

LINK19 College



BEHAVIOUR & WELLBEING POLICY

Date: Spring 2023

Review Date: Spring 2026

LINK19 College
Behaviour and Wellbeing Policy

1. Introduction

At LINK19 College we recognise the vulnerability of our learners and that every learner has a need for security and stable caring relationships within a dependable, predictable environment.

Our behaviour and wellbeing policy helps us to create a caring, stimulating, and secure environment in which staff and learners can work and socialise safely and we encourage the involvement of parents/carers in the development of their young person.

One of the college's aims is to nurture in all our learners' self-confidence combined with sensitivity and respect towards others, through an understanding of rights and responsibilities. We recognise that the college cannot do this in isolation but is pivotal in making an enormous difference to the lives of its learners. Therefore, we expect all members of the college community to celebrate learners' success and achievements and to recognise the importance of positive shared values about behaviour. To ensure that all staff working in the college adopt a common approach towards learners' behaviour this whole college policy has been communicated to them.

2. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how learners are expected to behave
- Summarise the roles and responsibilities of different people in the college community with regards to behaviour management
- Outline our system of rewards and sanctions

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- The Equality Act 2010
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils behaviour and publish a behaviour policy, and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

4. Terminology

Behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual. The term behaviour support is used in this document as well as behaviour for learning. Staff need to consider all aspects of each learner's behaviour, rather than just those identified as 'problem or difficult.' Passive, non-assertive behaviours restrict a learner's independence and learning as much as those which are perceived as being 'problem' behaviours. Challenging behaviour serves a necessary purpose for an individual, as it is largely learning through a history of interactions between the person and the environment. A single behaviour may be maintained by more than one outcome and a group of behaviours may be used to achieve a single outcome.

'Behaviour for Learning' is:

- Positive as the tutor emphasises high expectations.
- Centred on effective relationships between learners, learner and tutor and their environment.
- Value and reward behaviours that maximises learners learning.
- Setting attainable targets for behaviour, based on individual learners' circumstances.
- Relevant and applied to all learners at all stages.

5. Philosophy

Understanding and Supporting Challenging Behaviour

Behaviour difficulties in our learners may arise from characteristics associated with learning difficulties, autism, impaired communication and socialisation skills, lack of empathy, rigidity of thought and actions, obsessive or ritualistic behaviours, over sensitivity to stimuli and high arousal and damaged self-esteem. Challenging behaviour may be a reaction to these difficulties and an attempt for the individual to control a situation or communicate distress or frustration. As professionals working in a mutually supportive partnership with families, we must seek to understand the learner's behaviours in the wider context of the individual, their difficulties, and their response to their environment at college and at home. Whilst we empathise that certain behaviours are characteristic of autism; we teach appropriate social skills and coping strategies to help the learner understand and accept boundaries of reasonable behaviour. We aim to understand the underlying factors causing the behaviour to respond positively, consistently, and effectively. We will provide structures and strategies to empower the individual to manage their own behaviour, promote independence, enhance communication and socialisation, and raise self-esteem. These strategies include the use of behaviour for learning, restorative justice and praise and rewards.

What is unacceptable behaviour to one person is not necessarily unacceptable behaviour to another. Because changing behaviour is acting against a person's personal choices it is therefore ethically more defensible to operate within the context of positive, supportive programmes. The function of most behaviour is legitimate, e.g., there is nothing wrong with asking for attention. Much behaviour serves a communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and extinguish a behaviour using aversive techniques. Positive procedures are constructive, in that they teach alternative responses and build self-esteem.

Punishment is not to be used as a means of managing a learner's behaviour. This does not preclude the use of agreed sanctions such as not allowing a learner to do something until they have finished what they are currently doing or completing work. However, disciplinary decisions must always be made that consider the abilities of the individual.

All staff are to ensure that they avoid:

- Inappropriate use of voice and tone
- The use of language which demeans or intimidates the learner
- Putting learners out of the classroom unsupervised

Key principals of our Behaviour and Wellbeing Policy

- To raise learners' self-esteem.
- To promote/develop empathy and respect for self and others.
- To develop in learners a sense of self-discipline and an acceptance of responsibility for their own actions.
- To ensure regular attendance.
- To encourage learners to value the college environment and its routines.
- To acknowledge that the maintaining of good behaviour within the college is a shared responsibility.
- To ensure that positive behaviour is always recognised.
- To ensure that behaviour expectations are upheld within the work placement settings.
- To work within a positive, proactive reflective approach to behaviour for learning.
- To ensure that the college's approach to behaviour and well-being is fully understood by learners, parents, carers and staff.
- To ensure effective mechanisms are in place for the monitoring and evaluating of behaviour and wellbeing.
- To ensure the rights and responsibilities of all members of the college community are upheld and valued.

6. Vision

The intended outcomes from LINK19 College are to increase the opportunities for employment and independent adulthood for a range of young adults with significant needs whose statutory education was within a specialist setting. LINK19 College prepares young adults for the next stage of their life. Working with multi-agencies, such as social services, health and other specialist groups, a web of support for adults who have SEND post education will be created, allowing them to achieve greater independence in their everyday lives. The college aims to contribute to the teaching of society, businesses, and workplaces to encourage deeper acceptance and understanding of the challenges faced by young SEND adults, promoting successful equal opportunities.

The LINK19 College provision recognises that every individual is unique. It aims to value, support and challenge its learners so that they can achieve success. It develops learners academically, personally, socially, and emotionally. It provides flexible pathways, offering a range of accreditation that is adapted to meet each learner's needs, while increasing their independence at a suitable pace.

LINK19 College provides:

- a pathway to further development, post-19, of employability and life skills
- a personalised pathway, post-19, to prepare for life within the wider community with appropriate support.

LINK19 College aims to provide an outstanding and supportive learning environment: one which allows everyone to succeed with high self-esteem and respect for others in the community, so that they can take their place in society with confidence and pride. Our aim is to value, support and challenge our learners to achieve success.

Our Vision

LINK19 College's Vision is to be a leading provider of specialist post-19 education.

Mission

LINK19 College's Mission is to deliver a range of educational, employability and life skills development for post-19 learners with LINK19 College as named provision in an Education and Health Care Plan.

Aims

LINK19 College Ltd aims:

- To ensure outstanding and supportive learning and work environments
- To provide welcoming, attractive, stimulating, and inclusive learning environment
- To deliver a flexible level of support to meet assessed needs, with a highly personalised and inclusive approach to learning
- To empower learners to succeed with high self-esteem and mutual respect
- To enable confidence, pride, and success in all aspects of learners' lives.

Values

Respected – Supported – Challenged - Successful

We believe every individual is unique and special

This means that we:

- Will respect the rights and needs of all
- Will foster a sense of self-esteem and self-worth
- Want all learners to succeed
- Want our learners to be happy, confident and who will contribute to their community.

Respected

We believe that regardless of faith, belief or disability, everyone should be accepted and not be the subject of prejudicial or discriminatory behaviour

This means that we will:

- Encourage mutual respect and tolerance of everyone including those with different religion or beliefs, race, sex, sexual orientation, gender reassignment or disability
- Challenge opinions or behaviours in our provision that are contrary to fundamental British values

- Promote an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety

Supported

We believe that a good learning environment stems from a committed staff who work as a team to support all learners

This means that we will:

- Provide a happy, secure, and stable environment
- Give appropriate support to all individuals, and promote independence
- Work in partnership with parents and carers
- Help our learners to develop communication, social and self-help skills

Challenged

We believe that learners succeed best when teachers and support staff have high expectations

This means that we will:

- Set challenging individual targets to develop determination and courage
- Expect consistent high standards of behaviour
- Provide inclusive opportunities for our learners to join with their peers within the local community

Successful

We believe that success is important to every individual and to have that success recognised encourages further achievement

This means that we will:

- Measure success in many ways across the range of social and academic achievements
- Ensure areas of success for everyone
- Recognise every achievement however small the step
- Praise and reward success

Our learner management procedures VALUE every learner by:

- Showing that every individual is unique and special
- Respecting the rights and needs of all people
- Fostering a sense of self-esteem and self-worth
- Ensuring every individual is empowered to reach their full potential
- Ensuring they feel happy, confident and able to contribute to their community

Our learner management procedures SUPPORT every learner by:

- Creating an outstanding learning environment that stems from committed staff who work as a team
- Creating a happy, secure and stable environment
- Providing a high level of individual support
- Working in partnership with parents and carers
- Helping learners to develop communication, social and self-help skills

Our learner management procedures CHALLENGE every learner by:

- Expecting high standards of behaviour
- Setting challenging individual targets
- Ensuring all staff have high expectations in all aspects of college life
- Ensuring the curriculum is broad, balanced and relevant
- Providing opportunities to join with mainstream peers wherever possible

Our learner management procedures ensure SUCCESS for every learner by:

- Recognising and celebrating achievement to motivate improved progress
- Measuring progress in a range of social and academic achievements
- Recognising each individual's areas of achievement
- Recognising achievement by celebrating every step of progress made
- Using positive reinforcements

7. Bullying

The college does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all young people attend college free from fear.

Details of our college's approach to preventing and addressing bullying are set out in our anti-bullying policy.

8. Behaviour for learning

Stepped Approach to support Behaviour for Learning

Where learners require support in terms of behaviour for learning the college adopts a stepped approach.

- Discussion with learner
- Form tutor/ Parental liaison
- Behaviour and Wellbeing Referral Form
- Support from LINK19 College Assistant Lead Referral to LINK19 College Lead
- WSP – Wellbeing Support Plan
- PSP- Personal Support Plan

WSPs/PSPs can only be effective if staff have ownership of them. The LINK19 College team will be involved in their development and implementations. All staff must be fully informed of relevant procedures to ensure continuity across all settings and training must be available to address their needs.

Wherever possible, learners should be involved in the development and implementation of their WSPs/PSPs. Positive expectations have a positive effect on the behaviour of others. Every learner is of equal value and deserving of the same respect.

Recording of challenging behaviours to monitor learners and providing information to parents/carers and providing appropriate learner support when required.

9. Expectations of Learners

Learners are expected to:

- Maintain positive behaviour whilst at LINK19 College and attending work experience placements.
- Treat others respectfully and kindly at all times, upholding the LINK19 College values and British values.
- Respect their environment, the building, and the resources within it, treating everything with care, not intending to cause harm or damage.
- Comply with health and safety rules and procedures and follow the instruction of staff.
- Consistently behave appropriately when off-site mindful that all learners are representatives of LINK19 College.
- Understand that parents / carers will be informed of concerns and involved in appropriate discussions.

Where a learner's conduct falls below that which is expected of them, consideration will be given to the action required to support them to improve.

Should a learner give a member of staff a cause for concern, that member of staff or their tutor will meet with and have a conversation with the learner. In this meeting, the member of staff will outline the cause for concern and may suggest strategies for improvement.

Should the learner's behaviour not improve, the LINK19 College Assistant Lead may meet with the learner and tutor to discuss strategies for improvement and the consequences of continued disregard of the behaviour policy.

Should a learner's conduct continue to fall below the expected standard after action has already been taken by the tutor and or Assistant Lead or if the concerns raised are of significant concern, the parent or carer of a learner may be contacted by telephone or a meeting may be arranged with them to discuss the concerns.

10. The role of the tutor

It is the responsibility of tutor to ensure that the college values are enforced in their classes and beyond in the work placement setting, and that their classes behave in a responsible manner during the college day

The tutors in our college have high expectations of learners about behaviour, and they strive to ensure that all learners work to the best of their ability.

The tutor treats each learner fairly and enforces the classroom code of conduct consistently. The tutors treat all learners with respect and understanding, using positive language that encourages a growth mindset.

Members of the leadership team liaise with external agencies, as necessary, supported by tutors. This enables every learner to receive the best possible support and guidance.

The tutor reports to parents and carers about the progress of each learner in their class, in line with the whole-college policy. The tutor may also contact a parent or carer if there are concerns about the behaviour or welfare of a learner after speaking to the LINK19 College Assistant Lead or LINK19 College Lead. Any conversations will be logged and be stored with the learner's records.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and wider college.

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Display the learner code of conduct / class rules
- Develop a positive relationship with learners, which may include:
 - Greeting learners at the beginning of the day
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement

11. The role of the College Lead

It is the responsibility of the College Lead to implement the college behaviour policy consistently throughout the college, and to report to the LINK19 College board, three times per academic year and as requested, on the effectiveness of the policy. It is also the responsibility of the College Lead to ensure the health, safety and welfare of all learners, staff, and visitors in the college.

The College Lead supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The College Lead keeps records of all reported serious incidents of misbehaviour.

The College Lead has the responsibility for giving fixed-term suspensions to individual learners for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the College Lead may permanently exclude a learner. These actions are taken only after the LINK19 College board have been notified.

12. The role of parents and carers

The college collaborates actively with parents and carers, so that learners receive consistent messages about how to behave at home and at college and what language is appropriate to use.

Parents can access the college's Behaviour and Wellbeing Policy through the college website or request a paper copy.

We expect parents and carers to support learners learning, and to cooperate with the college. We will build a supportive dialogue between the home and the college, and we inform parents and carers immediately if we have concerns about a learner's welfare or behaviour.

If the college has to apply the college's consequences towards a learner, we expect parents and carers to support the actions of the college. If parents and carers have any concerns about the way that their young person has been treated, they should initially contact the tutor. If the concern remains, they should contact the LINK19 College

Assistant Lead, if concerns still remain, they should contact the LINK19 College Lead. If these discussions cannot resolve the situation, then the college's complaints procedure should be followed.

13. The role of the LINK19 College board

The LINK19 College board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The directors support the LINK19 College Lead in adhering to these guidelines.

The LINK19 College Lead has the day-to-day authority to implement the college's policy on behaviour and discipline, but directors may give support to the College Lead about particular disciplinary concerns. The LINK19 College Lead must take this into account when making decisions about matters of behaviour.

14. Restorative Justice and Restraint of Learners

Restorative justice approaches should be used at every opportunity to quickly resolve disruption and to ensure a consistent whole college approach.

15. Fixed-term and permanent exclusions

We do not wish to exclude any learner from college, but sometimes this may be necessary. The college has therefore adopted the standard national list of reasons for exclusion, and the current guidance.

Only the LINK19 College Lead has the power to exclude a learner from college. The College Lead may exclude a learner for one or more fixed periods. In extreme and exceptional circumstances, the College Lead may exclude a learner permanently. It is also possible for the College Lead to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the College Lead excludes a learner, they inform the parents or carers immediately, in writing, giving reasons for the exclusion. At the same time, the College Lead makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the board of directors. The college informs the parents or carers how to make any such appeal.

The College Lead will inform the Local Authority (LA) and the board of directors about any permanent exclusion, and about any fixed-term exclusions beyond five days in one term.

The LINK19 College board itself cannot either exclude a learner or extend the exclusion period made by the College Lead.

When an appeals panel meets to consider exclusion, they consider the circumstances under which the learner was excluded, consider any representation by parents/carers and the LA, and consider whether the learner should be reinstated.

If the appeals panel decides that a learner should be reinstated, the College Lead must comply with this ruling.

16. Drug- and alcohol-related incidents

See the Alcohol and Substance Misuse Policy.

17. Screening, searching and confiscation

The college follows the DFE's guidelines (January 2018) regarding Screening Searching and Confiscation.

The LINK19 College Lead Assistant Lead or staff authorised by them can search learners, without consent, if they have reasonable grounds for suspecting the learner has any of the following items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Lighter and matches
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- To cause personal injury to, or damage to the property of, any person (including the learner)

The College has the power if it chooses to require learners to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the learners.

A member of staff carrying out a search may seize anything that they have reasonable grounds for suspecting it is a prohibited item. Where stolen goods or controlled drugs are found these should be delivered to the police as soon as possible.

18. Support systems for learners

The college recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the learner.

The college will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that learner. We will work with parents to create the plan and review it on a regular basis.

19. Transition

To ensure a smooth transition within and beyond LINK19 College, learners have transition sessions with their new tutor, support staff or external agencies as appropriate.

To ensure behaviour is continually monitored and the right support is in place, information related to learner behaviour needs may be transferred to relevant staff at the start of the term or year. Information on behaviour concerns may also be shared with new settings for those learners transferring to other college.

20. Support Systems for staff

The College will support all adults working with learners to ensure they are safe and that they have a clear understanding and knowledge of the college's working practices. It is college practice to discuss and resolve behavioural issues in order that the staff feel supported and the college is working together to provide a cohesive approach to supporting individual needs. All staff have access to copies of this policy. Staff can receive support from the LINK19 College Lead or LINK19 College Assistant Lead.

The success of the Behaviour and Wellbeing policy depends on an on-going system of support for staff. This support will be given through LINK19 College Lead and the LINK19 College Assistant Lead in training and practice sessions. Support could include emotional support, coping with challenging behaviour, how to seek advice and help in dealing with challenging behaviour, in functional analysis of behaviours and the development of WSP and PSPs. Analysis of behaviour incidences support and action plans and further action is taken based on the information they identify.

Staff are provided with training on managing behaviour, including the proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development for all staff.

21. Support Systems for parents/carers

The college staff are proactive in working with parents / carers to liaise over agreed strategies in supporting learners behavioural, emotional and communication needs. This could be through telephone contact, written home/college logbooks or face to face meetings. Records of these discussions will be maintained and shared by the tutors. The aim is to always work collaboratively with parents. In the instance that a parent/carer is not in agreement with a support plan, the college will act against their wishes where there are health and safety concerns involved for the learner, his/her peers or staff. Learners will have a WSP or PSP as required.

22. The power to apply the college's Behaviour and Welfare Policy beyond the college gate

In all cases of concerning behaviour the LINK19 College Lead or other authorised staff member can apply the college's Behaviour and Wellbeing Policy on college premises or elsewhere when the learner is under the lawful control of the staff member

The college may inform parents of any misbehaviour and apply consequences to learners when the learner is:

- taking part in any college-organised or college-related activity or
- travelling to or from college or
- in some way identifiable as a learner at the college or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the college or
- poses a threat to another learner or member of the public or
- could adversely affect the reputation of the college

23. Rewards

Learners are praised for demonstrating one or more of the following aspects:

- Personal Excellence
- Respect and Friendship
- Inspiration
- Determination and Courage
- Equality

24. UNICEF Rights and Responsibilities

The UNICEF Rights and Responsibilities initiative informs each learner's Rights and Responsibilities charter. This is drawn up at the beginning of year by the learners with support from their tutor and team. The Learners' Charter is displayed in every classroom.

25. Positive Handling

The nature of our learners' learning needs means that behaviours could have a risk of harm to staff, peers or self. Where a pattern of behaviour suggests that there is a risk of harm then a risk assessment will be conducted and shared with all stakeholders including parents and directors. Positive handling strategies are used as a last resort only in line with the Positive Handling Procedures (TEAM TEACH).

At LINK19 College training will be in accordance with Team Teach's "positive handling strategies through a whole setting holistic approach, working with leadership and management, actively committed to reducing restraint and risk".

In the rare event of an emergency occurring where there is no agreed programme in place, but physical intervention is needed the guidelines state that, "the law of negligence will be applicable wherein college staff will be expected to act as a 'reasonable prudent parent'".

In line with the 'Use of Reasonable force' advice can be found from the link on page 14 of this policy. Positive handling will be used in the last resort to prevent learners from hurting themselves or others and from damaging property. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Where physical interventions are part of the WSPs/PSPs they will be taught as part of the Team Teach principles and will be used by staff trained in the use of Team Teach. All physical interventions will be agreed with parents and recorded in the Wellbeing Support Plan. These interventions will be used only if reasonable, proportionate and only when necessary. When Team Teach/Positive handling has been implemented complete a report.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain or to prevent injury to a child or vulnerable young person, or if a child or vulnerable young person is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Regular staff training is completed regarding the Team Teach programme

Further information is available in the Positive Handling Policy.

26. Monitoring and Review

Behaviour for learning will be under review throughout the college on a class and individual basis. This document is available to the college community.

Single Equalities Scheme Impact Assessment

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion or belief, sex, and sexual orientation. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision, and values of the college.

The college's role is to plan for and meet learners' individual needs. The college will organise around those needs. Should a situation develop that is beyond the expertise of staff, external agencies will be consulted, e.g., Educational Psychologist, Clinical Psychologist etc.

LINK19 College is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this college.

The Behaviour and Wellbeing Policy Endorses;

- The Children’s Act (1989)
- Kent County Council Guidelines for Managing Behaviour in Special Schools
- The Team Teach principles and ethos

LINK19 College will continually identify ways of sharing information and working together; to protect children and young people from harm and help them to achieve what they want in life.

LINK19 College is committed to safeguarding and promoting the welfare of young people and requires all staff, volunteers and visitors to share this commitment.

Associated Resources and Links.

Support for children and young people: detailed information
<http://www.education.gov.uk/schools/pupilsupport/parents/involvement/hsa>

Link to behaviour checklist <http://www.education.gov.uk/schools/pupilsupport/behaviour/a00199342/getting-the-simple-things-right-charlie-taylors-behaviour-checklists>

Link to use of Reasonable Force – advice for Head Teachers, Staff and Governing Bodies
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Link to Screening, Searching and Confiscation – advice for Head Teachers, Staff and Governing Bodies.
[Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/publications/searching-screening-and-confiscation-in-schools)

Policy Links

- Safeguarding Children and Vulnerable Adults Policy
- Anti - Bullying Policy
- Online Safety Policy
- Equality and Diversity Policy
- Positive Handling Policy
- Exclusions Policy

Consultation group:

M Arnold-Jones/M Francis

This policy will be reviewed every 3 years unless there are changes to Behaviour and Wellbeing National guidelines.

Date: Spring 2023

Review Date: Spring 2026

Signed by Chair of LINK19 College board of directors:

Signed by LINK19 College Lead:



Behaviour Recording Sheet (All boxes must be completed)				
Student Name:		Date:		
Location:		Time:		
Lesson/Activity:			Year Group:	
Other students/ Staff Involved:		Name of person completing Record		

Antecedent: Situation occurring prior to incident (Include trigger if known)

Transition	<input type="checkbox"/>	Interacting with peers	<input type="checkbox"/>	Student led	<input type="checkbox"/>	Learning task	<input type="checkbox"/>	Unstructured time	<input type="checkbox"/>	Reaction to others	<input type="checkbox"/>
------------	--------------------------	------------------------	--------------------------	-------------	--------------------------	---------------	--------------------------	-------------------	--------------------------	--------------------	--------------------------

Narrative please include details and observations.

Specific behaviours of concern

Hitting /Kicking	<input type="checkbox"/>	Swearing	<input type="checkbox"/>	Biting	<input type="checkbox"/>	Absconding	<input type="checkbox"/>	Spitting	<input type="checkbox"/>	Removing clothing	<input type="checkbox"/>
------------------	--------------------------	----------	--------------------------	--------	--------------------------	------------	--------------------------	----------	--------------------------	-------------------	--------------------------

Other

Consequence: How situation resolved/Staff response to situation

Time out	<input type="checkbox"/>	Tactical ignoring	<input type="checkbox"/>	Change of staff	<input type="checkbox"/>	Use of visuals	<input type="checkbox"/>	Countdown/ timer	<input type="checkbox"/>	Distraction	<input type="checkbox"/>	Phys Int (Specify)	<input type="checkbox"/>
----------	--------------------------	-------------------	--------------------------	-----------------	--------------------------	----------------	--------------------------	------------------	--------------------------	-------------	--------------------------	--------------------	--------------------------

Other

If a Physical Intervention occurs parents/carers must be contacted before 3:30pm and bound book must be completed

Successful Strategies/Recommendations following debrief

Follow up to incident

Body Map Completed <input type="checkbox"/>	Accident Form Completed <input type="checkbox"/> Reference:	Parent/Carer Informed	
Debrief Completed <input type="checkbox"/>	Verbal Support Offered <input type="checkbox"/>	Phone	<input type="checkbox"/>
Physical Intervention Log <input type="checkbox"/> Reference:	Leadership Informed <input type="checkbox"/>	Home/College Journal	<input type="checkbox"/>
		Face To Face	<input type="checkbox"/>
		Email	<input type="checkbox"/>

Leadership Review

Bullying Concern <input type="checkbox"/>	Racist Concern <input type="checkbox"/>	Mental Health Concern <input type="checkbox"/>	Signed	
---	---	--	--------	--

CONFIDENTIAL

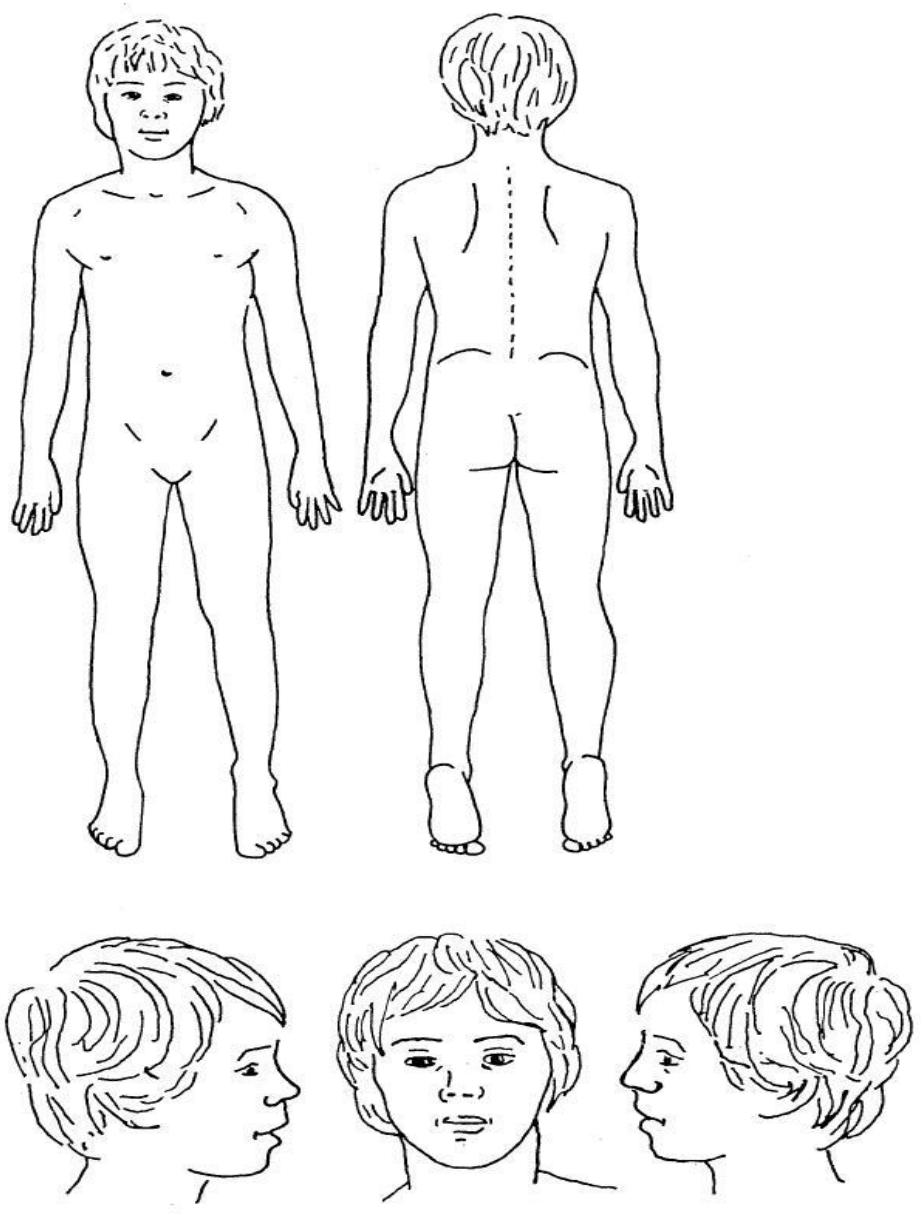
BODY MAP

Student name:	Date and Time observed:
---------------	-------------------------

Description of marks (Size, shape, colour)

Parent/Carers must be contacted prior to 3:30pm to report any marks.

Reporting Staff Signature:



PRIDE and UNICEF Learner Charter



Personal Excellence

You have the right to a good quality education & the responsibility to work to the highest level you can



Respect and Friendship

You have the right to your own friends as long as it is not harmful to others



Inspiration

You have the right to explore and share your good work with others



Determination and Courage

You have the right to reach your potential



Equality

You have the right to your opinion & beliefs and the responsibility to listen to others

