# GROUNDWORK
CHANGING PLACES
CHANGING LIVES

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## R2W Promoting Positive Behaviour GWSNT -

*This policy applies to all R2W College, Groundwork South and North Tyneside staff and volunteers (hereafter referred to as Groundwork).*

At Route2Work College, Groundwork South and North Tyneside (hereafter referred to as R2W) we value positive behaviour management and seek to ensure a calm, supportive and safe environment for our staff and learners, some of whom have complex behaviour.

It is important for individuals to be able to learn, to be able to teach and to be part of the College community without fear of:

- disruption of, and interference with, learning

- actual or threatened violence from others

- learner on learner abuse

- harassment, including sexual harassment, or harassment on the grounds of race, religion, belief or disability

- illegal substances or alcohol being made available

- being exposed to smoking or vaping out of a designated area

- criminal behaviour (e.g. theft and the carrying of offensive weapons, deliberate damage to property)

**Aims of this policy are to:-**

● Recognise that for many of our learners who struggle with expressive language, behaviour is a significant form of communication.

● Establish an environment where successful learning can take place.

● Establish respect between learners, staff parents and all others who have an involvement in our college.

● Work toward learners developing a sense of self management and an acceptance of responsibility for their own actions.

● Offer positive role models by having staff who exhibit positive working relationships through their own practice.

● Recognise the roles of parents/carers and share strategies and information through home college communications.

**How we seek to achieve our aims:-**

Positive behaviour is an expectation of all learners, however expectations will take account of the level of learner understanding.

● As staff we must recognise that our own views, strategies and prejudices have an impact on our own behaviour and our interaction with others.

● Communicate with learners using strategies that best meet the individual needs.

● Good use should be made of individualised curricular that meet the needs of the learner.

● Maintain a culture of praise and rewarding learner achievements within the classroom and wider college setting including off-site activities.

● Publicly recognising and rewarding learner achievements during sessions and events such as Crew Time, Assembly, Achievement Events etc.

● Learners being encouraged to show consideration for each other.

● An expectation that each of us shows respect for each and every member of the college (learners and staff) via the way we speak to and behave towards each other.

● Involvement in activities/projects that teach each of us to care for each other and our environment.

● Develop an understanding of the cultural differences that affect the behaviour of people in our local and international communities.

● Staff should recognise that the environment can be adapted to support positive behaviour.


We deliver a robust assessment and transition programme into our setting, including working with family, looking at EHCP's and working with professionals involved with learners which helps us to build and understanding of each learner before they start on programme.

However, when unacceptable behaviour occurs, staff employ a variety of strategies to show learners that they have behaved inappropriately. Our staff don't use physical intervention and instead use various tools/techniques in order to minimise the risk of challenging and disruptive behaviour. These include:

- Good planning of sessions, including extension tasks, differentiation, scaffolding and minimal sensory overload.
- Structure is key – there should be no unstructured time within the college day.
- Avoid sudden changes to timetable.
- Managing the amount of toilet visits/time learners spend out of the classroom.
- Staff remain as calm and in control as possible.
- Use appropriate facial expression/body language, which are key communication tools.
- Use 'time out' situations if this strategy is appropriate to the young person.
- Talk with learners, in simple terms, about what they have done and any impact upon others. Repeat instructions and allow processing time, praise and reward positive behaviour and be consistent.
- Identify motivators that can support changes in behaviour.
- Make it clear it is the behaviour and not the young person that is being rejected.
- Where needed, use of signing to emphasise and clarify.
- Distraction techniques.
- Remove self and others from the room/situation, if necessary

**Repeated Disruptive/Complex Behaviour**

For learners that show repeated complex and/or disruptive behaviour teaching staff should discuss this with the Head or Deputy Head and establish a Positive Communication/Behaviour Plan. Our Positive Communication/Behaviour Plan is learner-centred and we have used good practice and frameworks such as ABC and PBS to inform our approach to Positive Communication/Behaviour Plans.

The plan includes information around what happened leading up to the incident/situation, what the actual behaviour was, what the triggers may have been, what actions are agreed with the learner and any consequences.

Any significant incidents also need to be documented on our Safeguarding Concern Logs and Database.

Consistency is a key factor in the success of the plan as well as involving family/carers in the development of the plan. Review dates and monitoring arrangements must be built into the planning process. Where relevant, the plan will take also account of advice from other professionals.

The Positive Communication/Behaviour Plan will be shared with all staff that have contact with the learner. For the most part these will be our own staff but other visiting professionals may all.

**Training**

Staff are encouraged to undertake additional training to support their own professional development.

Staff are regularly updated on procedures and meet to review specific behaviour support plans for individual learners.

Staff all have access to our Safeguarding policy, procedure and concern logs to record any concerns.

Parents/Carers are involved throughout.


**Acceptable Behaviour/Managing Relationships in College.**

We prepare our young people for adulthood and the world of work, therefore we expect them to behave as they would need to in the workplace/professional/public space.

The college will not accept or tolerate behaviour which makes anyone else feel threatened, uncomfortable, embarrassed or afraid, or which interferes with their progress in learning.

Unacceptable behaviour (including bullying, harassment and victimisation), may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort.  Bullying or harassment may be by an individual against an individual or involve groups of people. R2W College defines behaviour as being unacceptable if:

- It is unwanted by the recipient.
- It has the purpose or effect of violating the recipient's dignity and/or creating an intimidating, hostile, degrading, humiliating or offensive environment.

Unacceptable behaviour does not have to be face-to-face, and may take many forms such as written, telephone or e-mail communications or through social media.

If a third party who is not a member of R2W staff (for example, a customer, a supplier or a visitor) behaves in an unacceptable manner, this should be reported to the DSLO who will determine an appropriate course of action to deal with the issue.  Some examples of unacceptable behaviour are:

- Aggressive or abusive behaviour, such as shouting or personal insults
- Spreading and oversharing malicious rumours or gossip, or insulting someone
- Discrimination or harassment when related to a protected characteristic under the Equality Act 2010
- Unwanted physical contact
- Stalking
- Offensive comments/jokes or body language

- Publishing, circulating or displaying pornographic, racist, sexually suggestive or otherwise offensive material or pictures

- Isolation, deliberate exclusion and/or non co-operation within College

- Persistent and unreasonable criticism

- Coercion, such as pressure to subscribe to a particular political or religious belief

**Legislation and Statutory Requirements.**

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

- Behaviour and discipline in colleges
- Searching, screening and confiscation at college
- The Equality Act 2010
- Supporting learners with medical conditions at college
- Special educational needs and disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a college's duty to safeguard and promote the welfare of its learners
- Section 88-94 of the Education and Inspections Act 2006, which requires colleges to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles and give colleges the authority to confiscate learners' property.

## Policy review

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