



Positive Behaviour Policy

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2

**Policies &
Procedures**





1. A Whole College Approach to Behaviour

The purpose of this policy is to encourage and motivate all students towards positive behaviours and to support staff when they become challenged by the behaviours exhibited by individuals or groups of students. There is an agreed and consistent approach to the way in which our staff implement this policy. At Rotherham Opportunities College, our processes and attitudes contribute to the development of an ethos that encourages good, appropriate behaviour. The curriculum and educational experiences of each student promotes engagement in learning. Good behaviour and self-discipline have strong links to supporting effective learning, and are vital for students to carry with them both during and after their college years. This policy outlines the high expectations we have of our students' behaviour and the consequences of failing to meet those expectations. It extends to all members of our college community

Rotherham Opportunities College understands that the first step to modelling good behaviour is to lead by example. This means that all staff, volunteers, and visitors to the college must act respectfully, responsibly, professionally and with integrity as detailed in the staff code of conduct. We work hard to ensure that discipline is consistent across the college so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately and without discrimination, taking into account the additional challenges that some vulnerable students may face. We are committed to ensuring that our college environment supports learning and promotes the wellbeing of students and staff through a strong sense of community cohesion. The role of the college is to create a safe and secure environment for all students so that they discover, or rediscover, their curiosity for learning and build their confidence.

At Rotherham Opportunities College we aim to create an environment that is warm, free from inhibiting pressures yet has the capability to be challenging, thus providing the best conditions for learning and development. We understand the need to be flexible to meet the individual needs of our students.

The college recognises that disruptive behaviour can often be an indication of unmet social/emotional needs. Response to concerns regarding a student's behaviour will always include consideration of any causal factors that are influencing those behaviours. In such cases, early intervention is essential to reduce the possibility of an escalation in behaviours.



2. The Role of Boundaries

- It is important that we provide clear behavioural boundaries and guidelines within which our students operate;
- It is equally important to remember to remain flexible. Over rigid application of a 'rule' to some students may create more challenging behaviours than it was designed to avoid;
- Other students may need an explanation about flexible rules- that everyone is different, and at times, has different needs;
- All staff must take a flexible approach determined by the individual needs of students. This should be communicated effectively through whole staff meetings to ensure consistency of approach;
- Boundaries should encourage young people to adopt a range of positive attitudes and behaviours, as well as promoting safety in college.

3. College Code of Conduct

Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe college where students feel included in every aspect of college life and comfortable to voice their opinions. At Rotherham Opportunities College:

- we respect others
- we are kind in our behaviour and language
- we do our best
- we listen carefully
- we cooperate with others
- we support one another

Students are expected to adhere to the college code of conduct in the classroom, the workplace, anywhere on college premises and during off-site activities such as educational trips and community projects. All staff are expected to remind students of expected behaviours and provide positive encouragement at all times.

Teachers are responsible for managing behaviour in the classroom, but all college staff will provide a friendly presence around college and will challenge any students who do not use the college site and facilities respectfully and behave appropriately.

Issues such as self-esteem, caring for others, right and wrong, self-control, respect for ourselves and others are addressed throughout all areas of the curriculum including educational visits, community projects and work experience to ensure the development of a positive ethos throughout college.



4. Adverse Behaviours

Adverse behaviours mean inappropriate and unacceptable behaviours, which breaches the code of conduct. It is important to understand that even minor breaches are taken seriously and dealt with promptly to avoid persistent or repeated inappropriate behaviour.

Each behavioural incident is treated individually. Staff will always aim to find out what led to the incident. Many of the adverse behaviours can be dealt with quickly and effectively by an on the spot reprimand by the member of staff present. Very often, when the behaviour has been produced either for effect or attention, the reprimand is sufficient to stop the behaviour. There may be a need for the student to be removed from the situation and taken to a quiet area where the incident can be investigated further. Students are reminded that they are responsible for their own actions and that adverse behaviour has consequences such as sanctions. Sanctions can take various forms, such as loss of free time (break times) moving in lessons to sit alone, writing a letter of apology or using alternative means of communicating an apology and interview with the senior teacher.

Vital to our positive outcomes with students is the no restraint approach we adopt. We understand that restraint and restrictive intervention is traumatising for students and can also have a negative impact on staff who carry out such intervention. We empower staff to respond to behavioural difficulties in a caring, supportive and fair manner appropriate to the needs of each student. There will, however, be times when the only realistic response to a situation will be restrictive intervention. For example if a student is about to run into a busy road or is harming another student or staff member, then reasonable intervention to stop this may be necessary. But wherever possible, it should be avoided; and proactive, preventative, non-restrictive approaches adopted in respect of the behaviour that challenges.

There will be instances where a simple reprimand is not effective and the behaviour persists. The teacher or member of staff involved will consult with SLT or for serious incidents, to the principal. Behavioural incidents are always recorded by a staff member on CPOMs. Any Violence to Staff forms are also attached to individual students' record on CPOMs.

Major breaches of discipline are physical assault, deliberate damage to property, stealing and verbal abuse. In such instances, students may have reflective time at home as a 'cooling down' period, and an interview with the principal prior to returning to college. These types of behaviour are very rare occurrences at Rotherham Opportunities College but we are mindful that rare occurrences of extreme behaviour sometimes happen.

Recording of the incident will take place as above, in CPOMS and any Violence to Staff forms will also be attached to individual student's files. Staff involved in behavioural incidents will be offered a debrief or supervision session with their line manager, which will be recorded and sent to Human Resources.



5. Staff Training

All staff are trained in Crisis Prevention Institute (CPI) Verbal Intervention. The aim of CPI is to maximise safety and minimise harm following the principles of Care, Welfare, Safety and Security. It emphasises the role of trauma in emotional and behavioural regulation and using trauma informed practice to provide a framework for staff to support and intervene as necessary to maximise safety and minimise harm.

Staff working with students who present more significant adverse behaviours have had further training in CPI Safety Interventions (Foundation) which includes disengagement and physical intervention skills.

CPI are certified by the BILD ACT Association of Certified Training, complying with the Restraint Reduction Network Training Standards.

6. Creating a Positive Ethos in College

Many issues such as conflict, confrontation and frustration can be minimised if consideration is given to a number of issues:

Organisation

- Grouping - where possible avoid combinations of students that can be troublesome;
- Timetabling- different activities demand different standards of behaviour and self-control;
- Furniture and equipment- many difficult situations can be avoided if careful consideration is given to how the space is arranged.

Teamwork

- It is important that all teaching groups work well in order to ensure that a consistent approach to behaviour is taken;
- Reward systems used for groups or individuals should be commonly understood and consistently applied;
- Staff need to feel supported by colleagues at all levels and be able to voice their feelings and suggestions without fear of recrimination or ridicule and should feel confident that their views will be taken seriously by the team. This includes discussing incidents of behaviour in a positive, solution-focussed manner. Behaviour management is a learning process and all staff should support each other in striving for best practice. This will reduce tension and promote consistency and good relationships between staff;
- The relationships between staff/staff and staff/students are of paramount importance; the young people will learn civility, respect for others, sympathy and consideration much more easily if they are given continual good examples and role models.



Curriculum

- The differentiation of content and style of delivery to individual students can, if used sensitively, minimise feelings of failure, frustration and boredom, all of which can lead to behaviour difficulties;
- The experience of success and the joy of learning new skills within an environment that is nurturing will reduce the fear of judgement and failure and enhance self-esteem.

6. Creating a Positive Ethos at an Individual Level

The importance of the place of every member of staff in creating an environment that reduces the likelihood of challenging behaviour cannot be overemphasised. All staff have a duty to show students that they are liked, respected and welcome. Staff should set challenging but realistic expectations of behaviour. They should demonstrate by their own example appropriate ways of expressing their emotions. A calm, consistent approach and a sense of humour are important qualities that help to reduce tension and promote a sense of confidence and security in young people. Students with additional needs may present behaviours that require an individual response, which acknowledges their inability to cope with changes and their difficulties in understanding and responding to sanctions and rewards.

7. Contact with Parents and Carers

For many students, parents and carers play a big part in ensuring that their young person is responsible for their own behaviour in college. Where appropriate, we ask parents and carers to work with the college to support their young person's learning. This includes informing the college of any personal factors that may result in their young person displaying unexpected behaviour. We ask that parents and carers be prepared to attend meetings at the college with staff to discuss behaviour and to support interventions deemed appropriate for the student. Parents and carers will usually be contacted in agreement with the student, but in some circumstances this may be without consent. We believe that, in conjunction with the code of conduct, good support systems and praise are an important part of building an effective learning community. Where appropriate, the college provides regular reports to parents and carers via telephone or in person. We encourage parents and carers to communicate with the college if they have a concern about their young person's behaviour, and we will do as much as possible to support parents and carers.