

BEHAVIOUR POLICY

VERSION CONTROL

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1. INTRODUCTION

At The Hive College we hold a basic belief that the way we treat each other is important. We continuously strive to improve the experiences of our students to ensure that they can have a positive learning experience while at college and work to develop the skills they need to support them in their desired outcomes.

As a college we have shared principles which support our aims and approach of promoting positive behaviour at the Hive.

- We establish a whole college approach to promoting high standards of behaviour which reflect our values.
- We work to develop the skills and values needed in order for our students to prepare for adulthood.
- We ensure students health is promoted both physically and mentally to support their long term wellbeing.
- We recognise that each student is an individual with their own unique needs.
- We work collaboratively with a range of professionals to ensure that promoting positive behaviour is achieved holistically.
- We create the right conditions to support student's individual needs and foster a positive, safe and calm learning environment.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019

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- The College Information (England) Regulations 2008
- DfE (2022) 'Behaviour in Colleges: advice for Executive Principals and College staff'
- DfE (2022) 'Keeping children safe in education 2023'
- DfE (2021) 'Sexual violence and sexual harassment between children in Colleges and Colleges'
- DfE (2018) 'Mental health and behaviour in Colleges'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for Colleges'

2. AIMS

- 2.1 Provide a consistent approach to behaviour support.
- 2.2 Promote positive behaviour.
- 2.3 Promote self-esteem, self-discipline, and positive relationships based on mutual respect.
- 2.4 Ensure equity and fair treatment for all.
- 2.5 Provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- 2.6 Develop positive relationships with students to enable early intervention.
- 2.7 Create a shared approach which involves students in the implementation of the College's policy and associated procedures.
- 2.8 To promote mutual respect and tolerance between members of the College community.
- 2.9 To promote the development of appropriate behaviours to equip students for their role in society as a whole.

3. WITH THE OBJECTIVES OF

- 3.1. Establishing a common understanding about the ways we treat other people, other people's possessions and the environment in which we work.
- 3.2. Establishing agreed standards of acceptable behaviour.
- 3.3. Establishing a framework that will provide a consistent approach to be adopted by all dealing with students.
- 3.4. Developing a clear set of behaviour strategies that are consistently applied.
- 3.5. Establishing a system of communication to ensure consistent standards and treatment.
- 3.6. Developing clear and non-judgmental systems of support for those encountering challenging behaviour.

4. WHOLE COLLEGE APPROACH

4.1 Principles

As a college we understand that behaviour is a form of communication, and there is an underlying reason for all behaviour. We understand that behaviour support is person centred and individualised to meet specific needs.

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We hold expectations of positive behaviour which are made explicit throughout the curriculum and reinforced in both written and visual rules. It is strengthened through the teaching of positive behaviour, and modelled by staff to show what is expected from others.

We recognise that high quality engagement in lessons is crucial to supporting positive behaviour and ensure that lessons are well planned, engaging and meet the needs of each individual student.

4.2 Environment

Our classroom environments and the wider facilities of the college are designed with the needs of the students in mind. We work with Occupational Therapists and Speech and Language Therapists to ensure the correct adaptations are in place to support the students' individual needs and promote an environment where all students can thrive. We ensure that students have access to appropriate communication resources and visual supports both when in the classroom and when accessing other areas.

4.3 Structure

We believe that students need well structured days to thrive and engage positively with their learning. All students will have access to a timetable, which will be tailored to their individual needs. There is an emphasis on consistency and communication to ensure that our students are able to develop their understanding of what is happening, who they are working with and what is coming next.

4.4 Supporting Positive Behaviour

As a team we work to support positive behaviour collaboratively with all students, staff, families and other professionals. We aim to be consistent and transparent in our approach. We support our staff to understand each student's individual needs and create individualised solutions.

All staff work to develop the self-esteem of students by setting realistic learning goals for students, and offering praise and recognition of achievements.

Strategies introduced to support positive behaviour will be regularly reviewed to ensure that consistent and effective behaviour strategies are in place.

4.5 Working Collaboratively

The college will provide Occupational Therapy and Speech and Language Therapy to students where a need is identified. Staff will work closely with the OT and SaLT to ensure that the needs of students are met proactively to enable students to regulate their behaviour more consistently.

4.6 Recording of Behaviour Incidents

Staff are provided training to use the CPOMS system to log significant behaviour incidents. Where there are low level behaviour concerns, these are recorded onto a low level behaviour chart and logged on CPOMS weekly. Any students presenting new behaviour challenges are raised at the Behaviour meeting and appropriate strategies will be discussed.

5. STAFF RESPONSIBILITY

All members of staff, including teaching and support staff, and volunteers will be responsible for:

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- Adhering to this policy and applying it consistently and fairly.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Executive Principal
 - Pastoral Manager
 - Assistant Principals

Students will be responsible for:

- Their own behaviour both inside College and out in the wider community where it is appropriate for the student to self-regulate.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their son/daughter in adhering to the College rules and reinforcing this at home.
- Informing the College of any changes in circumstances which may affect their son/daughter's behaviour.

For the purposes of this policy, the College will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the College within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from College
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism

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- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the College will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at College without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Searching

Either a member of the Senior Leadership Team, or a Designated Safeguarding Person authorised by the Executive Principal will search a student for an item if the student consents. The ability to give consent by the student may be influenced by their individual learning needs.

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

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When a search has been conducted without a witness, they should immediately report this to the Designated Safeguarding Lead, and record it on CPOMS.

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the college premises or where the member of staff has lawful control or charge of the pupil, for example on a placement or community visit.

The Executive Principal and authorised staff have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. These items are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the student themselves; or – To damage the property of any person, including the student themselves.

After the search has been carried out, the member of staff should inform the Designated Safeguarding Lead immediately. All searches for prohibited items, including where no items were found, will be recorded into CPOMS.

Parents will be informed of any search for a prohibited item. A member of staff will tell parents/carers as soon as is practical. They will communicate:

- What happened
- What, if anything, was found.
- What has been confiscated, if anything.
- Any further actions the college has taken.

Confiscation

College staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to college discipline.

6. MANAGING BEHAVIOUR

6.1 Proactive Approach

At Hive College we have high aspirations for our students. We aim for the students to be independent, well rounded members of both the college and wider community. We support this by proactively supporting behaviour, setting clear boundaries and expectations. We also ensure we understand the individual needs of the students to ensure we can adapt our approach to suit them. Throughout our curriculum we provide opportunities to teach positive behaviours and rules for the community, the workplace and the wider world. This is included in our Community Engagement, Preparation for

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Adulthood and Preparation for Work curriculums.

6.2 Other professionals

Staff will work with the colleges own Speech and Language therapist and Occupational Therapist to ensure that the correct approach is taken with each student, and that all communication and sensory needs are met. The SaLT and OT will provide plans for the students they assess and suggest targets which will further develop their ability to regulate their behaviour.

6.3 Positive Atmosphere

All staff are responsible for providing a positive atmosphere, and recognising the achievements of the students. If a student's behaviour is above and beyond the expected behaviour standard, this will be recognised and rewarded. This will be done on an individual level and supported by the appropriate communication strategy to reinforce the teaching of good behaviour.

6.4 Staff

Staff will create and maintain a stimulating environment that encourages pupils to be an active learner, engaged in all lessons. They will develop a positive relationship with pupils, which will include:

- Greeting pupils by name and by signing where appropriate to the pupil
- Establishing clear routines
- Communicating expectations of behaviour using variety of mediums
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Behaviour Support plans – Sensory ladders.

6.5 De-escalation

All staff will use a range of de-escalation techniques to manage pupil behaviour positively and prevent serious behavioural incidents through the use of personalised consistent strategies.

Some of the De-escalation techniques may include:

Verbal advice and support	Reassurance	Withdrawal and re-directed
Firm, clear directions	Planned ignoring	Change of face
Negotiation	Calm talking	Reminders bout consequences
Limited choices	Calm stance	Success reminders
Distraction	Patience	Restorative conversations
Diversion	Withdrawal offered	Humour

When behaviour incidents do occur we also aim to:

Reduce the audience – This can include removing staff members or students from the vicinity of the incident in order to protect the dignity of the student in crisis.

Reduce the language – When dealing with students in crisis, we reduce verbal language being used with students and increase the use of symbols or photographs as appropriate.

6.6 Procedures for after behaviour incidents

- Record and Report to behaviour team/SLT through CPOMS.
- Where appropriate, inform parents/carers via phone call
- Hold a debrief with the student to understand and reinforce behaviour expectations.
- Update any behaviour support plans.

7. BEHAVIOURS THAT CHALLENGE

7.1 Definitions

Behaviours that challenge: Our students can exhibit behaviours that challenge for a number of underlying reasons and as a college we view all behaviour as communication. Behaviours that challenge is any behaviour that someone displays that is a challenge for others to manage and/or puts the student or others at risk. Lots of students with learning disabilities display behaviours that challenge such as hurting others, self-injurious behaviour, sensory seeking or avoiding behaviours and destructive behaviours.

Problematic Sexual Behaviours: Sexual behaviour, which may be pleasurable for the individual but problematic for others. There are also times when the sexual behaviour can be difficult or frustrating for the person themselves (Challenging Behaviour Foundation, 2021).

7.2 Use of Physical Intervention and Restrictive Physical Intervention

As a college we use the Team Teach Approach to enhance behaviour management. Staff who work with students who can present physically challenging behaviour will receive initial training and regular refresher training. This supports our approach that the majority of behaviours that challenge can be addressed using our positive whole college approach rather than physical intervention.

We will always aim to act in the best interest of the student. This means in principle any decisions that are made by staff must take into paramount consideration the student's welfare and this should take precedence over all other possible actions. For that reason, staff need to carefully consider what is in the best interest of the student, both in the short term and the longer term.

Team Teach trained staff are trained in the use of De-escalation strategies and Restrictive Physical Intervention in line with Team Teach. This is only used when students are putting themselves or others at risk of harm or there is a risk of serious damage to the environment.

Any intervention needs to be reasonable, proportionate and used as a last resort.

Section 93 of the Education and Inspections Act 2006 provides all college staff, including non-teaching staff, with the power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or causing harm. At Hive College, on any occasion when reasonable force is needed, a Team Teach member of staff, if present, will respond first. All members of staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or causing harm. A list is maintained of those who have been trained in Team Teach. The leadership team are responsible for making sure that appropriate numbers of staff are trained, and training is refreshed according to Team Teach guidelines.

Circumstances under which restraint can be used.

Before restraint is used every effort should be made to de-escalate the situation. There should be a distinction between emergency intervention and anticipated intervention. This should be identified in the individual behaviour support plan and linked to EHCPs. Authorised physical intervention may be used:

- where action is necessary because there is imminent danger of risk or injury
- where there is a developing risk of injury, or significant damage to property
- where a student is behaving in a way that is causing distress for themselves and those around them

This provision applies when a member of staff is on the college premises and when he/she has lawful control eg; on a community day/placement

It is not always possible to predict all risks relating to a specific behaviour of a child. When an unforeseeable risk presents itself a "dynamic risk assessment" can be undertaken. This means that staff make decisions that are reasonable and proportionate and then act in the best interests of the student.

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When this occurs a debrief will occur and all supporting Behaviour Support Plans and risk assessments are updated accordingly. Team Teach techniques seek to avoid injury to our students, but it is possible that bruising and scratching may occur accidentally. These are not necessarily a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that our students remain safe. - Any intervention is recorded on Behaviour Support and Risk Reduction Plans that are signed by all parties supporting the child/young person.

7.3 Managing Sexual Behaviour:

When managing Problematic Sexual Behaviour, we firstly need to understand what triggers this behaviour. In the majority of our pupils these behaviours are either due to hypo sensitive sensory seeking or due to a lack of social understanding or awareness. Our Relationships and Sex Education and Relationships and Health Education curriculum is a multi-layered acquisition of skills, knowledge and understanding developing an understanding of self, bodies and relationships. We will support families and teach pupils about public and private spaces, parts of the body and appropriate skills using social stories, visual support and resources.

7.4 **Anti-Bullying and Anti-Harassment**

All students have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. There is a zero-tolerance policy in place at Hive College and a zero tolerance to discrimination in all its forms.

Bullying of any kind is unacceptable at our college. If bullying does occur, all students and staff should know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a staff member or a member of the Senior Leadership Team. Staff take a proactive approach to supporting young people who may be having difficulties with their peers. Developing social communication and interaction skills are a focused and integral part of our curriculum.

Everyone at Hive College is entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour.

Bullying is defined as the repetitive, intentional harming of 1 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
- Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

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Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Any instances of bullying will be dealt with by the college and the strategies put in place to prevent occurrences of bullying.

All reports of bullying or discriminatory language are recorded swiftly by CPOMS and data collected by the DSL's and SLT. Incidents will be investigated, and appropriate actions or sanctions put into place in a timely fashion.

8. SUSPENSION AND EXCLUSION

At the Hive College, we understand that good behaviour and discipline is essential for promoting a high-quality education.

Amongst other disciplinary sanctions, the college recognises that suspension and exclusion of students may be necessary where there has been a serious breach, or consistent breaches, of the college's Behaviour Policy. Suspending or excluding a student may also be required in instances where allowing the student to remain in college would be damaging to the education and welfare of themselves or others; in all cases, suspending or excluding students should only be used as a means of last resort.

The college has created this policy to clearly define the legal responsibilities of the Executive Principal, Board of Trustees and LA when responding to students' suspensions and exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance. This policy also aims to secure a student's right to an education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

A "suspension" is defined as the temporary removal of a student from the college for behaviour management purposes. A student may be suspended for one or more fixed periods, up to a maximum of 45 college days in a single academic year. A suspension does not have to be for a continuous period.

An "exclusion" is defined as the permanent removal of a student from the college, in response to a serious breach or persistent breaches of the college's Behaviour Policy and where allowing the student to remain in college would seriously harm the education or welfare of the students or staff in the college

The Executive Principal is responsible for:

- Implementing good levels of discipline to ensure all students can benefit from the opportunities provided by education and to minimise potential suspensions and exclusions.
- Applying the civil standard of proof when establishing the facts in relation to a suspension or exclusion.
- Complying with their statutory duties in relation to students with SEND when administering the suspension or exclusion process, as outlined in the Special Educational Needs and Disabilities (SEND) Policy.

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- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a student has suffered bereavement, experienced bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a student who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of suspensions and exclusions as sanctions if a student has received multiple suspensions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual students.
- Engaging effectively with parents in supporting the behaviour of students with additional needs.
- Determining whether a student will be suspended or excluded on disciplinary grounds after liaising with Trust DSL and seeking approval from the CEO.
- Adhering to their responsibilities when cancelling an exclusion before the board of trustees has met to consider whether the student should be reinstated.
- Ensuring any decision to suspend or exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010, when deciding whether to suspend or exclude a student.
- Ensuring they have considered their legal duty of care when sending a student home following a suspension or exclusion.
- Making the decision to suspend or exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.
- Notifying a student's parents without delay where the decision is taken to suspend or exclude the student.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the LA of their decision to exclude a student where appropriate, as well as the student's home authority.

Factors to consider when suspending or permanently excluding a student

When considering a suspension or permanent exclusion of a student, the Executive Principal will:

- Discuss the case with the Trust DSL and seek approval from the CEO.
- Allow the student or their advocate the opportunity to present their case.
- Take into account any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the student's wellbeing has been compromised, or they have been subjected to bullying.
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess students who demonstrate consistently poor behaviour

Duty to inform parents/carers

Following the Executive Principal's decision to suspend or exclude a student, they will immediately inform the parents/carer, in person or by telephone, of the period of the suspension or permanent exclusion and the reasons behind this.

Appeal

The Trust Board will review exclusion on appeal and where necessary direct reinstatement of excluded students.