

Policy/Procedure Name:	College Behaviour Policy V2		
Policy/Procedure Number:	SMT083		
Date of Approval:	13 <sup>th</sup> June 2016		
Effective Date:	Sept 2015		
Revised Date:	September 2017		
Review by Date:	Sept 2019		
Policy/Procedure Author:	Deputy Head of College		
Policy/Procedure Owner:	Principal		
Management Committee Approved By:	SMT		
Governor Committee (where appropriate) Approved By:	Not applicable		
For Action By:	All College staff		
For Information to:	Parents Students		
Approval requested to upload on the Treloar Website:	Yes <input type="checkbox"/> (tick if requested)		
Who is carrying out EIA?	SMT	Date of EIA?	May 2016
Have we shown due regard for the 9 protected characteristics within the policy/procedure?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Are all opportunities to promote equality taken within the policy/procedure?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Refer Policy/Procedure to EDI Co-ordinator for further assessment	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		

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## **1. Policy/ Procedure Aim**

### **Aims**

- To promote a positive, multidisciplinary approach to support and encourage appropriate behaviour
- To create a caring environment that celebrates the achievements of all
- To ensure a consistent approach to supporting student behaviour
- To encourage all to understand their rights and responsibilities as a member of the college community
- To support students to develop their independence and strategies to manage their own behaviour
- To establish clarity around boundaries and consequences
- To work in partnership with parents to support young people to develop the skills to be positive members of the community

## **2. Policy/Procedure Details**

### **The needs of our students**

Students who exhibit behaviours that cause concern usually do so in an effort to communicate that something needs to change and is often the result of a complex range of interrelated factors including the student, the school and the social environment. Treloar staff are supported practically and emotionally to work with confidence in these situations.

It is helpful to view behaviour as a response to an unmet need such as:

- an inability to communicate a need or preference
- an inability to communicate pain, discomfort or stress
- attention seeking to alleviate loneliness, fear or boredom
- under or over stimulation within the environment
- a difficulty processing sensory information
- lack of sufficient support
- an inability to cope with the instructions or information given
- an inability to complete the tasks set
- a social difficulty in understanding the behaviour, thoughts and feelings of others

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- an intellectual difficulty affecting informed, rational decision making

Supporting students with their behaviour involves understanding the context in which it occurs and takes into account:

- the antecedents – which factors were involved immediately prior to the event
- what behaviours were presented
- the consequences – what happened immediately after the event
- what was the student communicating and what needs to change

The early identification of an unmet need followed by positive intervention is important in deescalating a situation and also teaches the student a more appropriate way to respond. We support all staff in understanding and consistently applying agreed strategies.

### **The Treloar Charter and Learning Agreement (see attached templates)**

The Treloar community has created a charter which outlines the eight key rights of all students. These rights illustrate the key principles that underpin all that we do at Treloar's as we work and learn together. In addition to the Treloar Charter we have a home/college learning agreement which highlights the important features of staff, students and parents working effectively together. All students, and their families if appropriate, are asked to read and sign a copy of this agreement when a young person joins Treloar College as a commitment to their responsibilities in this working relationship.

### **What we do to encourage positive behaviour**

The overall ethos of Treloar College is one of positivity and celebration of achievements. Our students want to do well, and our positive approach to behaviour means that we are always looking to reward positive behaviour where it is demonstrated. We have a range of systems and strategies in place to celebrate and encourage achievement, effort and positive behaviour, which include:

- House and class ground rules, which the students discuss and help to create
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- Individual systems of reward created as appropriate to student need e.g. ILP achievements.
- Displays of student work and achievements across college
- Student achievement event
- Supporting students to reflect on and take responsibility for their behaviour

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- Encouraging positive approaches to problem solving
- Enabling student voice, for example through College Council and Student Ambassador Programme.
- The Treloar Charter
- Personal Development across the curriculum
- Enterprise and Fundraising events
- Certificate presentations
- Yearly awards and Principal Commendations

### **Students who need additional specific support**

At Treloar College we acknowledge that some of our students may use behaviour as a form of communication. These students may require individual additional support to manage their behaviour within the college day and / or in the residential houses. This is provided within the context of the multi-disciplinary team, with the support of other specific staff and resources.

### **Behaviour Support**

In college the MDT will work together with the student:

- Giving advice and practical support and will coordinating the writing and review of behaviour support plan meetings.
- The MDT will meet with individual students to give them the opportunity to discuss and reflect upon their own behaviour, and provide their own input to the plan.
- Where appropriate the MDT may meet with individual parents to discuss behaviour at home, and consistency of strategies across both home and college.
- Supporting the training of staff in managing challenging behaviour.
- Involvement in consideration of college-wide behaviour issues e.g. training, policies

If the MDT believes a more specialist approach is needed the Educational Psychologist (EP) can provide advice to staff and review the support plan. It may also be necessary for an individual student referral to be made to the EP who may subsequently meet with the student to assess and advise.

With identified specific strategies that can be used to support the student, Behaviour Support plans ensure that all staff working with an individual student are managing behaviour consistently.

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## **Behaviour and Emotional Support Team (BEST)**

Treloar College acknowledge the significant expertise within the organisation with regard to positive behaviour support, and the benefits of working together to share expertise and good practice. A small team of staff meet once a term as (BEST) to discuss organisation-wide issues and share concerns / successes.

The team includes:

- Head of Safeguarding
- Head of Counselling and Psychotherapy team
- Educational Psychologist
- Behaviour Support Specialist
- Senior nursing staff member

### **3. Implications of Policy/Procedure**

#### **3.1 Training Requirements**

##### **Training**

The Induction programme aims to inform all staff on the implementing positive behaviour strategies and supporting students with challenging behaviour, is shared. This basic introduction is followed by access to:

- **Training days:** Between 6 and 8 days per year are dedicated to continuing professional development. These days provide staff with the opportunity to choose from a range of workshops designed to develop understanding around the issues experienced by students at Treloar.
- **Training courses:** These run throughout the year and include a Behaviour Champions Course and Mental Health First Aid.
- **Educational Psychologist:** Works across the school to support staff in responding to a range of concerns. This may include developing a behaviour support plan with the MDT and/or delivering training to support small teams working with particular students.

- **Multi-Disciplinary Team Meetings:** These are held on a weekly basis where professionals share information and skills regarding specific students in order to agree strategies.
- **Peer Mentoring:** New members of staff are buddied with more experienced staff members in order to develop their knowledge and skills.
- **Bespoke Training:** Staff can request sessions with the Educational Psychologist around a particular issue or external specific. Training events can/are arranged as requested through an identified need.
- **Performance Development Reviews:** Staff can request attendance at specific training events to develop and enhance their skills.

## Appendices

Home College Agreement  
Treloar's College Charter

### 3.2 Communication Requirements

How will the Policy/procedure be communicated:	<ul style="list-style-type: none"> <li>• Sharepoint</li> <li>• Team Meetings</li> </ul>
Who will ensure the above communication is carried out::	<ul style="list-style-type: none"> <li>• Head of Quality</li> <li>• Head and Deputy Head of College</li> </ul>
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	LA Contracts

### 3.3 Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact Jo Cox at [jo.cox@treloar.org.uk](mailto:jo.cox@treloar.org.uk)

### 3.4 Other Implementation Requirements

- None

## 4. Monitoring and Review

- Policy will be reviewed every 2 years

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**5. Links to other related policies, procedures or documents (internal)**

- SMT034 College Student Disciplinary Policy and Procedure
- SMT050 Anti Bullying Policy
- SMT004 Guide to Complaints
- SMT020 Safeguarding Children and Adults with Support Needs Policy
- SMT029 Restraints Policy
- SMT010 IRIS Policy

**6. Further sources of information (external)**

None

**7. References**

None

**8. Definitions**

None

**9. Revision History**

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Page/para No.	Brief description of the change(s)	Change made by	Date
Section 5	Links to other policies	DHC	Sept 17

**IMPORTANT NOTES:**

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

This policy should be read in conjunction with SMT03 as above which outlines procedures to be followed in the event of poor performance and/or unacceptable conduct

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

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Treloar College

# Home-College Agreement

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Treloar's • Holybourne • Alton • Hampshire GU34 4GL • T 01420 547 400 • E [info@treloar.org.uk](mailto:info@treloar.org.uk) • [www.treloar.org.uk](http://www.treloar.org.uk) Charity number 1092857



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**As a College we will:**

- Encourage and praise each young person.
- Respect and care for each young person as an individual, acting in their best interests in everything we do, recognising their right to be treated with dignity.
- Enable each young person to learn, develop and progress in the classroom, in therapy and in the residential setting so they are challenged, working towards their aim of placement at all times.
- Aim to provide each young person with a sense of achievement, supporting and challenging them to learn in ways that work and suit them best.
- Listen to and value each young person's views and opinions.
- Have high aspirations for each young person, increasing their feelings of self-worth, self-confidence and self-esteem, and empowering them to adopt a "have a go attitude" in all aspects of their lives.
- Share information with parents if appropriate.
- Work closely with other organisations and professionals, internally and externally as necessary, to meet the needs of each young person.
- Work with students to develop positive attitudes towards people from different cultures, races and with different opinions, views, values and beliefs.
- Commit to the training and development of our staff, stakeholders and families in supporting the needs of each young person.

**As a Family we will:**

- Encourage our son or daughter to do their best.
- Ensure our son or daughter attends College regularly, unless not well enough to do so.
- Contact College staff promptly when our son or daughter is not going to be in College.
- Take an active and supportive interest in our son or daughter's life at College.
- Attend Annual Reviews, medical appointments, Parents' Days and informal meetings where applicable and appropriate.
- Share with College any events, issues or concerns which may affect our son or daughter's work or behaviour.
- Ensure the College has up-to-date contact numbers for daytime illness or emergencies.
- Inform the Health Centre of relevant medical information and changes in medication or health.
- Support the College in line with the policies for maintaining good and consistent standards of behaviour.

- Support our son or daughter to follow their agreed therapy and medical programmes, in discussion with relevant professionals.
- Ensure that any valuable personal items, including wheelchairs and privately owned equipment, are covered under home insurance (these are not covered under the College's Policy).

**As a Student:**

**I want to do well and will try hard to do my best to:**

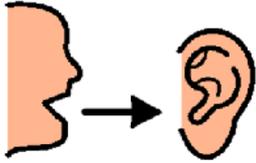
- Enjoy College and help others to do the same.
- Come to College and be on time for lessons.
- Try as hard as I can in all that I do.
- Behave appropriately at all times by being polite, well mannered, kind, honest, thoughtful, fair, open and truthful to others.
- Work well in a team celebrating each other's work.
- Consider my own safety and the safety of others and behave sensibly and responsibly.
- Drive safely around the College in a way that keeps others safe.
- Look after my own belongings in College and respect others belongings.

**STUDENT NAME:**

Signature/Date:

# Treloar's Charter

## We know we have the right to



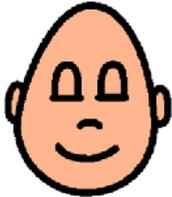
Be listened to  
and have a way  
to communicate



Care that meets our  
needs and a say in  
how people help us



Learn in a way  
that works for us



Be safe, comfortable  
and happy and have  
equipment that helps us  
to be as independent as  
possible



Have our achievements  
identified and celebrated  
in a way in which we and  
our families recognise



Make our own choices,  
with appropriate  
information and  
support



Be respected for  
who we are



Fair treatment and  
fair rules that  
everyone sticks to



Be involved in all aspects  
of School and College  
life and to help make  
decisions