

Standards for Success: 'A Restorative Approach'

Positive Behaviour Policy

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Strategy Statement

This strategy has been developed with a focus on the student and apprentice experience providing opportunities for students and apprentices to be successful and reflective. The college acknowledges that personal development, attitudes and growth ‘happen over time’. The policy works to use positive reinforcement, trauma informed and restorative approaches to support student or apprentice to be able to be supported to engage in their college, training and learning experience, as well as learn to manage their own behaviour. The college and staff have high expectations and ambitions for all students and apprentices and so we will work to recognise and celebrate this.

At times some students and apprentices may struggle or may not be able to meet the high expectations or ambitions we have laid out for them and so it is essential that clear support, feedback on behaviour and interventions are used. Sanctions and discipline should be used only as a final strategy to support a change or development in the behaviour. The policy works by utilising stages of intervention to get student or apprentice ‘back on track’ and engaged.

It is the responsibility of all members of the college management team to ensure their staff are confident with this strategy and for all college staff to implement it consistently and fairly at all times through the interventions and stages outlined in this strategy.

The strategy enables and supports student or apprentice to make decisions for themselves, make choices and learn from them. This will support their move to their next steps, ambitions and to support progression.

Developing a mindset is crucial for the strategy to work and for us as a college to remain focused on the goals of a restorative approach even in the face of challenges or triggers, and these mindsets can be used with student or apprentice to build confidence in their own ability to be a good community member. It is important to note that these mindsets reflect the ideas of both personal responsibility and collective responsibility. A restorative mindset prompts individuals to reflect on their own actions and their impact on others. We should aim to build the below mindsets in our culture:

Mindsets for Staff	Mindsets for Student or Apprentice
<ul style="list-style-type: none"> • <i>“My students are capable. With the right support, they can solve their own problems”</i> • <i>“When my students misbehave, it is an opportunity to help them learn”</i> • <i>“Everyone in our community deserves respect, and I play an important role in modelling respect for all”</i> 	<ul style="list-style-type: none"> • <i>“I am capable of solving my own problems”</i> • <i>“I can fix my mistakes and become a better person and community member”</i> • <i>“My actions impact others”</i> • <i>“I can ask for help when I need it”</i> • <i>“I need my community, and my community needs me”</i>

Positive Behaviour Approaches

The policy embeds several positive behaviour approaches to engage students and apprentices. These include:

- *Direct Praise* to acknowledge the successful behaviours and personal development of student or apprentice
- *Residual Praise* that is passed on by teachers and LSAs to colleagues, managers and Director so that the student or apprentice is reminded of their positive reputation
- *Calls Home* to praise or acknowledge the specific positive behaviour or personal development that has been made by the student or apprentice. This should be on the day to parents or carers where appropriate e.g. 16-18 students
- *Letters and Postcards* to acknowledge and praise the specific positive behaviour or personal development that has been made by the student or apprentice. This could be done once a week or at half term
- *CFCeleb* to log praise on central systems e.g. Promonitor so these can be referred to at Progress points, parent/carer evenings and intervention conversations. These remind the student or apprentice of their progress or previous successes
- *Room Layout and Table Plans* help to give the student or apprentice a personal space they work in and are responsible for
- *Student Led room displays or initiatives* helps to drive ownership and pride in the room as well as celebrate their successes

Research and Practitioners Underpinning Our Approach

Paul Dix and Pivotal Education – developed approaches that focus on eliciting behaviours from the student as a result of the behaviour we present them with. This includes our language, our physicality and the choices we provide the students with.

“Getting the culture right is critical. With the right culture the strategies that are used become less important. The culture is set by the way that the adults (the staff) behave”

A core principle to good behaviour management is consistency. Each colleague must provide the same response, manage in the same way and utilise rehearsed responses. The consistency as Dix says is ‘routed in kindness’ not in ‘zero tolerance’. Kindness provides options and understanding while zero tolerance provides a rigid response.

Trauma Informed Approaches by Bruce D. Perry, M.D.,Ph.D. – this aims to understand what a student or apprentice might be trying to say to us through their behaviour. Behaviour that challenges is not seen as a choice, but as being a communication of an unmet need. For a student or apprentice to feel safe at college they need to know that they can approach any teacher, support colleague, SLT and other staff and receive the same response. The response needs to be agreed upon by all staff, practiced, and with an accepted process when things do not go the way we hope. For example,

- Assuming complexity, approaching with empathy e.g. the student or apprentice walks through the door with ‘emotional’ baggage.

- Commitment to building trust and relationships. We can never stop working on this. For student or apprentices and families living with prior and ongoing trauma, each day can bring a new struggle, and college can provide a sanctuary.
- Behaviour as a symptom of the problem, not the problem. This is not to say that violence or breaches of safety do not incur serious consequences, but that the consequences include a depth of investigation and a great deal of support.
- Support student or apprentice to build the skills that are a struggle for them and include them in the process e.g. providing options or a 'get out'.
- Connection with external agencies to support wider activity and well-being

Tom Bennett's Behaviour Management Ladder - A culture conducive to learning must be created and reinforced. We need to be intentional about creating a culture where behaviour contributes to good learning. This can be done through clear expectations, consistency and, if necessary, deconstructing which behaviours do and don't contribute to learning. Bennett's approaches encourage practitioners to be warm and firm; discuss respect; never humiliate or embarrass student or apprentice; return to expectations regularly and to always remain calm. If everyone in the team buys into the same set of 'rules' or expectations and reinforces them in the same way, then as individuals we are also stronger. The student or apprentice is also clearer they will get the same standard and response everywhere, fairly and consistently.

Restorative Practices – are increasingly being used to support the development of young people and decrease exclusionary or traditional practices as these disproportionately impact on economically disadvantaged groups and young people of colour (Osher, Cantor, Berg, Steyer & Rose, 2018). The practice focuses on developing the student or apprentice's reflection, communication and making amends. This is also known to enhance student-teacher relationships (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2019).

Positive Language Approaches

The college is a learning environment and not all students and apprentices have the same starting points or coping strategies to manage their behaviour. As a result, positive language should be used to manage behaviour and to set expectations.

- Welcome and always greet student or apprentices before providing challenge - "Good morning, pop your badge on for me – thank you"
- Provide student or apprentices with options - "you can put your mobile in your bag or you can place it on my desk"
- Remind them of expectations and consequences - "you need to do this as it is part of college, or you know there are consequences"
- Expect the best and assume the best - "You worked really hard on this activity last time, I believe you can do this again"
- Be polite and use a 'thank you' to assume the result - "Just a reminder to take down your hood – thank you"

Compassionate Curiosity

This is a combination of compassion and curiosity.

Compassion is about identifying with what a student or apprentice is saying (or going through) on a level that says not just “I get you” but “I’ve totally been there/had that thought/know what you’re thinking.”

Curiosity is about probing for more information without judgement about maintaining an interest without deciding before you find out more.

Compassionate Curiosity the ability to dig for more information without judgement while simultaneously identifying with how that person is feeling/thinking.

Restorative Conversations and Approaches

Review, Reflect and Restore are core principles to restorative conversations. It is important to ask and listen to the situation that student or apprentice found themselves in to find the cause and begin the repair. When working with students and apprentices it is useful to explore with them, to reflect on the behaviour and support them to understand their emotions.

What happened?

Are you alright?

How are you feeling now?

What do you need now/what will make it better?

How can I help?

Thanks for.../I noticed that....

What led up to this?

What were you thinking at the time?

What do you think about that now?

What do you need to do to make it right?

How can we make sure this doesn't happen again?

How did you feel when that happened?

What do you need to see happen now?

What can you do in such situations?

Following an incident, it is useful to engage the student or apprentice in an open, non-judgemental reflection. There are 3 phases to help with this:

Phase 1: Facilitate the student or apprentice in a reflection of the Incident During this phase, the member of staff should use open-ended, non-judgmental questions or statements to facilitate reflection. The member of staff keeps the discussion on topic by redirecting attempts to blame other

students or make excuses. If it would help the student or apprentice gather their thoughts and calm down, it might be beneficial for the student or apprentice to complete a written reflection first before starting the conversation.

Phase 2: Discuss the student or apprentice needs and plan to address the need. The member of staff continues to utilise open-ended, non-judgmental questions or statements to facilitate the reflection. The member of staff helps the student or apprentice to identify unmet needs or experiences that may have triggered the behaviour. Next, the member of staff helps the student or apprentice identify areas of skill development and/or support that would result in an improved response in the future.

Phase 3: Plan to restore relationships the member of staff poses questions that facilitate restorative reflection. The goal is to help the student or apprentice identify how their actions impact others, and support them as they create a plan for fixing any harm they may have caused others. The restorative conversation could include discuss their reaction or behaviour with the member of staff involved or with the other student or apprentices involved if appropriate.

Intervention Stages

Informal Intervention Stage

The informal action stage should be a rapid response to issues as they arise. Informal discussion should happen as quickly as is practical, at a place and time where the student or apprentice and staff member feels is calm and safe. This discussion should build on the positive relationship the student or apprentice and staff member already have achieved. This discussion can and should be led by any member of staff. This should then be recorded as a **Cause for Concern on Promonitor**. This stage is very much about using restorative reflection and discussion. This stage can also be repeated more than once particularly if the issue or behaviour is different or not persistent.

Behaviours for this stage could include: persistent swearing, persistent punctuality issues, a few days of unexplained/unauthorised absence.

Formal Intervention Stages

Formal intervention stages are designed to further support, mediate or discussion with the student or apprentice. They should not be seen as punitive but as developmental. They do however log the level of engagement and development from the student or apprentice following the support provided. Formal intervention should only follow when other informal and restorative mechanisms have been exhausted.

Formal Intervention Stage 1

A **teacher or Programme Leader** should lead this stage but this could also be done by a Learning Development Coach (LDC). Reasons for moving to Stage 1 Action Plan include:

- The issue has not changed despite using the Informal Intervention Stage
- The issue is a pattern happening in different settings reflected in several Cause for Concerns
- The issue is of sufficient concern that a formal action plan is necessary
- The issue is of sufficient concern that wider stakeholders need to be aware (parents, carers, employers)

This is the first formal meeting to discuss unresolved issues or a pattern of behaviour and should include the student or apprentice and their parent/carer if appropriate. The principles of 'Compassionate Curiosity' apply here; the meeting should result in a **written stage 1 Meeting and a SMART target which is logged on Promonitor**. This action plan identifies strategies both the student or apprentice and the college can take to support the changes needed. College actions could include (and are not limited to):

- Temporary change of timetable
- Move of classes or groups
- Financial support if possible
- Change to classroom seating plans
- Mediation
- Mentoring or buddying
- Exploration of SEN if appropriate

- Restorative justice process offered
- Wellbeing support offered
- External referrals completed to offer specialised support

Behaviours for this stage could include (this is not a definitive or exhaustive list): more than 3 periods of absence, more than 3 periods of poor punctuality, lack of submission of assignments, persistent disruptive behaviour, failure to observe basic Health and Safety, littering and lack of respect for peers/staff/college environment.

Formal Intervention Stage 2

This stage should be led by the **Curriculum Head**. Reasons for moving to Stage 2 Action Plan include:

- The strategies identified in the first action plan have not been implemented
- The strategies identified in the first action plan have not had the desired impact

This is the second formal meeting to discuss unresolved issues or a pattern of behaviour and should include the student or apprentice and their parent/carer if appropriate. The principles of 'Compassionate Curiosity' continue to apply here; the meeting should result in a **written stage 2 Meeting and a SMART target which is logged on Promonitor**. This action plan identifies strategies both the student or apprentice and college can take to support the changes needed.

Behaviours for this stage could include (this is not a definitive or exhaustive list): the behaviours from Stage 1 show a lack of improvement over a period of time, rude/disrespectful behaviour towards staff/students/college visitors, inappropriate/unsafe use of college equipment e.g. IT Systems, damage or danger caused towards or on college property, bringing the college into disrepute.

Formal Intervention Stage 3

This stage should be led by the **Director of the curriculum area**. Reasons for moving to Stage 3 Action Plan include:

- The strategies identified in the second action plan have not been implemented
- The strategies identified in the second action plan have not had the desired impact
- The behaviour is highly concerning and impacts on others' learning or on the student/apprentice or other's safety. Urgent strategies must be put in place immediately and monitored closely
- Robust evidence that has been tracked up to this stage e.g. the stages/CFCs above logged on Promonitor

This is the third formal meeting to discuss unresolved issues or a pattern of behaviour and should include the student or apprentice and their parent/carer if appropriate. The principles of 'Compassionate Curiosity' continue to apply here; the meeting should result in a **written stage 3 Meeting and a SMART target which is logged on Promonitor**. This action plan identifies strategies both the student or apprentice and college can take to support the changes needed. This discussion will include the possibility that college may not be the right place for the student or apprentice at this time. The student or apprentice and parent/carer should understand that stage 4 is

recommendation for exclusion. The Director should ensure that all practical strategies the college has access to have been employed and exhausted to support the student or apprentice.

Behaviours for this stage could include (this is not a definitive or exhaustive list): the behaviours from Stage 2 show a lack of improvement over a period of time, continued disregard for college policies and procedures, persistent disruptive/unsafe behaviour, extremely poor attendance, persistent lack of engagement, failure to meet deadlines/submit work and complete industry placement.

Recommendation for Exclusion Stage 4

Led by Director of Student Engagement and Well-being

- The stage will require robust evidence that has been tracked up to this stage e.g. the stages/CFCs above logged on Promonitor

Stage 4 consists of a meeting between the relevant Director of Curriculum and the Director of Student Engagement and Well-being. During this meeting all the communication, Cause for Concerns, and Action plans will be explored and discussed as well as information about the student or apprentice which could include trauma, Adverse Trauma Experiences (ACEs), SEN or other unresolved personal issues. The Director of Student Engagement and Well-being will act as a critical friend to ensure due process has been followed and that all college strategies have been employed to retain and work with the student or apprentice. If exclusion is agreed, a formal letter will be sent to the student or apprentice and parent/carer as appropriate. The student or apprentice will be informed that they have a right to appeal. This appeal will be heard by the Director of Student Engagement and Well-being typically within 5 working days.

Behaviours for this stage could include (this is not a definitive or exhaustive list): the behaviours from Stage 3 show a lack of improvement over a period of time.

The stage could be triggered immediate where there is serious evidence of theft; fraud (including attempted); bullying harassment inc. online; threats to people or property; verbal or physical aggression/abuse towards staff/students/visitors; sexual harassment/assault inc. online; damage to college property; tampering with technology/software/college systems; handling, sharing, uploading, viewing images or recording of staff or students without their knowledge or consent e.g. Airdrop; deliberately causing injury to others; accessing or making available to others pornographic or other offensive material; possession of non-prescription drugs and/or drug paraphernalia whilst on college premises, during college hours or on college business; consumption of alcohol/drugs on college premises or attending college whilst drunk or under the influence of drugs; use of obscene language or behaviour;

‘Cooling Off’

The Director or Curriculum Head may seek to provide a ‘cooling off’ period to provide the student or apprentice with the time to reflect and calm down following an incident. This should only be done if the relevant restorative conversation can take place the following morning, the parent/carer can be informed the student or apprentice is leaving early and heading home or preferably collected (if appropriate and between the ages 16-18). The ‘cooling off’ option is provided by the Curriculum

Head or the Director and not at the student or apprentice's own decision making. This is to ensure safety.

The 'cooling off' period should result in the student or apprentice returning within a day or so and meeting with the Director or Curriculum Head. This should involve a restorative conversation and CFC being logged on Promonitor. If during the 'cooling off' more evidence suggests this should be a suspension. Then the protocol below should be followed.

Suspension/Exclusion

Led by Director in consultation with the Curriculum Head

Suspension is not connected to the stages of action plan as described above. Suspension is seen as an option only to mitigate risk to the student or apprentice or to others and is not a judgement or punishment. Suspension may be seen as a viable option when the college needs to consider how to put strategies in place to provide a safe environment for learning for the student or apprentice. Parents/Carers should always be informed of suspension before the student or apprentice leaves the premises, parental/carer collection is also advised where possible.

Some reasons to consider suspension include (but are not limited to):

- Physical threat or assault on staff or students
- Substantial self-harm or threat to self
- Possession of violent or dangerous paraphernalia e.g. knives

Suspension meetings will be chaired by a Director of Student Engagement and Wellbeing who has not been involved in the management of the incident. The following guidance for chairing the meeting will be used:

Intervention Hearing Meetings

Before the meeting:

- Plan for the student or apprentice and advocate to sit nearest the door so they can leave if they get stressed
- Ensure all paperwork is available and has been
- Make sure you know if they have an EHCP or are CLA and have a member of the Student Services or Inclusion and Support team are present if needed

At the beginning of the meeting:

- Chair to introduce themselves and the admin and explain their roles
- The chair will be leading the meeting and making a recommendation for a decision
- Explain that the purpose of the meeting is to have an honest and reflective discussion
- Explain that the decision could be 1 of 3 options:
 1. We have no further concerns and reinstate the student or apprentice back into college as soon as possible.

2. We do think that college is the right place for the student or apprentice, strategies will need to be put in place to ensure that the risk of the incident/situation happening again is minimised.
3. We don't think that college is the right place for the student or apprentice and so will recommend withdrawal from college. We are very reluctant to do this and we will only do this when we have exhausted the strategies available to support the student or apprentice.

Run through the format of the meeting:

- Ask the investigating officer to explain why the student or apprentice has been suspended - we ask that they do this without being interrupted. Read out any statements from witnesses if needed.
- Then we will hand over the student or apprentice and advocate to explain their perspective or give any reasons or context for the issues.
- The chair will have some questions.
- No decision about the outcome will be communicated during the meeting, this will be communicated as soon as possible after the end.

During the meeting:

- Try to put most questions to the student or apprentice, not the advocate. Has this type of issue come up elsewhere at school or another college? What support strategies have worked in the past? Do they understand their own barriers to engaging with learning/behaving appropriately? Can they think of a different way to deal with the situation? Who have they got to support them in and outside of the college?
- Try to challenge appropriately to give the student or apprentice the chance to take responsibility but balance this with trying to understand any external stressors and encourage the student or apprentice to disclose additional issues to you to see if these can be resolved.

After the meeting:

- Get additional evidence if needed for the decision.
- If exclusion is a potential outcome, meet with the Director of Student Engagement and Well-being to discuss and agree this.
- The decision letter will be sent out. The right of appeal is explained in the letter and will be heard by the Director for Student Engagement and Well-being within 5 working days.

Appeals

Should the student or apprentice or parent/carer wish to appeal the decision of an exclusion they must write to the Quality and Systems Officer at feedback@lambethcollege.ac.uk within five working days of receipt of this letter. An appeal may only be made on one or both of the following grounds.

1. Proper processes were not followed as stated in the Standards for Success.

2. That the process did not identify grounds for mitigation based on information that was available and should have been considered during the support, challenge and intervention process.

The Appeal Hearing will be chaired by the Director of Student Engagement and Well-being.

- The appellant will normally receive at least 5 working days’ notice of the date of the hearing and will receive copies of all relevant papers. The appellant will be asked to confirm that they will be attending the hearing, and to submit the name and status of any representative and/or witnesses. If the appellant does not attend the hearing the appeal will be deemed to have been withdrawn.

The decision of the Director for Student Engagement and Well-being (or designated alternative) will be final, with no further right of appeal within the College. The decision will be one of the following:

- To uphold the appeal in full, in which case the appellant will be re-instated as soon as practicable.
- To uphold the appeal in part, in which case the sanction may be reduced.
- To dismiss the appeal, in which case the outcome of the original process will stand.
- Normally the appellant will be informed of the decision verbally at the end of the appeal meeting. The appellant will also be formally notified by letter to confirm the outcome, normally within five working days of the appeal meeting.

Appendix

Intervention Stage Invite Letter	Outcome Letter
 Intervention Stage Invite letter EXAMPL	 Outcome Letter - EXAMPLE.docx
Intervention Hearing Record/Script	Intervention Stages Flow Chart
 Standards for Success Policy Interv	 Intervention Stages Flow Chart.docx