain their dignity and self-respect after the imposition of any sanction.

Whenever a sanction has been applied it is important that it is discussed fully with, and is as far as possible understood by, the student. Details of the incident and any sanction applied should be noted on incident recording sheets.

Searching

All staff have a responsibility to provide a safe environment. Where staff believe that a student is bringing in prohibited items, such as drugs or weapons, or where it is thought that a theft has taken place, appropriate action must be taken. It may be that a search of the student or his/her property is the most effective way of resolving such concerns.

The student should be given a clear explanation for such action. Searches should not take place without the student's consent. If consent is not given, a search should only take place if the Teacher in Charge believes that there is a significant risk to the safety of the student or others. In such circumstances, it may be necessary to involve the Police or return the student home.

Personal searches should be undertaken in a dignified manner. A personal search means a search of pockets and bags but nothing more intrusive than this. At all times another member of staff must be present.

The reason and outcome of such searches should be recorded.

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Holding

There may be times when students lose control because of the intensity of their emotions. Their behaviour may lead to a risk of physical injury to themselves or others and similarly deliberate destruction of property may lead to a risk of injury to the student or to other people in the vicinity. Physical Intervention is one way of dealing with such behaviour.

Physical restraint is defined as the use of staff to hold a young person safely or in order to contain acute physical behaviour.

Acute physical behaviour is defined as behaviour which clearly indicates that the student has lost control and is intent on inflicting physical injury upon themselves or others or is intent on damaging property.

The goal of physical restraint is to keep the student and member of staff safe.

There are several ways of avoiding the need to use physical intervention with students:

- Awareness - being aware of the early signs that students may be about to lose control
- De-escalation - there are a number of de-escalation skills which can be used to calm a situation once a student has begun to lose control. This may include the use of distraction, or time away, where the student is provided with space and support to overcome their difficulties.

Complaints by Students

If a member of staff receives a complaint from a student concerning a behaviour management incident they should listen to the complaint and assure the student that their complaint will be dealt with.

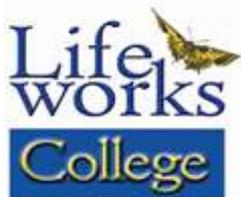
Refer the student and the complaint to the Teacher in Charge and ask for them to deal with the matter as per the College's **Compliments and Complaints** procedure.

If possible the complaint or dissatisfaction should be dealt with at local level.

Frequent Challenging Behaviours

Occasionally students' behaviours change during the period they are attending College despite individualised strategies and the use of de-escalation techniques.

At this time the Teacher-in Charge will enter discussions with the parents/carers and other professionals about the appropriateness of the continuation of the College placement.



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The aim is always to complete an academic year and give the student a positive ending to College life. This may require changes to timetable, start/finish times and staffing. The student and the safety of staff and other students will always be at the centre of any decision made regarding termination of placement early.

Summary

Positive and good behaviour is both modelled and positively rewarded. Inappropriate behaviour, which is destructive or threatening, is discouraged and is seen to have more negative consequences. The most important sources of control lies within the student themselves but may need to be encouraged through the personality, confidence and professional skills of the staff group; remembering that prevention is better than cure.

Forethought and planning can often prevent incidents from occurring.

Exceptionally difficult incidents where people's safety or property is threatened will occur from time to time. In such exceptional circumstances where redirection and de-escalation has not prevented threatening behaviour students may need to be physically held. This should only be done by trained staff.

There are a range of methods available to support the students in their efforts to learn positively about how they can improve their behaviour. These, and the College rules, should be agreed and negotiated with the students.