



The Westminster Specialist College

Wellbeing (Positive Behaviour Policy)

2021/2022

Approved by Board of Governors on:	15/12/2022
Signed by Chair of Governors:	P Coldicott
Head of College:	O Flowers
Lead Personnel:	O Flowers
Date of Review:	15/12/2024

Rationale

The Westminster Specialist College promotes a caring and supportive environment which enables students to develop their confidence and independence safely. The values of the college are underpinned by the vision tagline of 'Safe, Happy and Working Together'.

We aim to promote positive behaviour, mental health and wellbeing for everyone by using both universal, whole college approaches and specialised targeted support. We endeavour to enable all members of the college to have the confidence to thrive both at college and in their local community.

Staff at the college and external agencies will work with students to ensure that they demonstrate positive behaviours both at the college and in the world of work.

The college will use the four Preparation for Adulthood (PFA) outcomes to create a highly personalised curriculum that will in turn promote positive wellbeing and mental health. These four outcomes are Health, Community Inclusion, Independent Living and Employment

Aims

The Policy Aims to:

- Promote positive behaviour, mental health and wellbeing through our vision of Safe, Happy and Working Together.
- Increase the understanding and awareness of behaviours presented by students linked to specific needs and how to respond to these appropriately.
- Alert staff to early warning signs of mental ill health.
- Provide support to staff working with young people with specific needs or mental health issues.
- To support students to demonstrate positive behaviours at the college, the world of work and their local community
- Equip students with the understanding of potential repercussions that may occur following choices they have made as part of their personalised curriculum
- To familiarise students with an understanding of the disciplinary procedures when rules are not followed in the world of work or in the local community (i.e. the law)

Positive behaviour and wellbeing

Promoting positive behaviour and wellbeing

Everyone at The Westminster Specialist College has agreed to recognise and highlight good behaviour and engagement as it occurs, thereby constantly reinforcing appropriate behaviours. We also encourage students to be responsible for their own behaviour by giving them opportunities to discuss their behaviour with adults and their peers and by promoting positive role models.

At The Westminster Specialist College positive behaviour will always be recognised as we believe that everyone thrives on praise and encouragement. We also recognise that students may not benefit from high levels of praise but from a high level of challenge. As the college opens we will work closely with students to identify what rewards they would see as appropriate.

Curriculum, Teaching and Learning

Personalised Curriculums

Students at The Westminster Specialist College will have a highly personalised curriculum with regular targets set and reviewed in line with the PFA outcomes. These targets may include positive behaviour strategies students to support them with their personal development and employability skills. Their curriculum will include being in the workplace, in college and accessing the local community and expectations of high levels of positive behaviour will remain a high priority. The college will follow the RAPA model and this will include regular target setting and reviews. It is likely that some accreditations may have a focus on supporting students to manage their behaviour and emotions.

At the college we firmly believe that if these personalised curriculums are appropriate for the young adult, then their wellbeing will be being met and therefore leading to positive mental health. In order to achieve the following curriculum activities may be deemed appropriate, as well as being celebrated:

- Personalised curriculum linked to the Preparation for Adulthood outcomes and student aspirations
- Internal celebration events (i.e. assemblies)
- Celebration events with local businesses
- Activity/wellbeing focus days
- Residentials
- Work Experience exposure days
- Team building activities
- Opportunities to access the local community
- Presentation afternoons and events
- Social Enterprise ventures
- Charity Events
- Volunteering days
- Duke of Edinburgh Award

Student Risk Assessments

All students who pose a risk to themselves or others may require a risk assessment. A risk assessment template is available in Appendix 1.

In all instances where a Risk Assessment is in place we will work closely with the student and their families as well as any other agencies, e.g. Educational Psychologists to ensure the pupil is supported in developing self-regulation strategies. Each risk assessment should be updated in light of any incidents that may have occurred and reported on the Arbor software system. All updates should be recorded on the risk assessment template.

Responding to Behaviour and wellbeing

Reporting Incidents

As mentioned above the College will work to ensure that positive relationships are established between staff, students and external agencies. We do however appreciate that sometimes there will be a requirement to log an incident that has occurred. The reporting system for incidents is **Arbor**. Each member of staff will have log in details for the system and if they are unable to access the system they should contact a senior member of staff.

Incidents of poor behaviour will be reported, monitored, tracked and dealt with using the following systems and workflows will be created to streamline the process. Staff will be required to regularly check for any incidents that have been referred to them.

The Westminster Specialist College

Classroom Management – As mentioned previously the college will endeavour to pride itself on positive relationships. Good behaviour and high levels of engagement will be praised appropriately and where general expectations are not adhered to these will be managed within the classroom or working environment.

Low Level Incidents – An incident that is regarded as low level and is referred to the class teacher who is responsible for the pastoral wellbeing of the students.

Medium – An incident that is regarded as a Medium Level incident will be referred to both the class teacher and a member of the leadership team for the college.

High – An incident that is regarded as a High-Level incident should be reported immediately to a member of the leadership team for the college and then reported formally on the Arbor system. As a result of a High-Level incident parents/carers and relevant agencies will be informed.

The below table outlines the descriptions of Low, Medium and High Level incidents.

Low	Medium	High
Lack of Effort	Continual Bullying of others in the classroom and around the college	Allegations against staff
Disengagement or refusal to complete task	Damage to Property (medium level)	Incident of racial or homophobic abuse (including discrimination)
Unable to follow instructions	Repeated inappropriate language to staff or students	Hurting Adults
Uncontrollable outburst	Inappropriate touching of staff/pupils	Hurting Pupils
ICT Misuse	Verbal threatening behaviour	Physically Threatening behaviour (adults or staff)
Pupil not arrived at lesson	Self harm	Absconding from others while on an offsite activity
Ongoing low level disruption and disruption to others		
Non compliance		

All incidents will be reviewed on a weekly basis and behaviour will be reported to the Board of Governors termly. Although we recognise that everyday is a brand new day it may be deemed appropriate for staff to discuss incidents with students when reviewing their curriculum targets.

Any student that continues to display medium or high behaviours will be referred to the college triage team where positive behaviour strategies can be devised to support the student moving forward. Examples of strategies to support students with their behaviour may include:

- 1:1 mentoring
- Emotion coaching
- Restorative conferencing
- Solution Circles
- Therapies
- Access to the Talking Toolkit Wellbeing resources
- Social stories

All negative incidents must be reported within 24 hours unless they have spoken to one of the leadership team regarding the incident. If an incident has required a physical intervention then a member of the leadership team should be informed immediately. If this is not in person then this can be done via Microsoft Teams (not e mail). A member of the leadership team will then liaise with parents and carers.

Guidance on reporting on Arbor can be found on the link below

<https://www.youtube.com/watch?v=LN6Kfu64wMo>

Reporting Positive Handling Interventions

When an incident has occurred that has required a physical intervention staff must inform a member of the Leadership Team. This incident must then be documented in the Bound Book and also on Arbor. The Bound Book can be found in the headteachers office and is kept secure at all times. Following an incident of Physical intervention data is reviewed termly by the leadership team and reported to the College Governing Board.

Debriefs

We recognise that incidents where Physical Intervention has been required can be distressing and impact on the wellbeing of all involved. Debrief opportunities will be available for staff in order to:

- Reflect on the incidents that have taken place
- Discuss what went well and possible opportunities for improvement
- Future strategies to try and prevent the incident from happening again

Debriefing documentation should be completed and uploaded to the Arbor system.

Unacceptable Behaviours

As outlined in the levels of incidents (see recording and reporting) at The Westminster Specialist college we deem the following as unacceptable behaviours in all aspects of their curriculum (i.e. on work experience, in the community and in the college)

- Physical/verbal/emotional abuse
- Bullying
- Racism
- Discrimination against other religions
- Sexism
- Homophobia
- Anti-social behaviour
- Inappropriate Sexual Behaviour
- Self-harm

Behaviour Off the College Premises

As mentioned previously it is highly likely that students will access offsite activities and provision in order for them to achieve their targets. Examples of these are:

Work Experience
Internships
Community Visits
Visiting the shops in unstructured times

Expectations for behaviour offsite remains the same as if students were in a classroom at the college. Students will be supported by staff to understand code of conducts that are

relevant for different organisations but expectations will still be high. Incidents that occur away from the college should be also reported on Arbor.

Criminal Offences

In cases (internal or external to the College) where the police have been involved, a learner may be suspended from College at the discretion of any members of the leadership team, pending the outcome of any police investigation) The matter for which the learner has been arrested and its relevance to the College will be taken into account where consideration is given to suspension. The period of suspension may be extended until the conclusion of any legal proceedings and/or internal disciplinary proceedings, including any appeal.

Where alleged misconduct would also constitute a criminal offence, the College shall have the discretion to continue action under these procedures but such action may be deferred pending any police investigation or prosecution.

Disciplinary Measures

As mentioned in the policy aims the college aims to equip students with an understanding of the consequences of their actions whether it is in the college itself or in the world of work. Therefore, we see it as beneficial to replicate this in our disciplinary measures. If students persist with incidents that are of a medium or high level of severity then students may receive the following:

Verbal Warning 1
Verbal Warning 2
Written Warning 1
Written Warning 2

All of the above would involve a meeting with the student and a responsible adult (if deemed appropriate), their pastoral tutor and a member of the leadership team. At this meeting incidents will be discussed and strategies for further improvement will be developed and implemented. If these strategies do not work then the Head Teacher of the college may opt for an exclusion, either fixed term or permanent. (See exclusions)

Prohibited Measures and Guidance

Staff should be aware of the following **PROHIBITED PUNISHMENTS** and understand that disciplinary action will be taken against any staff member using any such practise.

Corporal Punishment (Regulation 8 (2) (6))

The use of corporal punishment is not permitted and is illegal. This includes any intentional application of force as punishment including slapping, throwing missiles, rough handling, punching or pushing even in the heat of the moment. It does not prevent a person taking necessary physical action where any other action would be likely to fail to avert immediate danger or personal injury to the young person or another person.

Deprivation of Food and Drink (Regulation 8 (2) (6))

On no account should staff ever use the deprivation of food as a disciplinary technique. Deprivation of food and drink should be taken to include the denial of access to the amounts and range of food and drink normally available within the community. It **does not include** instances where specified food or drinks have to be withheld on medical advice. Equally, it would be unacceptable to force a young adult to eat or drink foods which are disliked. It would be appropriate to encourage a young adult to try a wide range of foods. Within these bounds, the individual staff member must be given responsibility to manage immediate response.

Requiring a Student to Wear Distinctive or Inappropriate Clothing (Regulation 8 (2) (d))

Requiring students to wear distinctive or inappropriate clothing (including badges) as a disciplinary measure is prohibited. This includes clothes which are inappropriate for the time of day and/or the activity being undertaken – this applies to footwear and hair styles, e.g. extreme hair styles, colour styles.

The Use of the Withholding of Medication or Medical or Dental Treatment

(Regulation 8 (2) (e))

This is totally forbidden in all circumstances, whether as a disciplinary measure or otherwise to control the student.

Managing Actual and Potential Aggression (MAPA)

At the Westminster Specialist College we cater for a range of student needs, some of these needs may result in incidents that require physical intervention.. We recognize that this behaviour is a method of communicating. Whilst we endeavour to reduce all incidents through reflection, consideration and planning, we recognize that there may be occurrences that necessitate the use of physical intervention to prevent injury to self or others. Section 550A of the Education Act 1996 clarifies the position of college staff in these circumstances. We endeavour to ensure that all staff are trained in Managing Actual and Potential Aggression (MAPA) techniques and follow their guidance on de-escalation strategies as well as interventions and debriefs. We ensure that all incidents of aggression are followed by a 'debrief' exercise with a Senior Member of staff in a timely yet appropriate manner. This debrief is managed on a case by case basis and may include the student, students and staff present. The aim of the debrief is to ensure the wellbeing of all involved and enable relationships to be rebuilt in order to move on with the future support of the student.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others. This should be used as a last resort. All staff are trained in MAPA and have had appropriate training to ensure that this is done in a safe manner

The Westminster Specialist College currently uses the [Sandwell Framework for use of Physical Intervention](#) as a guide.

The Use of Accommodation to Physically Restrict the Liberty of Any Pupil

This is prohibited as a form of discipline or management.

Advice – where a student indicates their intention to leave the premises any member of staff may try the use of verbal negotiation try to retain the student. Where this procedure fails to be effective and the student leaves the premises a senior member of staff must be informed immediately via in person or calling (not e mail). They will follow the College procedure for students that abscond. Where there is a risk of injury to a student staff will observe and follow from a non-threatening distance (this may vary depending on the young adult).

Confiscation of Inappropriate Items

If a member of staff deems and has sufficient evidence to support that a student has an item that can cause considerable harm or is a prohibited item they have the right to confiscate the item. Once this item is confiscated it must be handed to a member of senior management and collected by parents in a formal setting. Staff in the college have the power to search a pupil if there is evidence to suggest they have the following items:

- Knives
- Weapons/Imitation weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/Cigarettes
- Fireworks
- Pornographic images (e-safety cause of concern to be completed in line with e-safety policy)
- Mobile phones*
- Or other items that may cause

*we recognise that some aspects of the college curriculum will include students using their phones to communicate or solve problems (i.e. understanding how to use it for a calendar or set an alarm). If this is planned for staff must make the senior team aware.

At The Westminster Specialist College we pride ourselves on our understanding of our young adults and this good understanding should be used to support any judgements made regarding the intent of a student using items for inappropriate use or in order to cause harm to others.

Weapons and Knives and extreme or child pornography will be handed over to the police.

Intimate Physical Searches (Regulation 8 (2) (h))

Intimate physical searches of students are totally unacceptable.

Occasionally, and, not as punishment, a search of students' clothing or possessions may be necessary – e.g. weapons, any item that might endanger the young person or others – including flammable items, materials. If it is suspected that a young person has secreted drugs on his/her person, then the police should be notified.

Exclusions

If a situation arises where a student is not making progress towards improving their behaviour and engagement as a result of an extensive behaviour plan and support then a permanent exclusion may be deemed appropriate. It is likely that an emergency statement or EHC plan review will have already taken place before a permanent exclusion is considered and this will have been discussed with college, parents, professionals and the local authority.

There may also be extenuating circumstances where an exclusion may be considered. This could be in response to a very serious incident such as an assault on a member of staff, an unprovoked attack on another pupil, the use of drugs, bringing an offensive weapon into college or blatant disregard for the College's authority. The Head Teacher makes the decision whether or not to exclude and the type of exclusion. The Board of Governors' Student Disciplinary Committee meets to consider all permanent exclusions and certain fixed term ones.

Appendix One: Risk Assessment template

Young Adult Risk Assessment

Location / Site	The Westminster Specialist College
Assessment date	

People at Risk	
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The following plan has been written by _____. It is intended to identify, assess and minimise (wherever possible) any risks involved with _____ attending college. It also takes into account Government guidance, health and safety recommendations and updates from the Department of Education.

Identify hazard				
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	The following actions are required to help reduce risk			
Remaining level of risk following the control measures				
	HIGH	MEDIUM	LOW	NEGLIGIBLE

Written by	
Date	