EMBS Community College

Behaviour management policy

EMBS Community College aims to provide young people and adults with the education and skills needed to achieve qualifications, progress into employment and enhance their wellbeing. The college works to achieve the following values:

- everyone should have the chance to belong to a small, caring and inclusive community
- we aim to make life changing differences, learning from evidence and experience
- we build and prioritise relationships, taking the time to understand each other and give personalised support

Managing the behaviour of the learners at the college is an important part of the work we do. We take a whole-college approach to behaviour management and recognise the need to establish a clear and effective policy and strategy relating to behaviour management. Our strategy involves:

- supporting learners to feel happy and believe in themselves and their potential
- providing an understanding, safe, caring and inclusive environment
- enhancing the grades of our learners
- equipping learners with life skills they can use in and out of college

Alongside our proactive and preventative strategy, we also support staff to identify and respond to challenging behaviour warning signs, enabling de-escalation and minimising the possibility of harm. When challenging behaviour occurs, we take protective action to ensure the safety of staff, students and everyone involved.

We do not accept prejudice, discrimination or abuse in any form.

Rationale

The college is part of an integrated community of staff, learners, families, support workers and other stakeholders. Positive behaviour is promoted when the relationships in this community are respectful, supportive and fulfilling. We maintain

awareness of the needs of our community and seek to understand our emotions and those of the people we work to support.

Participating in the college community, whether as a learner, as a member of staff or otherwise, should be conducive to social, emotional and mental health. Everyone is capable of learning to manage and regulate their own emotions and behaviour. At the same time, we acknowledge the impact of neurological or developmental conditions, trauma experiences, mental health and emotional difficulties, and aim to provide personalised support to help people achieve greater emotional independence.

Techniques

We incorporate the following concrete actions to support relational behaviour management.

- Practicing consistent and friendly welcome routines, greeting learners and colleagues with a smile when they arrive and making opportunities to build relationships.
- Communicating clear expectations which are modelled and reinforced.
- Focusing on positive behaviour, giving praise and recognition where appropriate.
- Setting and enforcing boundaries clearly and fairly, with sensitivity and emotional warmth.
- Listening to emotions, validating them and helping learners and colleagues to understand them.
- Correcting inappropriate behaviour in private, where possible.
- Imposing consequences to teach and maintain accountability, rather than punishments to shame, guilt, impose authority and harm.
- Developing assertive communication, rather than aggressive or passive.
- Seeking de-escalation.
- Establishing respectful and effective methods of communication, e.g. how to make a request, how to gain someone’s attention, or how to enter a classroom.
- Preparing well for classes or meetings in advance with expectations of participation.
- Giving clear instructions when teaching or leading group sessions, while maintaining awareness of individuals who are beginning to show signs of distress or unexpected behaviour.
- Indicating awareness of any challenging behaviour by presence, eye contact or gesture.
- Informing learners how they are doing with regular and consistent feedback.
- Rewarding and encouraging participation.

- Leading regular, reflective conversations about how positive behaviour can be promoted.
- Linking classroom practice to the college's policies and underlying principles.

Challenging behaviour and violence

Safety is the college's top priority. Physical and verbal aggression and bullying are unacceptable and will be challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a student will be dealt with rapidly. Parents or carers will always be informed if their child has been physically aggressive towards other learners or staff, or if they have been the perpetrator or victim of bullying.

The college has a duty of care to protect staff and students. It is lawful for college staff to use reasonable force to prevent harm, disorder or property damage. Reasonable force refers to the use of physical control or restraint which is proportionate to the risk and no more than necessary in the circumstances. Learners and their parents or carers are entitled to challenge use of force they consider unreasonable.

Exclusion (either temporary suspension or permanent exclusion) is a disciplinary measure the college will consider in cases of serious breaches of behaviour expectations or persistent disruption where all other available approaches have been exhausted. Exclusion can only be authorised by the principal or vice principal, and only if they complete a thorough investigation and reasonably assess that it is in the best interests of the learner, other learners or staff. Incidents will be assessed individually and in context. Learners and their parents or carers are entitled to challenge an exclusion decision.

Training and evaluation

Staff will be trained and evaluated on their ability to implement the following behaviour management techniques with learners.

- Clear and consistent boundaries are set with learners, orally, visually and in writing.
- Designated safe and calm areas are fostered and available for learners who are overwhelmed, and learners have a choice in how they use these areas.
- Supportive language that helps learners participate in the regulation of their own behaviour.
- De-escalation is practiced with learners in a situationally aware way.
- Body language cues are noticed and responded to appropriately, with interventions made before behaviour escalates where possible.
- Staff are aware of their own body language and how this influences behaviour.

- Success is acknowledged and praised.
- Staff demonstrate and model positive ways to express emotion.
- Restorative conversations and language are used when incidents of challenging behaviour occur.
- Learners are included and consulted when changes are planned, with opportunities to influence and respond.
- Staff understand behaviour as communication, seeking to understand the underlying need that is being met or attempted to be met with challenging behaviour.
- Opportunities are given for learners engaging in challenging behaviour to save face while de-escalating their behaviour.
- Staff move on from incidents of challenging behaviour by acting in a calm, fair and encouraging way.
- Consequences for challenging behaviour are fair, proportionate and logical.
- Positive relationships are the main way of guiding behaviour, in preference to rewards and punishments.
- Staff take time to build trust and rapport with learners by discussing personal interests and hobbies.
- Staff demonstrate calm and composed behaviour when learners feel distressed.
- Staff present overwhelmed learners with simple choices and support.

Responsibilities

All staff, not only teachers or those with learner-facing roles, are responsible for incorporating and reinforcing this policy in their work. The senior leadership team is responsible for leading, monitoring and supporting the implementation of this policy. They shall also ensure that this policy is kept under review and updated when necessary.