



Wings South West

Student Behaviour Support Policy

Purpose

The creation of a calm, safe and supportive environment is essential in promoting learning and enabling students to develop and grow academically, spiritually, emotionally and socially. This policy sets out the ways in which Wings will support students, the roles of leadership, staff and service users and the system of rewards and sanctions used to maximise positive behaviour.

Ethos

We recognise that students have faced challenges within mainstream education, and that some may have developed ways of behaviour that do not promote learning for themselves or others in their groups.

We believe that positive professional relationships with staff are crucial in developing self esteem in students. Such relationships:

- Develop within well-defined boundaries based on the Staff Code of Conduct
- Are based on kindness, mutual respect and acceptance, justice and fairness
- Encourage, motivate and promote a sense of belonging
- Show an understanding of what lies behind a student's behaviour
- Are mindful that behaviour is a form of communication
- Are trustworthy, consistent and without favouritism
- Provide positive role models in all situations
- Communicate shared aims
- Are completely non- judgmental or discriminatory
- Promote high standards and expectations

Teaching methods that promote positive behaviour

We believe that appropriate teaching methods develop self confidence in students and promote positive behaviour. In the College we:

- In collaboration with the referring school, college or organisation, accurately assess students on joining, taking note of their preferred learning style, level of attainment and level of ability
- Determine barriers to learning, whether physical or in terms of self belief
- Make any reasonable adjustments and provide additional resources where needed
- Provide teaching which meets the student's assessed needs.
- Give positive targeted feedback which makes clear to the student how to progress, including practices which will improve their own learning
- Involve students in target setting
- Give students the opportunity to express difficulties, problems and concerns with their learning, and actively listen to them.

Rules, routines, rewards and consequences

We regard misbehaviour as:

- Disruption of activities at any time of the day – on transport to and from Wings, or during lessons, breaks and lunchtimes.
- Refusal to obey instructions from an adult

We regard serious misbehaviour as;

- Persistent breaches of College rules
- Bullying or coercion
- Sexual assault i.e. any unwanted sexual behaviour
- Racist, sexist, homophobic or discriminatory behaviour.
- Vandalism, theft, fighting
- Drug use on the premises, during outside activities or on the transport
- Smoking other than at designated times and in the designated area

- Possession of any prohibited items including knives and other weapons or items which could be used as weapons, alcohol or illegal drugs, stolen items, fireworks or pornographic images
- Spitting or threatening to spit at staff or others, or spitting on the site
- Coughing or threatening to cough at staff or others
- Deliberate soiling or smearing

Rules support positive behaviour. They are agreed with students at the beginning of the academic year and communicated to parents and carers. Rules are:

- few in number
- written and/or discussed in a language the students can understand (including visual cues)
- stated in the positive
- regularly referred to by all staff with students
- appropriate to the activity/place/age range

Regular **routines** support students, especially those who need consistency. Expectations around the following will be explicitly communicated with students:

- the start/end of the day, including transport
- transitioning between activities;
- break and lunchtimes
- entering/leaving different areas in the provision.

Rewards for positive behaviour are given without discrimination or favouritism and where possible applied to the whole group. Praise is used widely and communicates what the student has done well – e.g. well done, I like the way you helped your friend.

Consequences of misbehaviour or serious misbehaviour are made explicit to students and understood by them. They are proportionate, fair, appropriate to the situation and applied consistently. They are not applied in the heat of the moment when staff and students may be feeling angry or upset, but are decided and communicated calmly and with reason.

Roles and Responsibilities

i) The Trustee Board

The Trustees are responsible for reviewing the Behaviour Policy every three years and for ensuring that it is being followed and remains effective.

ii) Managers

Management Staff are responsible for ensuring that the Behaviour Policy is followed in their areas, and remains effective on a day to day basis. They are responsible for reporting to The Trustee Board any incidents arising from poor behaviour, or any amendments needed to the Policy.

Managers are responsible for ensuring that staff are aware of this Policy and receive regular training in Promoting Positive Behaviour, including at Induction.

Managers are aware when staff are having difficulty managing the behaviour of a student/students and will offer support.

iii) Staff

Staff are responsible for implementing the behaviour policy consistently and fairly without favouritism or discrimination. They will ensure that students are aware of this Policy and the Code of Conduct, the College's expectations of behaviour, what constitutes misbehaviour and serious misbehaviour, and what the consequences are in each case.

Staff are responsible for creating and maintaining a positive, safe and calm environment in the classroom and communal areas. They will communicate high expectations of behaviour and know how to de-escalate misbehaviour. As part of this, staff will be explicit that The College has a zero tolerance approach to bullying and to child on child abuse, which is never treated as banter or having a laugh.

Staff will ensure students are aware that any adult in the College is willing and available to listen to any concerns the student may have about the behaviour of other students, staff or anyone outside the College.

Staff will model positive behaviour in their relationships with each other and the students.

They will be aware of specific behaviour needs of particular students and support those students where needed (eg an agreed pass to leave a lesson if feeling overwhelmed or triggered).

They will ensure that all activities delivered are tailored to the students involved, and within their capabilities. They will offer appropriate support where needed.

Staff are responsible for recording behaviour incidents.

Students needing additional support

Some students will need additional support to enable them to develop positive behaviour. Additional support might include:

- Increasing the staff/student ratio
- Changing the make-up of groups
- Adapting breaks or transitions to enable the student to feel safe
- Changing the location of lessons (eg to cut down external stimuli)
- Providing extra resources or modifying the session to enable the student to succeed
- Creating and agreeing an individual behaviour plan
- Providing therapeutic input

We recognise that a student's distress and misbehaviour might stem from events outside the College, and that for example, a student arriving at the beginning of the day may need space to process any problems either alone or with a member of staff.

Student code of conduct

Students will sign the code of conduct which sets out the College's expectations of behaviour and the system of rewards and consequences. A list of prohibited items will also be included.

Bullying and child-on -child abuse.

Please refer to the Anti Bullying advice within the Safeguarding Policy.

As mentioned, students will be made aware that neither bullying or child on child abuse will be tolerated, and that students will be listened to without judgement if they wish to report any such incidents.

Summary

All staff are jointly responsible for promoting positive behaviour amongst students, both by modelling it in their relationships with other staff and students, and by creating a stress-free environment where students feel they belong, feel safe and are ready to learn.