



**Hampshire
Achieves**
Skills & Participation

Specialist & Secure Behaviour for Learning

**This policy is an integral part of the HA Quality
Assurance Framework**

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| Drafted | July 2020 LHamson |
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1.0 Introduction

Hampshire Achieves is the single curriculum area within the Skills & Participation Service of Hampshire County Councils Children's Services Dept. Hampshire Achieves provides a range of directly delivered and sub-contracted learning programmes, including Apprenticeships, Traineeships, Supported Internships and Adult & Community Learning programmes at different venues across the county, as well the delivery of a full education and enrichment programme to young people in Specialist and Secure settings.

Our Specialist and Secure provision which includes the following settings are the focus of this policy:

- Leigh House Hospital
- Bluebird and Austen
- Place 2 Learn
- Swanwick Lodge

Hampshire Achieves' Specialist and Secure Behaviour for Learning Policy has been developed to ensure that the high expectations and ambitions of the service are realised and aligned to the wider performance standards and measures in place.

1.1 Related Policies

This policy is developed in the context of other related policies, such as:

- SEND
- Teaching, Learning, Assessment and Feedback
- Curriculum
- Attendance and Punctuality

2.0 Purpose

Hampshire Achieves is committed to improving the quality of teaching and learning available to all learners in secure and specialist provisions through the promotion of appropriate behaviour for learning.

We aim to inspire ambition and achievement through learning by delivering:

- A balanced, high quality, enjoyable and well-resourced curriculum that allows for the academic and personal development of our YP and adults
- An individualised approach that meets the academic, vocational and special educational needs of all our YP and adults
- An enrichment programme that promotes healthy lifestyles, citizenship and good mental health
- having a culture and a way of working that values our teams and supports all staff to fulfil their potential and
- A collaborative approach that takes account of all stakeholders needs and requirements
- Education that effectively supports progression and/or re integration.

Our values

ASPIRE – act as a champion for all children, young people and those living in the communities we serve.

DRIVE – hold the highest ambitions for the individuals we support and their futures.

EXCEL – work to the highest standards, always in pursuit of our objectives; commit to the personal development of self and others.

COLLABORATE – be open, inclusive and constructive; recognise and value diversity and the contribution of everyone’s thinking and experience.

INNOVATE – be open to new ideas and different ways of thinking to contribute to solutions.

We want our **reputation** to be built upon the following:

- Our professionalism and high quality delivery of learning and support. We do what we say we’ll do and are focused on positive outcomes and impact.
- Learner led – proactive ambitious approach to ensuring we meet the individual needs of all our learners
- Employer led – proactive approach to supporting our internal apprentice employers and our external placement employers which demonstrates how much we value their contribution

- Specialist & supportive teams who have a 'can do' attitude to meeting the needs of our learners and stakeholders. Resilient staff who are specialist in their fields, who willingly share their expertise with their colleagues and continually develop their own practice.

The policy aims to ensure the consistency of practice across all Hampshire Achieves Specialist and Secure Education settings. In following the procedures outlined there will be a consistency of approach which will work to ensure equity for all learners across all the provisions.

3.0 Scope

This Policy applies to learners in all Hampshire Achieves' Specialist and Secure settings. All staff will be made aware of the Policy which will be updated on an annual basis. The successful implementation of the Policy depends upon Education Managers, with support provided by the Programme Manager. The responsibility for monitoring the Policy lies initially with Education Managers and Senior Tutors, with support provided by the Programme Manager.

Bluebird and Austen House are secure psychiatric hospitals run by the NHS, the primary objective is to improve the health of sectioned young people. Therefore the education team work in partnership with the NHS and related departments to offer an appropriately tailored curriculum package for each young person. As the corporate parent, the NHS have been consulted in the development of this particular policy.

Leigh House is a CAMHS tier 4 provision, again run by the NHS, the primary purpose is to enable young people to become well enough to leave and reintegrate back into their lives. The education team work in partnership with the NHS medical and occupational therapy staff to enable young people to make progress with their education so that reintegration is successful. As the corporate parent, the NHS have been consulted in the development of this policy and procedures.

Swanwick Lodge is a secure residential facility commissioned by Hampshire County Council social care. The aim of the provision is to enable young people to successfully reintegrate into society and therefore the education is delivered alongside the social care team, in order to ensure all young people have the qualifications and experiences to enable this. As the corporate parent, the care team have been consulted in the development of this policy and procedures.

Place2Learn (P2L) is a virtual delivery service commissioned by schools, where learners are unable to access traditional schooling, the education providers are able to commission a provision for the length of time deemed necessary in order to ensure an appropriate education package is received. The schools direct which subjects they wish to be delivered as well as the specific knowledge, skills and aims, therefore close liaison with the referring schools ensures the provision is tailored to the needs of their learners.

This policy incorporates the policy, processes and procedures for all of the Specialist and Secure Education Provisions: Leigh House, Bluebird House, Austen House, Swanwick Lodge and Place2Learn.

4.0 Promoting Positive Behaviour

Promoting positive behaviour for learning and taking a strengths-based approach is the responsibility of all members of staff within the education settings. A key factor in promoting positive behaviour is to ensure all staff have positive regard for all learners. This can be achieved by:

- Demonstrating a growth mind set for all learners
- Encouraging and praising achievement where appropriate and authentic
- Setting high standard for oneself as a role model to learners
- Taking time to invest in the establishment of positive working relationships with learners

The content of this policy has been produced in consultation with: the learners, education staff and NHS / HCC / Home school colleagues.

4.1 Routines

Consistent and explicit expectations and consequences for actions allow learners to take responsibility for their actions and behaviour in a safe, supportive learning environment.

Routines are negotiated (led by the tutor) and made explicit, rewards and follow up to negative learning behaviours will also be made explicit in the same way but privately recorded for learners.

Expectations:

- Punctual arrival to the learning environment
- Readiness for learning
- Activities to hook learners to avoid wasted time
- Ready access to resources
- Clear learner / educator relationships
- Purposeful, classroom talk
- Use of dictionaries and thesauruses to support independent work as appropriate
- Resources and displays regularly maintained – these should support learners as well as clearly communicating key messages
- Explicit choreography for activities – including success criteria, timings, expectations and outcomes
- Regular interim plenaries to review learning and to ensure all learners are accountable

4.2 Rewards

Reward systems incentivise good choices and support in making desirable actions habit. We recognise the value of a praise-based culture which highlights the positives and presents it as the expected norm.

Rewards and recognition should be awarded for:

- Choices and behaviours that develop and build upon positive participation in the learning

- Specific choices, behaviours and thinking which exceed expectation (thus making the reward authentic and specific)

Frequent rewards for achievement and effort create an atmosphere of respect and success. This includes:

- Regular authentic oral praise
- Positively framed comments on work with constructive targets
- Public display of learner work (changed regularly)
- Proximity praising
- Stickers as appropriate

Each setting will have an agreed reward system which has been developed alongside linked partners. These systems are expected to be made visible in the education environment to ensure all learners are aware of and are incentivised by the system.

5.0 Addressing Inappropriate Behaviours

Setting the scene for positive behaviour is key and therefore all staff in the education environment should expect to be acting as a positive role model for learners. The process for negative behaviours is different depending on the setting and its parameters, however all staff should strive to:

- Act as a positive role model to others
- Give praise where necessary and address unwanted behaviours
- Start each session afresh with a positive attitude
- Follow up concerns swiftly
- Be consistent in their own conduct and upholding the expectations of the setting.

5.1 Avoiding Escalation

Tutors should minimise any sort of confrontation in their learning environment by having explicit standards which are consistently applied.

If negative behaviours are apparent, tutors should be reflective on why this has happened, ensure they understand the learner's context and should ask themselves the following questions to stimulate reflection:

- Have I planned my session appropriately and shared my learning outcomes with learners?
- Am I praising and rewarding those who make positive choices?
- Is the work challenging and exciting enough to engage?
- Are resources appropriate and readily available, so as not to disrupt the pace of the learning?
- Have I made my expectations clear from the start?
- Have I made my reasonable requests clear?
- Have I taken control of the learning space?
- Have I considered the needs of my learners and tailored my delivery to meet their needs?

5.2 Strategies for Addressing Inappropriate Behaviour

Strategies for dealing with negative behaviours can include:

- Waiting for silence
- Eye contact
- Non-verbal cues
- Tone of voice
- Use of humour
- Moving individual to elsewhere in classroom.
- Regular alteration of class seating
- Directed questioning

If learners choose to break the rules and disrupt the learning of others, despite positive behaviour management strategies being employed, then there need to be strategies and follow up to address these. Follow up will be dependent on the setting

and the linked partners with whom the education staff liaise. In the same way as the positive reinforcement systems, these systems are expected to be made visible in the education environment to ensure all learners are aware and have full understanding of the potential repercussions of their behaviour choices.

5.3 Supporting Self-Regulation

Self-regulation and being able to emotionally regulate oneself is an essential skill for life and therefore one that we expect our staff to promote. If a learner identifies some difficulty with their emotional regulation staff will give them an opportunity to take time out from the session. This will be an opportunity for them to think about how they are feeling and whether they are able to de-escalate. In settings where there is a Learning Coach in the session, then they will be able to support in this verbal de-escalation. Once the learner has had this time out they will then be able to state whether they are able to continue in the session or not. If they feel that they are unable to, we would then negotiate whether independent learning and/or another activity would be helpful. This will not be viewed as a negative, as in moving through this process, the learner has reflected on their own emotional regulation and therefore has been proactive in identifying the difficulties which they are experiencing.

6.0 Roles

The learning environment should not be interrupted through inappropriate behaviour choices and all should be able to access a positive environment in order to benefit fully from the education provision offered. In order for this to happen, everyone who is a part of the education provision needs to work cooperatively in order to ensure everyone has their right to a full education. To this end, learners need to be part of the coproduction of the expectations in order to ensure all have a shared understanding and expectation of their role in the learning environment.

6.1 Role of the Education Manager

- Ensure all behaviour for learning expectations and strategies are shared and agreed with all stakeholders
- Monitor behaviour for learning to ensure consistent application of rewards and strategies to address inappropriate behaviour
- Monitor behaviour for learning, note and share any patterns which emerge
- Role model the expectations and be a visible presence in education in order to support the consistent application of all expectations and to be a central part of the reward culture
- Ensure restorative conversations are facilitated if an incident occurs

6.2 Role of the Tutor

- Set appropriate and relevant learning challenges
- Remove barriers to learning and provide *scaffolds* to support success for all
- Provide a safe, secure environment for learning
- Model positive behaviour
- Treat all learners with respect, fairness and consistency
- Promote a positive, supportive but challenging relationship
- Be consistent in approach and application of the setting expectations
- Keep and maintain records using the agreed information system of the provision
- Support the development of a growth mindset and academic resilience.
- Be explicit in expectations and attempts to address these
- Take part in restorative conversations as required

6.3 Role of the Learning Coach

- Agree roles with the tutor for maintaining positive standards of learning behaviour
- Support the consistent application of the expectations
- Share patterns of learning behaviour with the wider education team

- Keep and maintain records using the agreed information system of the provision
- Take part in restorative conversations as required

6.4 Role of the Learner

- Engage positively and appropriately with all staff
- Complete all work to the best of their ability
- Dress appropriately for education
- Use resources appropriately and as instructed
- Speak to other young people and staff appropriately at all times
- Be open to enjoying education, discovering their strengths and making progress
- Demonstrate a growth mindset and academic resilience
- Demonstrate good timekeeping and attendance
- Take part in restorative conversations as required
- Inform staff of any difficulties with emotional regulation

7.0 Incident Follow Up

Due to the differing nature of the settings and learners there are slightly different procedures to follow if something happens in education. It is vital that all staff are aware of these procedures and that each step is completed as part of the cycle to ensure that all incidents are recorded and all involved are able to access the support they may require.

Restoration is a vital element of repairing relationships with learners that can become damaged as a result of an incident which may occur. The importance of the restorative conversation cannot be undervalued and these conversations must happen before the learner and staff members are next working together. It may be appropriate for another member of the team to facilitate this conversation and the

conversation may need to happen after a 'cooling down' period or at a setting other than education.

Appendix I Code of Conduct

I will engage positively and appropriately with all staff

I will complete all work to the best of my ability

I will dress appropriately for education

I will use resources appropriately and as instructed

I will speak to other young people and staff appropriately at all times

I will be open to enjoying education, discovering my strengths and making progress

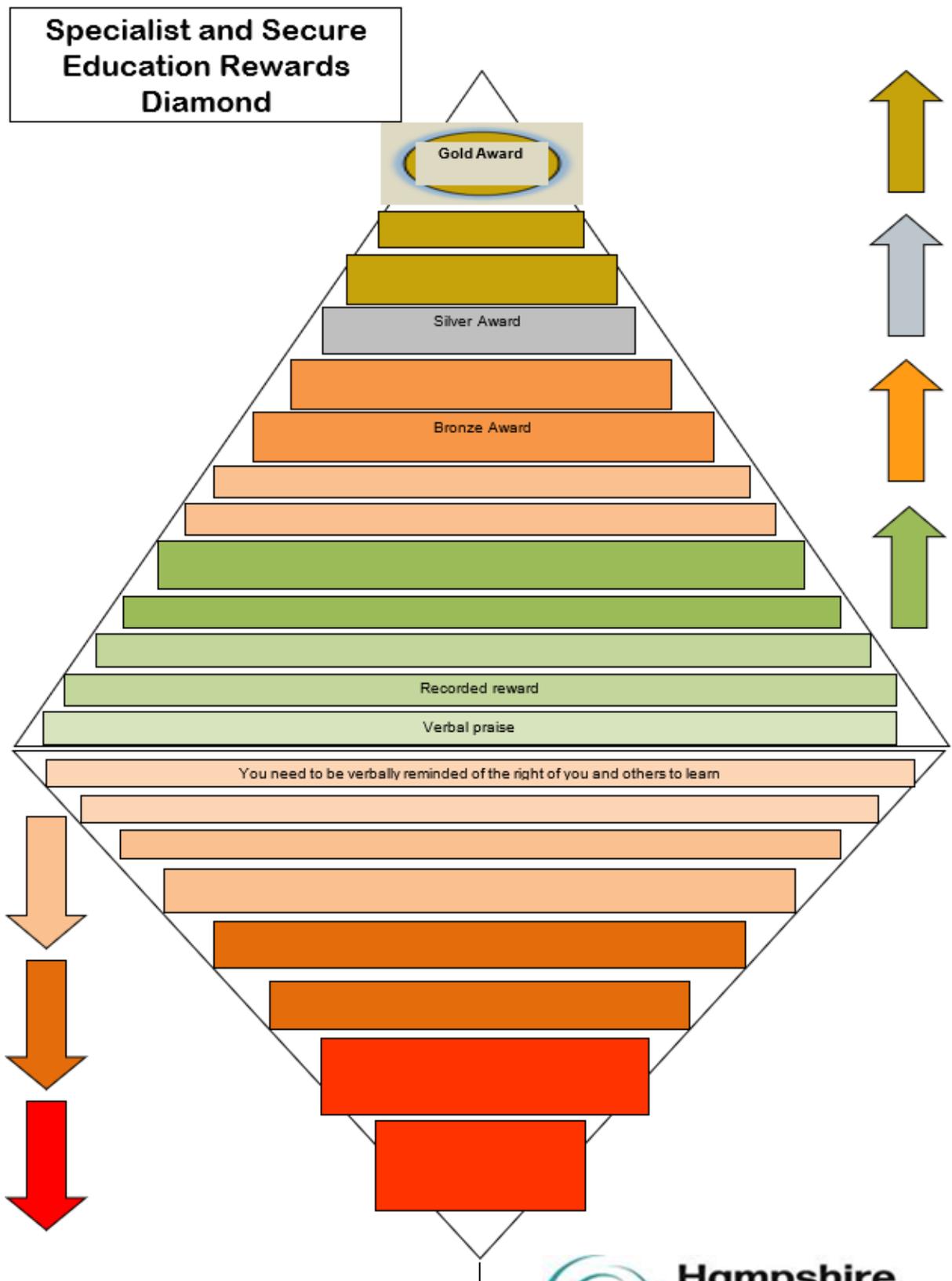
I will aim to demonstrate a growth mindset and academic resilience

I will attend all sessions and be ready to start them on time

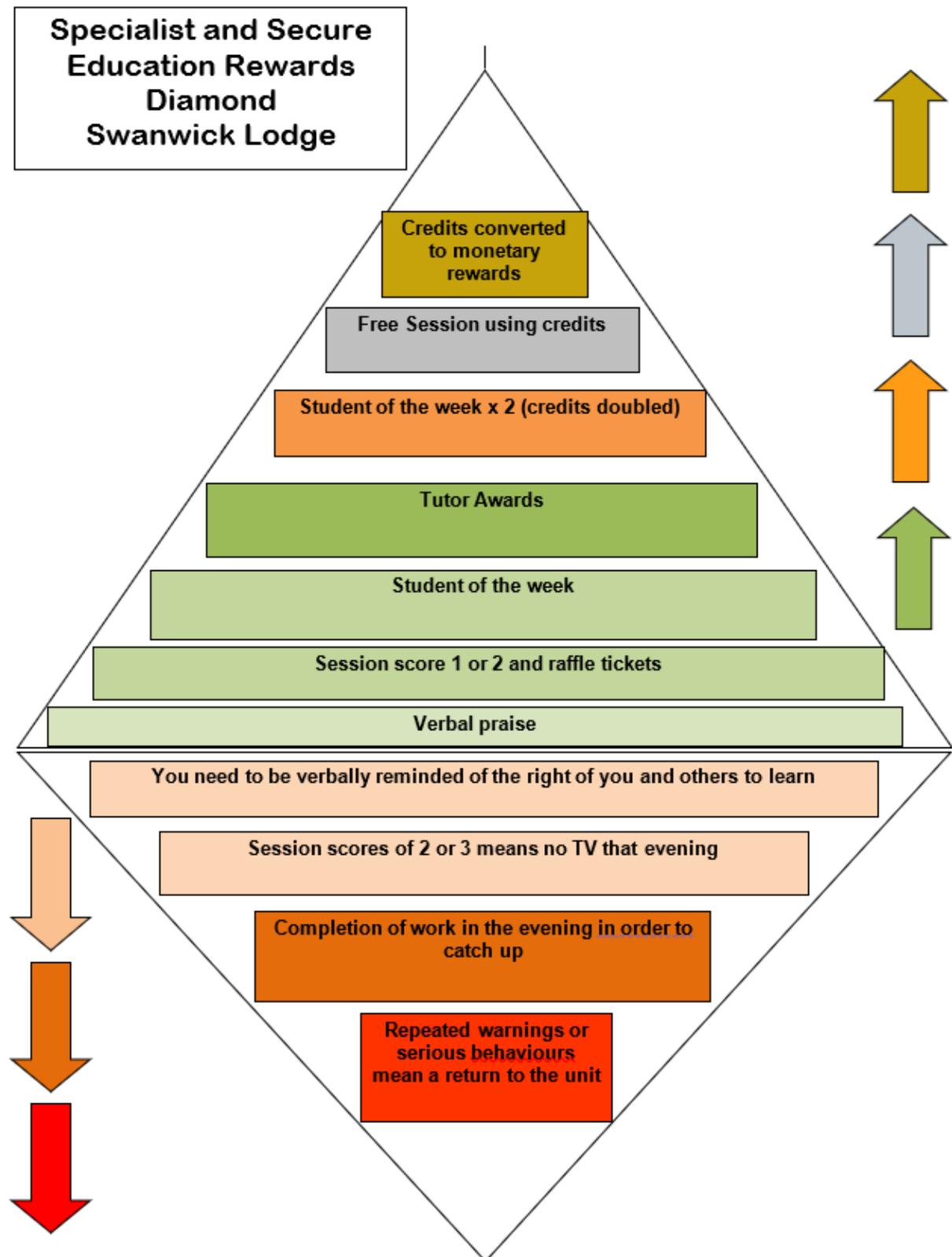
I will take part in restorative conversations as required

I will inform staff of any difficulties with emotional regulation

Appendix II Rewards Diamond Template



Appendix III Swanwick Lodge Behaviour for Learning





Negative behaviours



- Continually swear or use sexualised language towards anyone
- Show physical violence towards others
- Fighting
- Make threats of violence
- Show prejudice or make prejudicial remarks
- Being racist
- Causing damage

Consequences:

Warning system - is used to help you realise when your behaviour is unacceptable. Repeated warnings will mean you will need to leave the classroom. If you get 4 warnings or more, there will be consequences after school.

Return to unit – when you have been given repeated warnings or have shown more serious behaviours, you will need to return to the unit, staff will decide if/when you are ready to come back to education.

Work completed after school – if during the school day your behaviour leads to you not completing school work, you will need to complete work after school before you are able to take part in activities.

Lesson scores – if you get 2 or more 3s for your lessons, you will not be able to watch TV in your room for that evening.

Positive behaviours

- If you meet our expectations
- Engage positively
- Talk to us about problems with your learning
- Talk to other people appropriately
- Supporting other young people



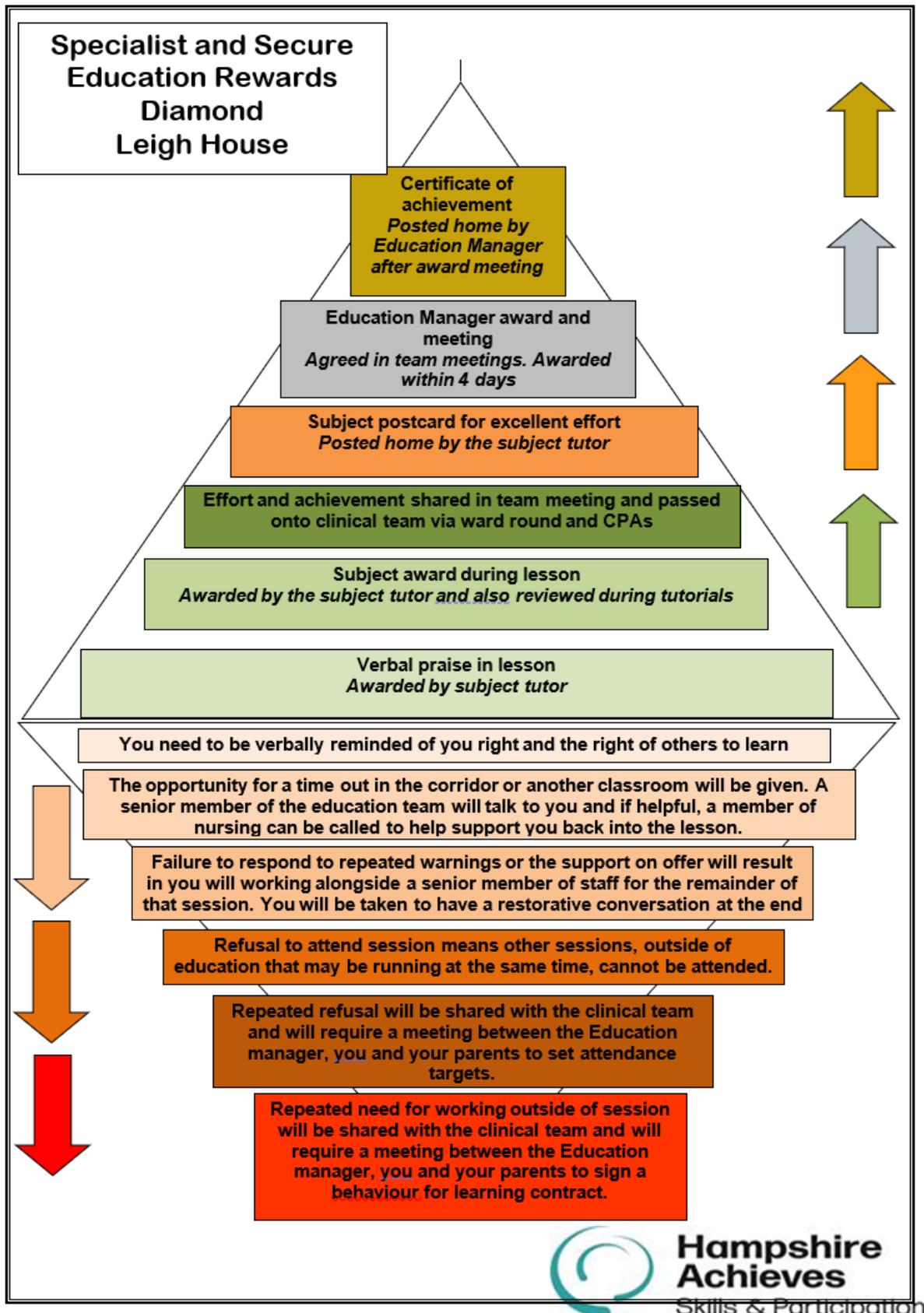
Will lead to:

Lesson score – scoring is from 1-4 with 1 being the highest score.

Repeatedly scoring 1 or 2 in a lesson puts you in the running for student of the week; which is rewarded with credits.

Credits – can be earned for a range of reasons; student of the week, certificates and gaining qualifications to name a few. Credits can be converted into rewards or cash which is paid into your account. If you get student of the week for more than 1 week in a row, the credits are doubled. Credits can also be used to have a 'free lesson', which can be used to extend at exeat (only 1 lesson at a time can be claimed).

Appendix IV Leigh House Behaviour for Learning



Behaviour for Learning Staff Aid Memoir

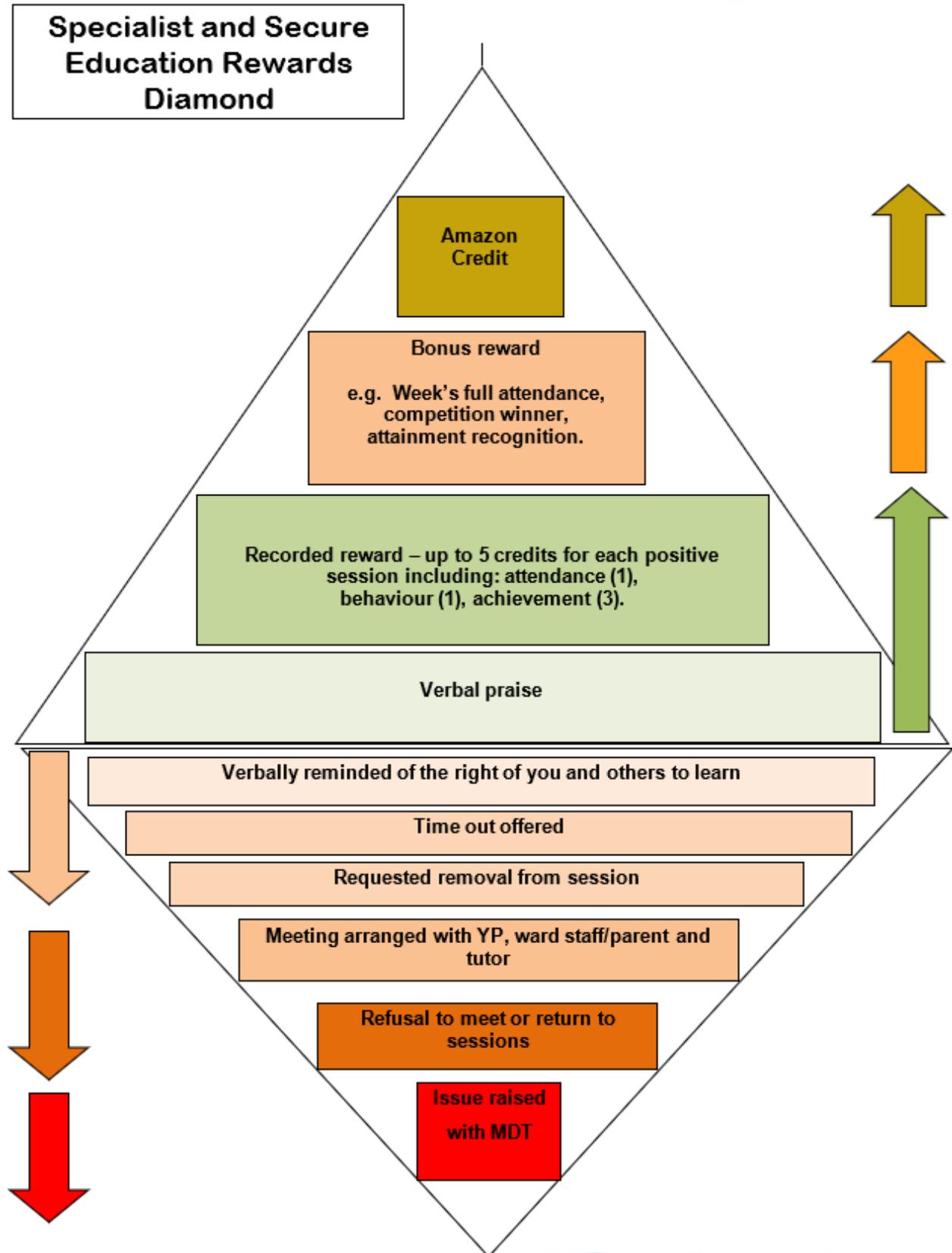
If the refusal to attend or engage is due to a medical reason then staff should:

- Offer support and allow the learner time out to recover
- Provide an opportunity for time out in the corridor which will also trigger intervention from other staff available
- Request support from nursing staff to get learner into session
- Allow learner to return to the ward if unable to get into session
- Discuss the issue with clinical team to ascertain reasons and find appropriate support which will then be shared with all education staff

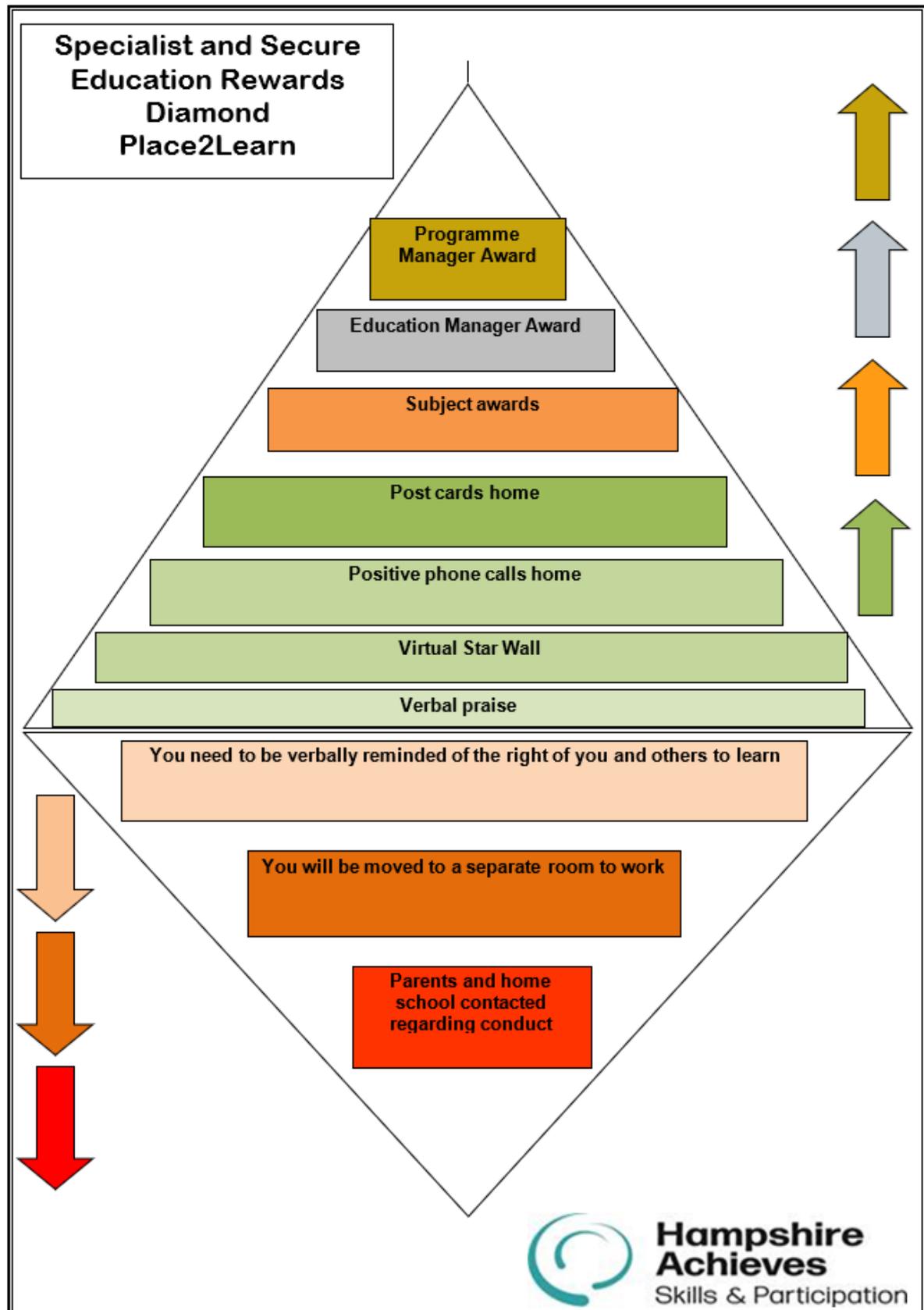
If the refusal to attend or engage is due to poor choices regarding behaviour then staff should:

- Reminder of the right to learn
- Temporary removal to corridor for cool down and conversation
- Work with senior staff members for the remainder of the session with a facilitated restorative conversation with involved staff
- Formal meeting with education manager to discuss conduct with completion of an agreed behaviour for learning contract
- Formal meeting with parents and clinical team to discuss next steps

Appendix V Bluebird and Austen House Behaviour for Learning



Appendix VI Place2Learn Behaviour for Learning



Appendix VII – Restorative Conversations

A restorative conference needs to follow the same pattern each time:

Part 1 – Preparation - each person involved in the incidents needs to have individual preparation for the conference. The following questions will be asked to each person to gain their perspective and give them an opportunity to make sense of what has happened.

- What happened? – Allow the person to tell the whole story from their point of view.
- What were you thinking when...? – Go back to different points of the story and ask what they were thinking
- How were you feeling when....? After asking what the person was thinking, ask them how it made them feel. Remember that our thoughts influence how we feel, and the way we feel will affect our actions and choices.
- Who has been affected? How? – Encourage the person to think of the wider ‘ripple effect’
- What do you need to move forward?

Be conscious of the language that you choose to use. You also need to make sure that the conference is not rushed.

Part 2 – Conference. The conference will follow the same pattern as the preparation stage.

Lay out ground rules – each person will get their chance to speak. If you don’t agree with what someone says, you will have a turn to say what you think happens. You don’t have to agree because this isn’t about attributing blame – we are looking at how we can move on.

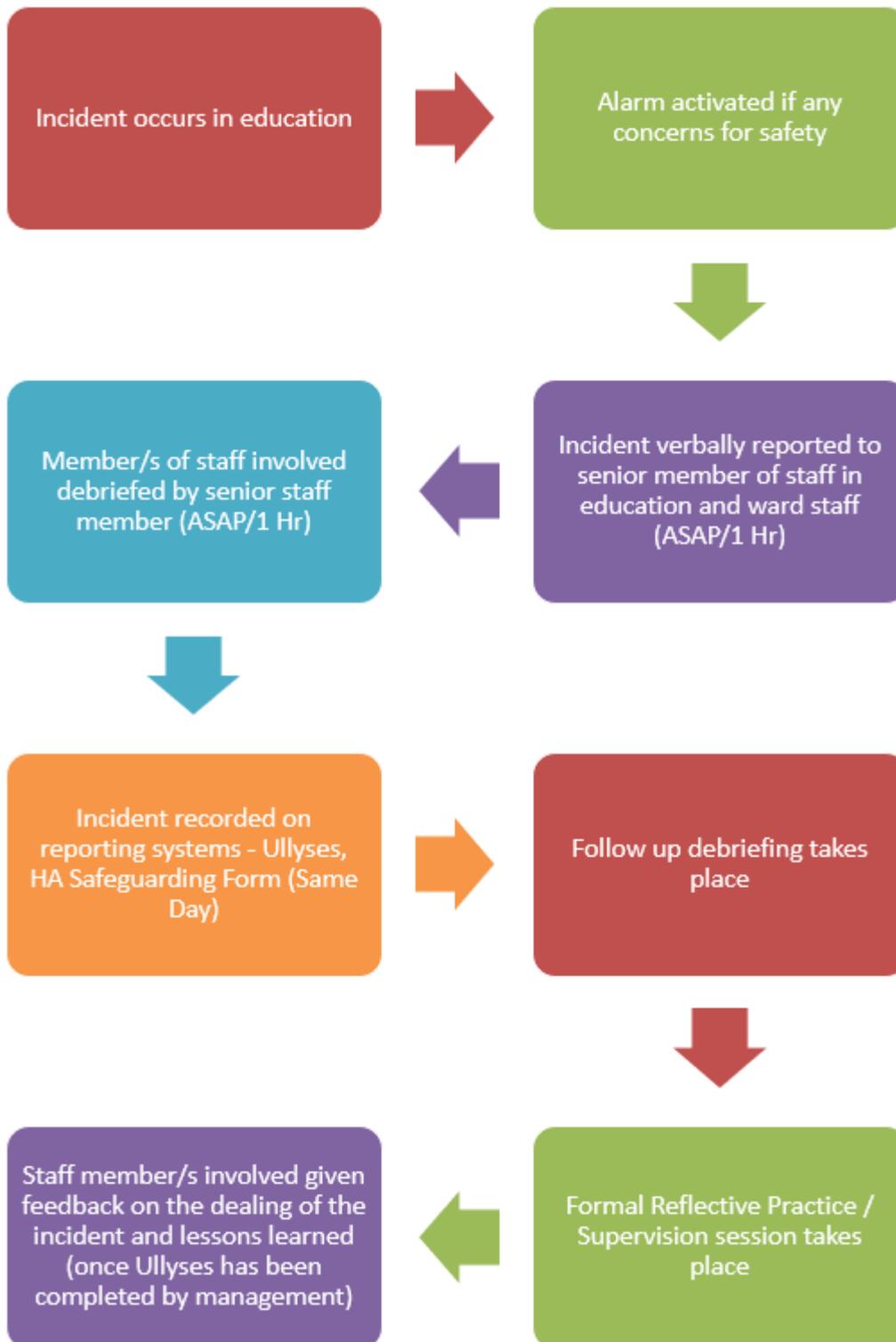
At the end of the conference, allow the participants to develop an agreement based around the needs they have heard and discussed.

Conference Planning – things to consider:

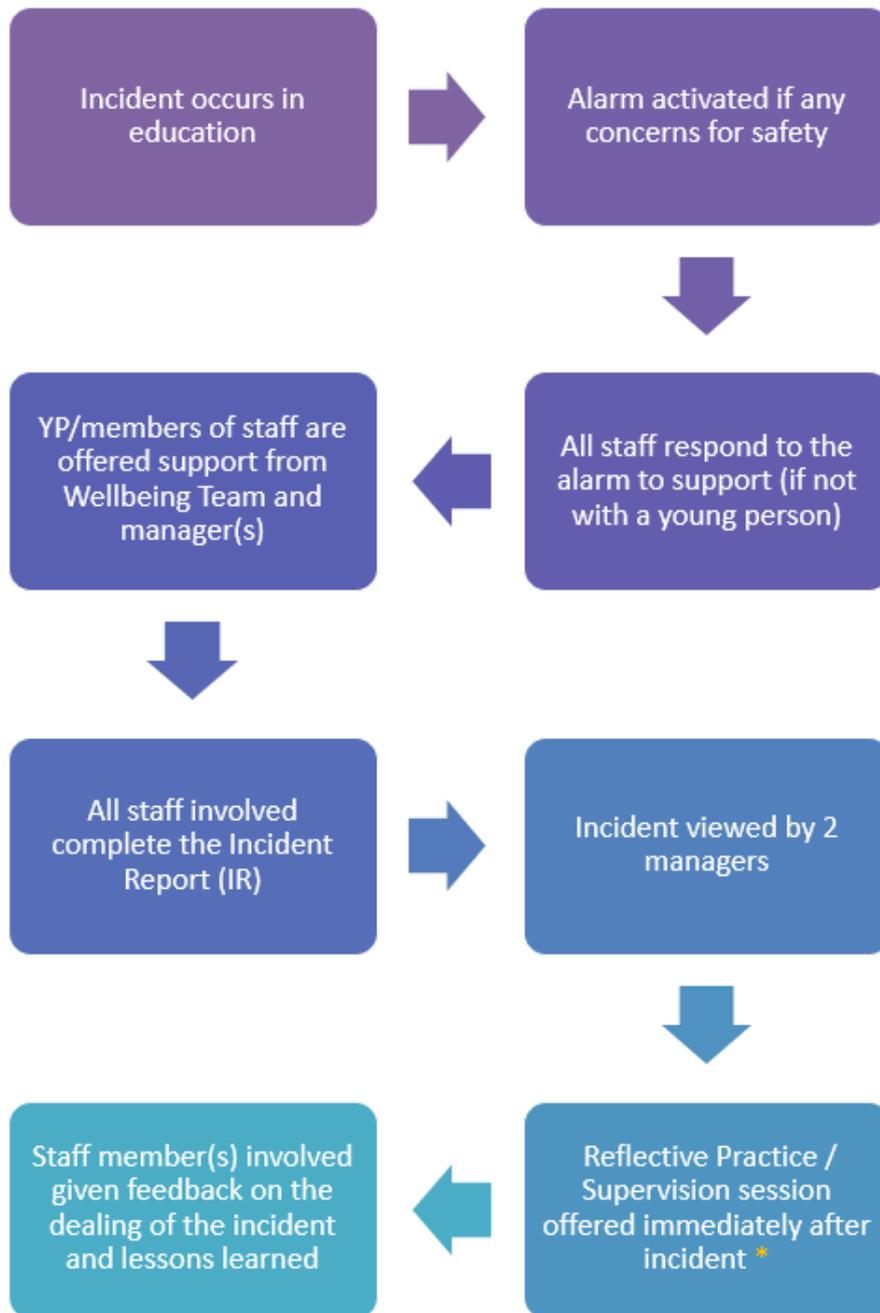
1. Arrangements – agree a venue, time and date
2. The seating plan – try to achieve a symmetrical seating arrangement where everyone will be comfortable and able to achieve eye contact
3. Script – do you have your script?
4. Order of people speaking – learner, tutor, clinical team
5. Questions – make sure all questions are asked fairly and consistently

Appendix VIII – Incident Follow Up

Incident Process for Bluebird House and Austen House

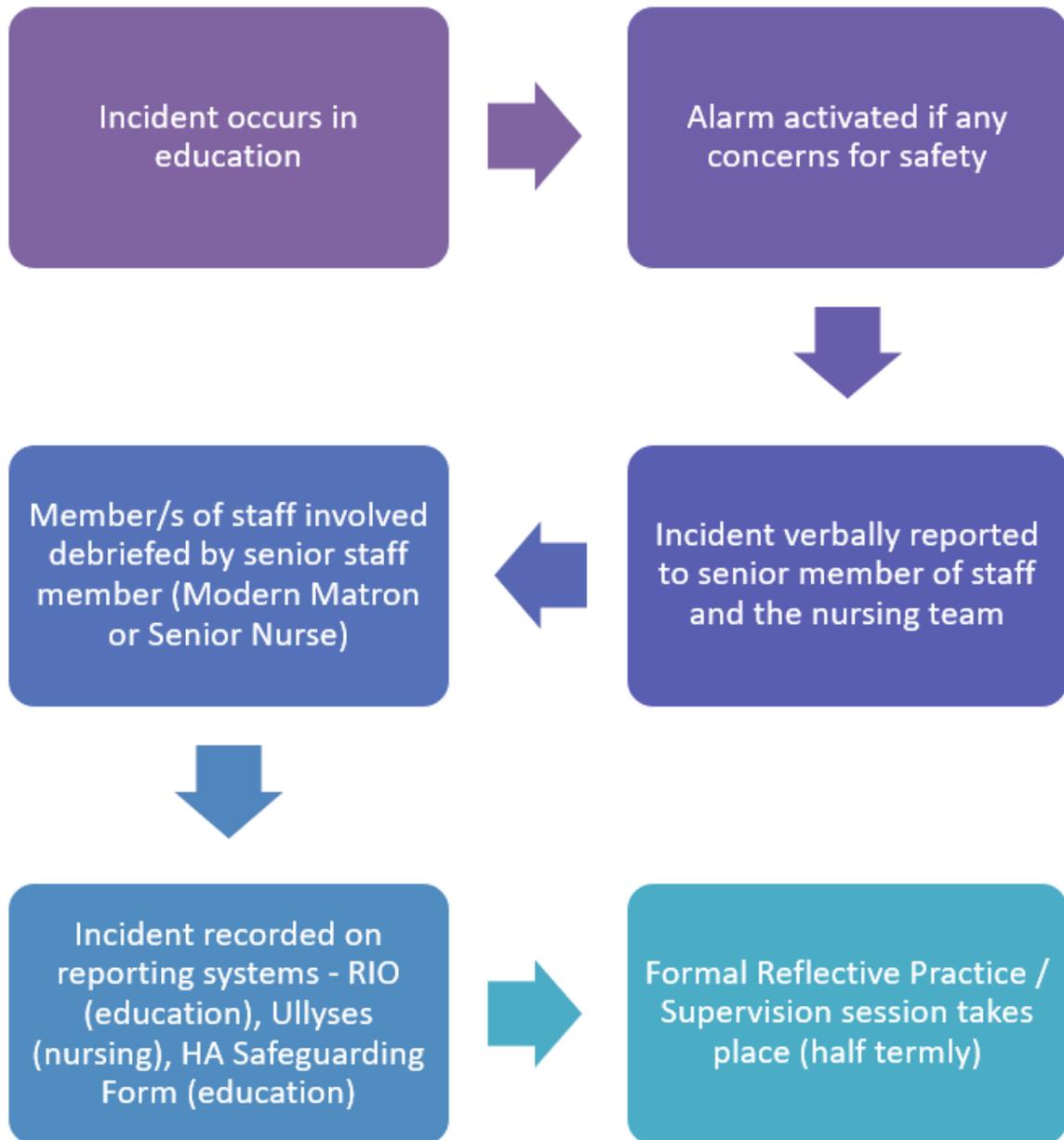


Incident Process – Swanwick Lodge



(* All Education staff have fortnightly clinical supervision with the psychologist from the Wellbeing Team and monthly supervision with Education Manager. Staff are aware they can request support/supervision at any time if they have concerns)

Incident Process – Leigh House



Incident Process – Place2Learn

