



ILSA Southchurch & Westcliff

Student Behaviour Policy for Students with Physical Needs

Version	Approved by:	Reviewed
001		Annually
Sent to HR & SW on:		
Revisions: none currently		

1 PURPOSE

1.1 This document sets out our behaviour expectations for learners and the approach that should be adopted by staff when learners are not meeting those expectations.

1.2 This document sets out the procedures that should be followed for minor incidents or breaches of discipline as well as those for incidents that are more serious and/or deemed as gross misconduct.

1.3 The policy aims to apply restorative approaches rather than punitive measures for dealing with minor incidents or breaches of discipline. Learners who fail to respond to the restorative approaches and continue to disrupt learning will be progressed to the disciplinary stages reserved for serious and gross misconduct.

2 SCOPE

2.1 This policy applies to all learners at SACC - ILSA Southchurch and ILSA Westcliff

2.2 The behaviour and disciplinary policy applies to all College premises, activities related to their programme of study i.e. work experience, and out in the community.

3 POLICY STATEMENT

3.1 Behaviour Expectations

Students have an obligation to:

- Behave and use College premises/facilities/learning environments and platforms in a way which respects and takes account of the needs and aspirations of all members of the SACC - ILSA Southchurch and ILSA Westcliff community (students, staff, visitors and members of the public).
- Always Familiarise themselves with the College's Health and Safety Policy and other regulations and act in compliance with and with due regard to their own safety and that of others around them.
- Familiarise themselves with the expectations statements that underpin the learning culture at SACC - ILSA Southchurch and ILSA Westcliff, whilst behaving in a respectful manner that best reflects the student body and the image of the SACC - ILSA Southchurch and ILSA Westcliff.
- Behave respectfully towards others online and all platforms of social media.
- Respect the property of the College, its students, its staff and its visitors and support the maintenance of a clean and tidy College environment.
- Protect and respect the College's neighbourhood and community. Ensuring your behaviour does not offend others both in and outside of college. This includes playing loud music, offensive language and any other form of anti-social behaviour.

- Attend punctually all planned learning activities (classroom and practical lessons, work placement / experience, enrichment activities and sports).
- Abide by this student behaviour policy by all other relevant College policies.

3.2 Our expectations and 'ready to learn'

- Staff are expected to promote and teach learners how to be Ready, Respectful and Safe. During their induction all learners will receive training and guidance around the expectation of behaviour and conduct within learning environments and the wider college environment.
- Each learner should demonstrate that they understand the expectations and agree to them and their individual responsibility to always work towards them.

3.3 Staff consistencies

- Staff are expected to maintain consistency in their approach to the management of behaviour for learning. All staff across college should commit to achieving consistency for the following actions:
 - Be calm and give 'take up time'.
 - Never ignore or walk past learners who are displaying negative behaviour.
 - Model Positive behaviours and reinforce the behaviours we want to see.

3.4 Recognition and reinforcement

- A culture that fosters and promotes positive behaviour for learning is underpinned by the relationships we build, individualised and well-planned learning opportunities and lastly, recognising and rewarding high quality behaviours.
- A process and system for the recognition and reinforcement of positive learning behaviours should be implemented for all learners across college. These can vary and should be determined by individual curriculum areas.
- The college recognises that there may be times when students are unable to recognise that they are placing unreasonable demands on staff, negatively influencing the learning of other students or endangering themselves or others.
- Concerns should be acted on promptly as early intervention and support can result in better outcomes for the student and may avoid the situation becoming more complex.

4. THE ESSET THERAPEUTIC THINKING APPROACH

4.1 Overview

The ESSET (Essex Special Schools Education Trust) Thinking Approach aligns with the college's values of fostering respect, understanding, and a restorative approach to student behaviour. It focuses on understanding the root causes of behaviour, emphasizing emotional regulation, and providing proactive, individualized interventions.

4.2 Core Principles of the ESSET Therapeutic Thinking Approach

- Empathy and Understanding: Recognize that behaviour is a form of communication, particularly for learners with social, emotional, or sensory needs.
- Individualized Interventions: Tailor strategies to meet the unique emotional, sensory, or social requirements of each student.
- Proactive Support: Minimize challenging behaviours by addressing triggers and supporting self-regulation skills in learners.
- Collaborative Partnerships: Involve students, staff, families, and external professionals in the development and implementation of behaviour support strategies.
- Restorative Practices: Focus on repairing relationships and reintegrating learners positively into the college environment following behavioural incidents.

4.3 ESSET-Driven Behaviour Support Framework

The ESSET framework integrates a therapeutic lens into the stages outlined in this policy:

Restorative Conversations (Minor Incidents):

- Engage learners in a supportive dialogue to identify emotional triggers or sensory challenges contributing to their behaviour.
- Use reflective questioning to guide learners toward understanding the impact of their actions and developing self-regulation strategies.
- Document sensory or emotional factors contributing to the behaviour in the behaviour log.

Behaviour Support Plans:

- Develop individualized Behaviour Support Plans (BSPs) for students requiring additional intervention. BSPs will outline:
 - Triggers or unmet needs underlying the behaviour.
 - Proactive strategies to reduce stressors (e.g., sensory breaks, changes to the environment).
 - Coping tools or strategies that align with the student's needs (e.g., visual schedules, fidget tools).
 - BSPs should be regularly reviewed and updated in collaboration with students, families, and professionals.

Formal Interventions (Serious or Gross Misconduct)

- Ensure that disciplinary decisions account for the context of the behaviour, including any unmet emotional or sensory needs.
- Provide therapeutic interventions alongside formal consequences, such as referrals to counselling services or mentoring support.
- Work with families and external professionals to develop long-term strategies that address underlying behavioural challenges.

4.4 Promoting Positive Behaviours Through ESSET Therapeutic Thinking Approach

- Incorporate emotional literacy and regulation skills into induction and ongoing learning opportunities.
- Provide staff training on the ESSET Therapeutic Thinking Approach to ensure consistency and understanding across college environments.
- Celebrate and reinforce emotional regulation, empathy, and positive interactions through the college's recognition systems.

4.5 Monitoring and Evaluation

- Monitor the implementation of ESSET-informed strategies using data from behaviour logs and student progress reviews.
- Evaluate the impact of therapeutic interventions on student behaviour, academic success, and overall wellbeing.

- Use feedback from students, families, and staff to refine and improve the ESSET Therapeutic Thinking Approach within the college.

5 PROCEDURES

5.1

The first stage is used when there are emerging concerns about a student's health, wellbeing and/ or behaviour and the impact this has on his/her ability to progress on a course or at SACC – ILSA Southchurch or ILSA Westcliff. Such concerns may include significant deterioration in health, appearance, attitude, particularly where there is an impact on attendance, succeed academically, or participate in normal student life.

The lead person should contact and/or approach the student, in a sensitive and understanding way, and speak with them in a private and confidential way, because of concerns being raised about them in relation to their health, wellbeing and studying.

Other relevant members of staff may be invited to the discuss and families informed.

- o Identification/ explanation of the concern being raised. (Clear examples can be helpful).

- o Opportunity for the student to give their perspective of what is happening, and (if appropriate) clarification of whether this has happened before and if so, what previously was helpful.

- o Consideration of what would be helpful and make the difference to the student to support him/her and minimise concerns

considered.

If the negative behaviour continues or increases a meeting will be sought with families and professional services.

The meeting will:

- o Identify/ explain the concern being raised.

- o Give consideration of what would be helpful and make the difference to the student to support him/her and minimise concerns

- o Signposting the student to any relevant college support services that he/she may benefit from

- o Agreement of any interim monitoring or measures

- o Agreement of a date to meet again to review the situation

The following meeting will

- o Review of how the student has been since the first meeting
- o Review of whether agreed actions have been undertaken
- o Explanation/exploration of any further concerns arising
- o Consideration on new or ongoing relevant mitigating evidence
- o Exploration of further /ongoing support/adjustments that may be necessary
- o Agreement of whether a further action plan is necessary. If the concern has been resolved no further action will be necessary. If concerns continue or have increased a further action plan may be put in place.

5.2 MINOR INCIDENTS AND CONCERNS REGARDING LEARNER'S BEHAVIOUR

5.2.1 Introduction

This section of the policy should be used to deal with minor incidents. The intention behind this approach is clear:

- Learners should take responsibility for their behaviours
- Learners should commit to working towards achieving expected behaviours
- Staff will support learners to restore behaviour through a constructive and individualised process.

This procedure is designed to ensure that all students receive every possible assistance and support to continue and achieve their course.

5.2.2 Definition of terms

Minor incidents which constitute a Cause for Concern include:

- Disruptive or unruly behaviour
- Unduly noisy
- Failure to comply with a reasonable instruction
- Offensive language (General)

- Restorative Conversation

o It is the responsibility of all staff to:

Where possible and in the first instance, staff are responsible for beginning the process of behaviour management. Intervention begins with addressing the behaviour (not the learner) and engaging them in a restorative conversation. The aim of the restorative conversation is to give the learner the chance to do the right thing,

minimise the time spent discussing behaviour and focus on returning them to learning.

The framework for a restorative conversation should be used (where possible) and carried out privately with the learner. It is as follows:

1. A gentle approach should be taken, personal and non-threatening. Where possible at eye level.
2. State the observed behaviour and the rule it contravenes, referring to the expectations for learners.
3. Tell the learner of the consequences of this behaviour and refer to previous good behaviour as a model for desired behaviour.
4. Walk away from the learner; allow them time to decide what to do next.

- Cause for Concern

The staff member that observed the behaviour should record a cause for concern on the behaviour log. This should be written using nonjudgmental language and should focus on the behaviour and not the individual.

A summary of the Restorative Conversation should be given where possible to identify and record all relevant information. For example: During the lesson today, '.....' displayed the following behaviour: using offensive language. This behaviour does not meet our college expectations and '.....' and I discussed this. We recognised that using such language can cause offence and... '...' later came to me to apologise for this behaviour.

The focus should be on identifying the reasons behind these behaviours and establishing some context around why they occurred. This understanding should be sought to establish actions that the learner and staff members can take. The aim should be to change, modify, prevent these behaviours but more importantly the focus should be on achieving the desired behaviour.

2. A plan of actions/steps that the learner and staff members can follow should be created and ensure that appropriate actions and steps are outlined.
3. Once the plan has been agreed to, the tutor should send notification via email to all other relevant and necessary staff and families.

Where a learner has had a plan set out for restoring behaviour, it is up to those staff that work with and support the learner to where possible, facilitate their progress towards it. Staff should also note when progress is observed. This should be fed back to the tutor at this stage. It should also be fed back if there are occasions when the learner has struggled or been unable to follow the steps outlined in the plan/target.

The tutor should use their professional judgment alongside the learner's own judgements to determine if the intervention stage has been successful and can end or whether more time is needed.

If the learner has not showed sufficient progress or further causes for concern have been registered, then the learner should be moved to stage 2 of the process.

5.3 SERIOUS AND GROSS MISCONDUCT

Definition of terms

Incidents that are deemed to be serious or gross misconduct are set out below. The list is not exhaustive, and professional judgement will need to be made concerning the severity of the breach.

- o Offensive language directed towards others (students, staff or visitors)
- o Smoking/vaping on or within college premises/vehicles
- o Offensive behaviour
- o Acting in an unsafe manner
- o Failure to comply with the College's Health & Safety Policy
- o Disruption to the work or recreation of others within the local community
- o Malicious activation of the fire alarm system
- o Behaviour that causes significant disruption to the learning of others
- o Behaviour that compromises or harms the reputation of the student body and/or the

SACC - ILSA Southchurch and ILSA Westcliff including behaviour on all online platforms including social media.

- o Theft of personal, College property
- o Arson
- o Violence or threat of violence
- o Deliberate damage to college property
- o Accessing, downloading or sending offensive materials via internet or mobile technology
- o Possession of alcohol
- o Possession of a knife or weapon, which is not justified in its use as part of the students

work

- o Bullying, Harassment or Sexual Abuse allegations substantiated under the College's Antibullying, Harassment and Sexual Abuse Policy and Procedure for students (including cyber bullying)
- o Actions/behaviour on social media or online activity which impacts negatively on other students, staff, visitors, College reputation or wider community
- o Criminal activities affecting the College, it's students, staff or visitors
- o Interference with hardware, software or data belonging to or used by the College

If any of the above are enacted by the learner, a formal meeting will be held with the learner, head of department, tutor, principal, external professionals and family.

From the meeting, it will be determined, one of the following:

1. No case to answer
2. Final written warning
3. Suspension for a fixed term (to be determined by the Panel)
4. Exclusion for a specific period
5. Exclusion for the remainder of the academic year

A student who is suspended or excluded will not be able to attend any of the College campuses unless stated until period of suspension or exclusion has elapsed.

A record of the hearing will be retained within the Principalship.

A copy of the Record of Formal Disciplinary Hearing form will be sent to the Parent / Carer and all professionals involved

If the decision is that they are no longer able to meet the needs of that student, the College will request an emergency EHCP review in line with the SEND Code of Practice under the Children's and Families Act 2014.

6 RELATED LEGISLATION AND DOCUMENTS

This policy should be read in conjunction with the following college policies:

- Anti-bullying, Harassment and Sexual Abuse Policy.
- Student Drug and Alcohol Policy.
- Student Attendance and Retention Policy.
- Safeguarding of Children and Vulnerable Adults Policy and Procedure