The Westminster
Specialist College

Wellbeing (Positive Behaviour Policy)

2024/25

Approved by Board of Governors on:	
Signed by Chair of Governors:	P Coldicott
Head of College:	O Flowers
Lead Personnel:	**B Taylor**
Date of Review:	**15/07/2026**

Rationale

At The Westminster Specialist College, we are committed to fostering a positive and inclusive environment that promotes the well-being and personal development of all our students. This policy supports our vision of empowering students to achieve their potential in both their academic and employment journeys. We believe that by cultivating positive behaviour, self-awareness, and mental well-being, students will be better equipped to succeed in their future careers.

This policy applies to all students at the college, including those with special educational needs and disabilities, and is designed to promote respectful behaviour, personal growth, and the development of key skills necessary for employment.

Aims

Aims of the Policy:

1. To encourage students to develop positive behaviour that supports their well-being, success, and transition into employment.
2. To create a supportive and inclusive college environment where all students feel valued, safe, and empowered to achieve their potential.
3. To promote the development of self-regulation, communication, and social skills necessary for successful participation in both academic and professional settings.
4. To support students in overcoming barriers to employment by promoting mental well-being and positive behaviours that are essential in the workplace

Positive behaviour and wellbeing

Key Principles

1. **Respect and Inclusion:**
    - We value every student as an individual and celebrate diversity, ensuring that all students feel respected and included.
    - Students are encouraged to demonstrate respect for themselves, their peers, and the college community (including their workplace).
    - We provide an environment where all students feel confident to express their opinions, share their ideas, and engage with others.
2. **Positive Reinforcement:**
    - Expected behaviours will be recognised in an appropriate manner
    - Students will be supported in setting personal and professional goals, and progress will be celebrated.
    - Successes in academic achievements, behaviour, and personal development are acknowledged to build confidence and motivation.
3. **Self-Regulation and Responsibility:**
    - Students are supported to develop self-regulation skills, including how to manage emotions, reactions, and decision-making in both educational and social contexts.
    - Students are encouraged to take responsibility for their actions and choices, understanding the impact their behaviour has on themselves and others.

- Staff will work with students to set clear expectations, helping them understand workplace norms such as punctuality, time management, and teamwork.

4. **Emotional and Mental Well-Being:**
   - We promote emotional resilience and provide support for students' mental health and well-being, with resources available for students who may experience stress, anxiety, or other challenges.
   - Students will be encouraged to identify and manage their emotions, building skills that will support their future careers.
   - Staff have an understanding of signs of mental health difficulties and provide appropriate support or signposting to external agencies when necessary.
5. **Consistent Boundaries and Expectations:**
   - Clear expectations for behaviour are outlined, with a focus on respect, responsibility, and professionalism.
   - Boundaries are communicated in a supportive, positive manner and will be consistently applied by all staff members.
   - Where necessary, interventions will be put in place to help students understand and meet expectations. These may include restorative conversations, support from a behaviour mentor, or additional mentoring.

Expected Behaviour: Students are expected to:

1. Treat others with respect and kindness at all times, demonstrating empathy and understanding.
2. Take responsibility for their actions, including their academic, social, and emotional conduct.
3. Communicate respectfully and effectively with peers, staff, and external partners, including in the workplace.
4. Follow instructions and contribute positively to classroom activities and group discussions.
5. Be punctual, prepared, and committed to learning and working toward employment outcomes.
6. Demonstrate self-awareness, emotional regulation, and problem-solving skills.

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 their employment aspirations. Their curriculum will include being in the workplace and in college and expectations of high levels of positive behaviour will remain a high priority. It is likely that the knowledge they obtain as part of an employability programme will have a focus on supporting students to manage their behaviour and emotions.

At the college we firmly believe that if these personalised curriculums, appropriate work placements and building of positive relationships this will only lead to positive mental health. As part of the curriculum students will cover the following modules.

Team Building
Financial Literacy
Workplace Safety
Maintaining Employment
Social Communication
Self-Advocacy
Technology
Health and Wellness
Preparing for Employment
Functional English and Maths
British Values
PSE

Students will gain the knowledge and skills required to demonstrate appropriate behaviours linked to all these curriculum areas. We believe that the critical knowledge in these curriculum areas will enable student to gain and sustain employment. More detailed knowledge guidance for these curriculum areas can be found on the college website.

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.

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

All incidents will be reviewed on a two-week cycle between the Principal and Vice Principal. Although we recognise that every day is a brand-new day it may be deemed appropriate for staff to discuss incidents with students when reviewing their curriculum targets.

All negative incidents must be reported within 24 hours unless they have spoken to one of the leadership team regarding the incident.

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

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

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 part of the college curriculum students will be required to access provision away from the college campus. Examples of these are:

Work Experience
Internships
Community Visits
Visiting the shops in unstructured times
Social Events

Expectations for behaviour offsite remains the same as if students were in a classroom at college or in the workplace. 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.

Approach to Addressing Challenging Behaviour:

1. **Prevention:**
    - Preventative strategies will focus on creating a positive environment that fosters respect, inclusion, and well-being.
    - Staff will receive training on de-escalation techniques(CPI) and how to support students in managing their emotions and behaviour in challenging situations.
2. **Supportive Interventions:**
    - If students display challenging behaviour, staff will approach the situation with empathy and understanding, aiming to identify the underlying causes and providing appropriate support.
    - Restorative practices may be used to allow students to reflect on their actions and restore positive relationships.
3. **Clear Consequences:**
    - Consequences for unacceptable behaviour will be clearly outlined and consistent. These may include reflective time, or structured discussions with staff to explore alternative behaviour.
    - All consequences will be aimed at helping students understand the impact of their actions and learn from the experience and recognise the possible impact this could have in the workplace.

Crisis Prevention Intervention (CPI)
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 CPI and have had appropriate training to ensure that this is done in a safe manner

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 Principal of the college may opt for an exclusion, either fixed term or permanent. (See exclusions policy)

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.

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
- Or other items that may cause

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 Principal 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.

Conclusion: At The Westminster Specialist College, we are dedicated to providing a supportive, respectful, and inclusive environment that promotes the well-being and success of all students. Through positive reinforcement, clear expectations, and tailored support, we aim to equip our students with the skills they need to thrive both personally and professionally, preparing them for a successful transition into employment.

Appendix One: Risk Assessment template

Young Adult Risk Assessment

Location / Site	The Westminster Specialist College
Assessment date	

People at Risk	

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	