# Behaviour and Rewards Policy

St Edmund's Society is committed to creating a safe, respectful and inclusive learning environment where every student is supported to achieve their potential. We recognise that behaviour is a form of communication and that many of our students have experienced adverse childhood experiences (ACEs), trauma or barriers to learning. Our approach is trauma-informed, relational and restorative, whilst maintaining high expectations of behaviour and conduct.

This policy sets out the expectations for behaviour, the rewards used to recognise success and the graduated responses used when behaviour falls below expected standards. It aims to support students to develop the skills, resilience and self-regulation needed for education, employment and adult life.

Our policy:

- Provides a framework for supporting the behaviour of young people at the centre.
- Supports the health, safety and welfare of students, staff and visitors.
- Underpins the trauma-informed ethos and values of St Eds.

All staff will familiarise themselves with each student's Personal Profile, Education, Health and Care (EHC) Plan (where applicable), risk assessments and support strategies. Behaviour support will be individualised, recognising known triggers, communication needs and reasonable adjustments required under the Equality Act 2010. Our EHCP and SEND coordinator will also support the students and staff, to ensure that students are treated according to their needs, and will update the student's profile on Arbor with any relevant information.

## Positive behaviour and rewards

Positive relationships are central to our approach. Staff are expected to notice, acknowledge and celebrate positive behaviour, effort, attendance, progress and personal development. Recognition is used consistently to reinforce positive choices, build confidence and encourage engagement in learning.

The reward system reinforces that continual praise and rewarding of each student's own personal best behaviour is fundamental to establishing and reinforcing appropriate behaviour and work patterns.

Daily positive points for students are recorded on Arbor, which allows parents, guardians and schools to join us in celebrating excellent effort and behaviour.

**Our Expectations**

Students are expected to:

- Be respectful towards others.
- Follow reasonable instructions from staff.
- Attend regularly and arrive on time.
- Engage positively in learning.
- Treat the environment and equipment with care.
- Promote a safe learning environment.
- Wear appropriate PPE or uniform where required.

**Rewards**

- Canteen voucher
- Small prizes – e.g. water bottles, stationary, fidget toys etc
- Big prizes – e.g. tablet, voucher

**Daily/Weekly Rewards**

- Verbal praise
- Positive points awarded via Arbor
- Positive praise calls home to parent/guardian/school
- Certificates for unit achievement
- Photos sent to schools for positive work – creating portfolio
- Student of the day – (canteen voucher)
- Positive behaviour certificate – 20 points* in a week (small prize)

**Termly Rewards**

- 100% attendance certificates (with prize) – half-term
- Star Student – nominated by tutors. Each student nominated will receive a certificate. One student will be picked out of a hat to receive a prize (e.g. a tablet or voucher)
- Students' student award – nominated by other students (big prize)
- 150 points* in a term = a prize (e.g. a tablet or voucher)

*Points total for students who attend 3 days a week. Amounts pro-rata for students who attend 1 or 2 days a week.

**Student of the Year**

Nominated by tutors for the end of year Graduation. The student who receives the most nominations for each course will receive an award. The runner up will receive a certificate.

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**Examples of Positive Points on Arbor:**

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| +5 | Achieving unit or assessment |
| +5 | Peer mentoring |
| +5 | Student of the Day |
| +4 | Helpful behaviour |
| +4 | Outstanding work |
| +3 | Facing your fears |
| +3 | Trying your best |
| +3 | Interacted well in lesson |
| +2 | Teamwork |
| +2 | Staying on task |
| +2 | Apology |
| +2 | Polite and respectful |
| +1 | Wore PPE or uniform |
| +1 | Staying in area |
| +1 | Positive interaction with peers |
| +1 | Good timekeeping |
| +1 | Completing engagement activities |
| +1 | Listening to instructions |

## Negative behaviour

Daily negative points for students are recorded on Arbor. Serious behaviours include, but are not limited to the below. These will normally result in immediate BIT involvement.

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| -5 | Verbal abuse/threatening language |
| -5 | Fighting |
| -5 | Intent to cause harm or injury |
| -5 | Possession of weapons |
| -5 | Racist/Homophobic/ Discriminatory Language |
| -5 | Using/possession of substances |
| -4 | Actions that could cause harm injury |
| -4 | Bullying |
| -4 | Criminal Damage or Damage to property |
| -4 | Smoking/vaping on site |
| -4 | Theft |
| -3 | Leaving site without permission |
| -3 | Not wearing correct uniform/PPE |
| -3 | Refusing to attend lesson |
| -2 | Disrupting other students learning |
| -2 | Ignoring staff instructions |
| -1 | Leaving area without permission |
| -1 | Phone or headphone use without permission |
| -1 | Rude or disrespectful language |

## Graduated Response to Behaviour

1. **Verbally warn student by outlining expectations of the centre**

Give the student a clear verbal reminder of the expected behaviour. Explain which behaviour is inappropriate, why it is unacceptable, and what behaviour is expected instead. Inform the student that failure to meet these expectations may result in further consequences in accordance with the Behaviour Policy.

2. **Repeated behavioural issues = negative points on Arbor**

Explain to the student why they are getting the points, set the student a target of expected behaviour *e.g. I will give you 5 minutes, by 9.40 I need you to have your PPE on and ready to learn.*
A student needs to the opportunity to right the wrong. Negative points need to be issued at the earliest appropriate time, and at least at the end of the lesson e.g. break/lunch.

3. **Repeated behavioural issues = Behaviour Intervention Team (BIT) called**

If the tutor is not able to manage the behaviour, BIT to explore additional support or intervention. BIT will explore the reasons behind the student's behaviour and implement short- and longer-term strategies to reduce the likelihood of behaviour reoccurring.

4. **Repeated behavioural issue = BIT Called**

Attempt alternative strategy to try and avoid student going home and maximise engagement in students' qualification. BIT team to log intervention on Arbor.

## High level negative behaviour

(e.g. -4 or -5 points)

1. Tutor to be clear on the negative behaviour which has taken place. Tutor to call BIT over the radio, for support in area.

2. Tutors to issue negative points at the earliest appropriate time, and at least at the end of the lesson e.g. break/lunch.

3. BIT will assess whether the student is suitable to be sent to Intervention Room or if they need to be sent home. BIT team will arrange for the student to get home safely, and communicate with the relevant parents/guardians/professionals/school.

4. BIT will arrange a meeting to place student on a behaviour contract. Details of the meeting, and outcomes of the contract to be updated on Arbor.

## Behaviour meetings

1. First meeting = Action Plan

Student can attend alone, although parents/professionals in attendance is preferable.

***Breach of action plan results in second meeting.***

2. Second meeting = Safer Working Agreement

Student, parents and if applicable, schools/professionals to be in attendance.

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***Breach of safer working agreement results in third meeting***

3. Third meeting = Final Warning

Student, parents and if applicable, schools/professionals to be in attendance.

***Breach will result in a meeting with the Director of Pastoral and Partnerships or Director of Education and Delivery, and this may result in removal from programme.***

## Structure of meetings

Behaviour meetings should allow the student to reflect upon their previous behaviour, reiterating what happened previously, and what behaviour we expect to see within the centre and why. The student should be given the opportunity to explain why this behaviour may have occurred (reflecting) and offer suggestions how they will avoid this behaviour occurring again.

The staff member/s will offer suggestions on how to further support the young person to make their positive behaviour and targets achievable. This could include but is not limited to:

- Qualification reduction/alteration (dependent on time of year)
- Timetable change (checking with timetabling personnel if possible)
- Regularity of welfare interventions/check ins
- Not going offsite at break and lunchtimes (to avoid the negative behaviour)
- Support strategies such as a time out card, fidget toys etc in line with learning style.

During the behaviour meeting, a timescale will be agreed to state when the contract will be reviewed (approx. 2 weeks). If 100% attendance is not met whilst on a behavioural plan, then it is suggested that the plan should be extended to adequately review their improved behaviour.

The Behaviour Support Plan will be agreed collaboratively with the student. Wherever possible the student, parent/carer and relevant professionals will contribute to identifying achievable targets and appropriate support strategies.

**Appeals**

To be fair and consistent, any young person will be given the opportunity to explain their behaviour and make a case for appeal against any decision made affecting their training. Students may be accompanied by a parent/carer or appropriate professional during appeal meetings.

The CEO will give all parties the opportunity to state their case as part of a full investigation into the incident before a decision is made.

Once a decision is made, they may arrange to meet with the young person, their parents or guardian, and a staff member to fully discuss the decision and explain why it was taken.

If a student returns, they will come back on a behaviour contract.

## Trauma-Informed Approach

To enable the management of the young peoples' behaviour, we must apply models of professionalism, fundamental to our ethos. The very ethos of the society should encourage positive behaviour and achievement whilst keeping incidents to a minimum. All staff should:

1. Act as role models to the students
2. Remain non-judgemental
3. Be consistent in all dealings with the students
4. Listen and then respond
5. Remain calm and not shout
6. Encourage with positive praise fostering a growth in self-esteem
7. Give clear and concise rules
8. Give fair consequences for the behaviour presented

Staff will seek to understand the function of behaviour before responding to it and will always consider whether unmet needs, SEND, communication differences or safeguarding concerns may be contributing factors.

**Strategies for working with young people impacted by trauma:**

- Clarify your role with the student
- Establish yourself as a safe individual
- Create an environment of respect
- Give the student opportunities to make choices
- Talk about safety and what steps you will take to help the student be and feel safe
- Connect the student to the appropriate resources and people
- Slow yourself down: talk slower, use a lower pitch for your voice, don't use complex sentences, don't use lots of body movements.
- Offer self-calming techniques, such as mindfulness, grounding, tracking, positive memories
- Teach positive self-talk to students and practice it before you need it.

# Restraint Policy

St Edmund's Society follows Norfolk Steps principles and only uses reasonable force where permitted by Section 93 of the Education and Inspections Act 2006 to prevent injury, serious damage to property or serious disorder. Physical intervention is always a last resort and must be reasonable, proportionate and necessary.

Should a young person be acting in a dangerous manner which cannot be resolved through verbal or non-restrictive physical intervention, then Code Red should be used, and the panic alarm should be pressed at the earliest opportunity to gain police intervention.

Norfolk Steps techniques seek to avoid injury to the Young Person; however, it is possible that accidental and non-intentional bruising or scratching can occur as an unfortunate out come when trying to maintain safety. Such outcomes are not necessarily an indicator of misappropriation of the technique. Full evaluation and review of such outcomes will be undertaken by personnel from the senior leadership team.

Should a young person require restrictive physical restraint as part of their Education Health and Care Plan then they will be appropriately risk assessed and have a behavioural support plan in place. Key workers will be aware of this and allocated to this person. All other staff working with this young person will be made aware of support strategies to minimise the need for restraint.

# Phone Policy

All School students are required to hand their mobile phone to their Tutor or the Welfare Team at the start of each school day. Phones must be switched off or placed on silent before being handed in. Devices will be stored securely in a locked storage box throughout the day. Phones will be returned to students at the end of the day. Students will not have access to their phones during lessons, break times, or lunchtime.

Post-16 students may keep their mobile phones in their possession during the day. Post-16 students are expected to use mobile phones responsibly. However, mobile phones must remain out of sight and on silent during lessons unless permission has been given by the Tutor or support staff. Phones may only be used during lessons when specifically authorised for an educational purpose. Unauthorised use of mobile phones during learning time may result in the device being confiscated until the end of the day and may lead to further action where appropriate.

More details can be found in the Mobile Phone Policy.

1. If a staff member sees/hears a student on a mobile phone (without consent) the student will be given a verbal warning. They will be asked to put their phone away in a bag or locker.
2. If a staff member sees the student on their phone again, the phone can be confiscated from the student until the next break time. The phone will be kept in the welfare office.
3. If the student refuses to hand in their mobile phone, BIT will be called for an intervention. If they are able to collect the phone, the student will return to area.

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## Reasonable Adjustments

Students with SEND, an Education, Health and Care Plan or recognised additional needs may require reasonable adjustments to behaviour management strategies. Staff will ensure that behaviour expectations remain high whilst adapting approaches where appropriate to enable students to succeed.

APPENDIX – suggested script

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| **First Action: Have a conversation** Verbal warning | *"I've noticed you're finding it difficult to get started. Is there anything stopping you from completing the task? How can I help? I'd like you to take a couple of minutes if you need them, then come back ready to engage."* |
| **Second Action:** Negative points on Arbor | If the behaviour continues, negative points will be issued on Arbor, and the student will be set a target to work towards<br>*e.g. "I will give you 5 minutes, by 9.40 I need you to have your PPE on and ready to learn."* |
| **Third Action: Welfare Support** | If the behaviour continues, even after setting a target, tutor staff are encouraged to call for support from the Behaviour Intervention Team. |
| **Fourth Action: Remind of our Expectation** | If the behaviour escalates, after talking to Welfare, another expectation card is issued. It is important to be clear with the student what sort of behaviour is expected and why. |
| **Fifth Action: Welfare Intervention** | If the behaviour continues, even after setting a second expectation, call for BIT. At this point, it is expected a fuller intervention is required, which may require the student leaving the learning area with the Welfare Team member. |