

September 2024



BEHAVIOUR POLICY

Issue date: September 2024

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Signed:

Review period: Annually

BEHAVIOUR POLICY ISSUES AND UPDATES

PAGES	ISSUE	DATE
	Full review of document	13/09/2021
10	Sanctions amended to detail 3 stages of action	13/09/2021
14	Drug use and medically capable to leave premises	13/09/2021
8	Code of conduct in a classroom added	26/07/2022
8	Students to always wear ID	26/07/2022
10-13	Positive relationships and behaviour process added	26/07/2022
15-16	Suspension and Investigations added	26/07/2022
Annual review	No changes	June 2023
ALL	Review of whole policy	24/07/2024
Page 5-16	Wording - classrooms and hubs throughout	24/07/2024
Page 7	Wording- Be in allocated room ready to start session on time. College Students	24/07/2024
Page 14	Addition - could jeopardise the placement on the programme	24/07/2024

The following policy has been approved by the Senior Leadership Team and the Board of Trustees.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Board of Trustees: July 2024

Board signatory: Jon Drown

Planned review: July 2025

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BEHVAIOUR POLICY

Introduction

Behaviour Principles Written Statement

The promotion of positive, pro-social behaviour is the cornerstone of the work of Northampton Saints Foundation, not just an add-on to the curriculum. By enabling individual students to take responsibility for their own behaviour in terms of their relationships with others and their attitude and application to the learning process, they will become successful learners. Eventually, these skills will become a way of life and help them on the road to becoming successful adults. The Foundation's behaviour policy is built around respect - respect for self and others.

We accept that all students referred to the Foundation will have experienced significant difficulties in meeting the disciplinary demands of mainstream education. They will have been faced with sanctions and often faced rejection. As such, within a structured and consistent educational setting we will endeavour to concentrate on rewarding all positive behaviour but will use sanctions where appropriate.

Our aims are:

- To enable all members of the Foundation community to feel secure in an environment that fosters mutual respect, encouragement of each other to succeed, as well as a mutually caring and productive community.
- To encourage students to accept responsibility for their own behaviour and to understand the reasons for behaving in a socially acceptable way.
- To create an environment which encourages and reinforces good behaviour.
- To create a learning environment with appropriate routines and expectations of behaviour so that each student understands what is expected of them.
- To give clear and simple guidelines on expectations of behaviour which are consistently enforced.
- To encourage consistency of response to both positive and negative behaviour.
- To confront issues in a non-confrontational way.
- To promote self-esteem, self-discipline and positive relationships.
- To help students modify their behaviour by reinforcing positives and raising their own view of their achievements in all areas.
- To support success in learning.
- To outline the protocols, guidelines and procedures advocated by Team-Teach, to be adopted by staff (following mandatory training) when involved in incidents of challenging behaviour & crisis, presented by students of this Foundation. (Appendix 2)
- To encourage students to be reflective of their behaviour, by understanding barriers and triggers, and developing strategies for the future.
- To encourage a partnership with parent's, schools, carers and the Foundation in the implementation of this policy.

SHARED BELIEFS ABOUT BEHAVIOUR AT NORTHAMPTON SAINTS FOUNDATION

- Forming relationships is crucial to positive student behaviour
- Positive behaviour is necessary for effective teaching and learning to take place.
- A consistent approach is vital to effect positive behaviour change.
- Adults of the Foundation set the standards and act as positive role models from whom the students take their examples and cues for behaviour change.
- Positive behaviour change involves the individual reflecting and taking responsibility for his/her actions.
- Experiences of poor relationships can result in negative behaviours.
- Positive reinforcement and reward can create a climate of achievement in which self-worth can be improved.
- Unacceptable behaviour will always be appropriately challenged.
- Staff are expected to be alert for signs of bullying, intimidation, racial or sexual harassment. Any such behaviour will be dealt with swiftly and firmly on the basis of ensuring protection for the victim(s). At the same time, whilst the perpetrator(s) must be sanctioned (perhaps having broken the law), it is important to encourage and guide them towards adopting a more socially acceptable behaviour. All such incidents must be reported and appropriately recorded – all data is held until the child leave our programmes. Data will only be shared with professionals.

We recognise that many of our students use behaviour as a way of communicating. When negative behaviours arise, there are often pre-disposing, precipitating, perpetuating and protective factors. The NSF has a number of processes in place to support students in reflecting on their behaviour, and moving forward, e.g. Positive Behaviour relationship procedure, Support Plans, Target Cards, keyworker sessions, reflective 'time-out' of lessons.

EXPECTATIONS OF STUDENT BEHAVIOUR AT NORTHAMPTON SAINTS FOUNDATION

Expectations at Northampton Saints Foundation are based on the values of rugby.

- TEAMWORK
- RESPECT
- ENJOYMENT
- UNDERSTANDING
- DISCIPLINE
- SPORTSMANSHIP

These rules are stressed at all induction meetings and promoted around the Foundation and in the classrooms and hubs.

Within these rules, the following applies:

- Students are expected to conduct themselves in an orderly manner in the Foundation, whilst on trips, engaged in extra-curricular activities, or undertaking work related study or placements.
- Students are expected to respect and care for equipment, buildings and grounds.
- There will be respect for the views, beliefs and opinions of others.
- All members of the Foundation community are expected and encouraged to keep the Foundation a safe and welcoming place for all individuals, regardless of sexual orientation, creed, race, size, colour or physical ability. Any attempt to undermine this principal will be viewed as a critical incident.
- All cases of physical violence will be dealt with on the basis of preventing injury and damage to persons and property. All such incidents will be treated seriously. Anyone involved in such incidents will be removed, if absolutely necessary, against their will, and counselled about the matter. Subsequent action will depend on the circumstances. However, all incidents must be reported and recorded in accordance with Foundation policy, practice and procedures.
- Students are to read and agree to a code of conduct.

EXPECTATIONS OF ADULT BEHAVIOUR AT NORTHAMPTON SAINTS FOUNDATION

We expect all STAFF to:

- Meet and greet students
- Use positive language related to the Foundation expectations
- Maintain a calm and respectful approach with students
- Model positive behaviour on a daily basis
- Apply rewards and sanctions consistently, fairly and within the context of a structured system, designed to increase positive attitudes, values and behaviour.
- Be fair and consistent in applying sanctions for unacceptable behaviour, making a firm distinction between serious and minor transgressions and offences, and being sufficiently flexible to take account of individual needs and circumstances.

Leaders understand their responsibility to create a positive climate. We expect all leaders to:

- Meet and greet, walk around and be visible in the Foundation
- Go into lessons to observe positive behaviour
- Carry out regular learning walks to support and coach and model expectations

Arrival and departure

We will note each day and reward/praise:

- Punctuality to Northampton; arriving at and leaving the site in an appropriate manner.
- Attending all classes or sessions, on time.
- Students to remaining in class during lesson times.
- Behaving appropriately in the neighbourhood at the start and end of the day.
- Students to ensure ID is always worn around the Foundation and Northampton Saints RFC.

Around the building

- Keep hands, feet and objects to yourself.
- Stay on site.
- Listen to staff and follow instructions.
- Be in allocated room ready to start session on time.
- Be polite use acceptable language and behaviour.
- Smoking and spitting in and on NSF grounds will not be tolerated.
- Respect NSF and other people's property.
- Hand in mobile phones at the start of the day and after breaks.
- College Students to ensure ID is always worn around the Foundation and Northampton Saints RFC

Items of Value

Valuable items such as mobile phones, electronic devices, and jewellery cannot be protected from theft or damage, whilst in the possession of students.

The use of mobile phones during lessons and sessions will not be tolerated and must remain away until break and lunch times.

Rewards (Positive Reinforcement)

If young people are to progress towards becoming successful adults, then the people they come into contact with must give them appropriate guidance and praise. Praise is very important for all young people, as it provides feedback and recognition of their appropriate behaviour, helping them to see how well they are doing and what improvements they have made. During the early stages of learning new behaviour it is not easy for them to judge when they are getting it right. By providing feedback for the students, staff help them to see their behaviour and progress for themselves. Learning that things do not happen merely by chance or fate, that their actions have effects, will assist a student's progress towards monitoring and regulating their own behaviour.

At all times staff will actively seek opportunities to reward appropriate work and behaviour using verbal praise.

SANCTIONS

No matter how well planned the curriculum and sessions, or how well staff plan or prepare, individual instances of disruptive behaviour can occur at times. Controls and sanctions are necessary in order to maintain reasonable order at Northampton Saints Foundation. However, sanctions should be applied fairly and consistently without undermining students' sense of responsibility or self-respect. The aim is to create an environment which gives a firm and commonly understood structure and sense of

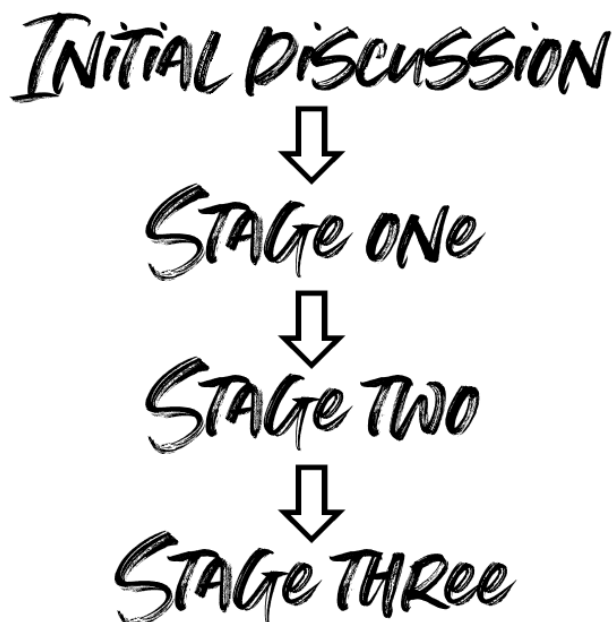
order. Discipline is not an end in itself. It is, however, essential for effective individual and collective learning and for the positive development of Foundation as a whole.

There will be times when students choose not to follow the rules, choosing to prevent the staff from working and their peers from learning. When this occurs, staff will be prepared to deal with it in a planned, calm, quick and consistent way. By following a carefully planned structure and set of effective sanctions, and having determined in advance what they will do when students misbehave, staff have a course of action to follow.

Sanctions will be given for inappropriate behaviour in a way that informs the students that their behaviour is unacceptable. Sanctions are most effective if they are given as soon as possible after the inappropriate behaviour has occurred. For a sanction to be effective, it must be something that a student does not want, but under no circumstances must it be in any way physically or psychologically harmful. Sanctions should never embarrass or humiliate a student.

To further increase the effectiveness of the sanctions, the attention given to the student demonstrating inappropriate behaviour should be limited, while praising those around that are working and behaving appropriately.

Our aim is to always maintain students within the classroom. If inappropriate behaviour is displayed, the following Positive Relationships and Behaviour Process will be used in all incidents,



Initial discussion

First cause of concern for behavioural issues with any minor incident that may have taken place. The purpose of the discussion will be to outline and remind individual of the expectations of the course and to highlight the negative impact of the issue.

- **Facilitators:** Tutor/Employability Officer/Engage Youth Workers or Hub managers
- **Examples of concerns:** Low level disruptive behaviour in a classroom, missed deadline, reoccurrence of lesson lateness.
- **Evidence and development:** Initial discussion recorded, and SMART Goal agreed.
- **Outcome:** Learner to show understanding of expectations and for learner to commence working towards agreed SMART goal. Tutor/ Youth worker/ Hub manager to lead discussion. If no improvement, move to stage one.

Stage One (Informal)

No improvement or progression from the previously identified concern that took place in the initial conversation. A pattern of inappropriate behaviour and performance towards the course is creating a concern with an intervention needed. **IF TARGETS MET, NO FURTHER ACTION.**

- **Facilitators:** Tutor/Employability Officer/Programme Lead/ Hub manager (school or referring agency may attend if under the age of 18).
- **Examples of concerns:** Attendance is below 90% in all aspects of the programme, ongoing punctuality issues no demonstrations of agreed expected behaviours, deadlines missed on multiple occasions, continued inappropriate verbal language.
- **Evidence and development:** Implementation of an action plan which encourages performance improvement, SMART Goals and focused approach agreed for the improvement
- **Outcome:** Student to show understanding of expectations and for student to commence working towards agreed SMART goal's and focus approach. Tutor/programme lead/ Hub manager to Conduct discussion. If no improvement, move to stage two.

Stage Two (Formal)

No improvement from stage one and evidence of ongoing concerns with additional behavioural and performance issues. Greater intervention required due to an increase of severity in concern. Further to this, stage 2 can be implemented as an introduction

to the disciplinary process which are deemed as a more serious issue such verbal aggression and non-attendance. **IF TARGETS MET, NO FURTHER ACTION.**

- **Facilitators:** Employability Lead/Tutor/Employability Officer/Operations Manager/Programme Lead (Parent may attend if under the age of 18).
- **Examples of concerns:** Attendance is below 90% in all aspects of the programme, ongoing punctuality issues no demonstrations of agreed expected behaviours, deadlines missed on multiple occasions, code of conduct agreement is not evident, escalation of aggressive verbal behaviour
- **Evidence and development:** Implementation of an action plan which encourages performance improvement, SMART Goals and focused approach agreed for the improvement.
- **Outcome:** Learner to show understanding of expectations and for learner to commence working towards agreed SMART goal's and focus approach. Tutor to lead discussion. If no improvement, move to stage three.

Stage Three (Final)

Goals and focused approach not met from stage 2 disciplinary with severe behavioural concerns and gross misconduct. As the final stage of the process, the learner's outcome and future will be decided.

- **Facilitators:** Head of the Foundation/Employability Lead/Tutor/Operations Manager (Parent may attend if under the age of 18).
- **Examples of concerns:** Targets from stage 2 not met and increase of behaviour or behaviour which is not accepted such as bullying, theft and substance misuse.
- **Evidence and development:** Implementation of an action plan which encourages performance improvement, SMART Goals and focused approach agreed for the improvement
- **Outcome:** Action plan to continue, with parents made aware if under the age of 18. Withdrawal from the course is an option.

Gross Misconduct

Gross misconduct is an act which is serious that it justifies an act of withdrawal from the course or for the process to be enhanced up to either stage two or three of the

disciplinary process dependant on the incident. In order to protect the learning environment including staff and learners, if the classroom and performance expectations are not met, the disciplinary process will be implemented as stated within this positive relationship and behavioural process.

The process will commence if the following incidents take place under the term of gross misconduct,

- Theft
- Threatening behaviour or assault
- Discrimination of any kind (including racial, homophobic and disability)
- Bullying or harassment
- Deliberate damage to any property of Northampton Saints Foundation
- Possession and/or use of alcohol and illegal substances
- Inappropriate access to web material deemed unsuitable
- Foul and abusive language

Overview of Positive Relationships and Behaviour Process

- The rationalisation of the process is to ensure there is an ethical intervention to support learners to achieve positive progression and to unlock potential of each learners.
- The learner has the right and will be involved in all interventions outlined in this process to ensure transparency and fairness giving understanding as to why the learner is subject to disciplinary.
- The disciplinary process and actions should only take place when all circumstances are understood and explored.
- If an individual/leaners fails to attend schedule meetings, the meeting will continue to take place in their absence.
- Learners has the right to bring a parent, guardian or next of kin to any disciplinary meetings that take place.
- Special considerations will be taken into consideration throughout the whole positive relationship and behaviour process.
- All disciplinary actions, procedures and stages must be recorded as per Northampton Saints Foundation Child Protection Policy.
- Northampton Saints Foundation has the right to withdraw learners from the programmes of study at their discretion.

Consistent follow up: Staff should always take responsibility for behaviour interventions, seeking support but never delegating. It's vital that incidents are followed up by staff, in order to move forward. A restorative approach leads each party to a point where they can take responsibility for their own behaviour and its consequences. It must not be, however, a prelude to a forced apology; don't demand an apology. Show them your humility and give them yours. Ask for nothing in return. A restorative meeting with the student can be brief and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage. The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Reparation will give you a platform to build relationships that change and improve behaviour for the long term.

A good Restorative Meeting is often structured in 5 steps:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. Who do you think has been affected? how?
5. What needs to happen to put this right?

All students begin each session with a fresh start, unless they have consistently and continually chosen in previous lessons to behave inappropriately. A decision may then be made by staff to adjust their daily timetable accordingly.

Critical Incidents

In cases of severe classroom behaviour, such as incidents of violence, bullying or vandalism, a student will not receive a warning and will lose the right to proceed through the hierarchy of sanctions. Such severe behaviour requires an immediate sanction, which removes them from the classroom to be dealt with by on call/SLT. In the case of extreme violent, threatening or aggressive behaviour, including violence, threats or aggression towards staff, students, or other persons, it may be necessary to contact the police.

If a student's behaviour becomes so severe that they are unable to benefit from receiving their education in a class group, then they may be placed on an individual learning programme. This will be fully discussed with the student and their parents/carers and the student's progress reviewed on a regular basis. The aim would be to gradually reintegrate them back into a class group.

If poor behaviour continues, it is the responsibility of key workers to request a meeting with parents/carers. During the behaviour meeting, staff will discuss the barriers, triggers and behaviours of the student, and discuss strategies to overcome them. Targets will be set, in liaison with the student, and support will be offered in helping the student to achieve them.

If the additional support offered at behaviour meetings does not have a positive effect on the student's behaviour, SLT may eventually offer an alternative programme. The

course of action will depend on a number of factors, e.g. is it safe for the student to be on site with other students and are there health and safety concerns. A risk assessment will be completed to determine whether the student can remain on site but not at the same time as other students, or whether the student must be educated away from the centre.

MANAGING EXTREME SITUATIONS

When a student's challenging behaviour can no longer be managed using the above strategies, then it may be necessary to take further action. Such intervention should still be part of a planned process and include distraction, timely physical presence, and various methods of diffusion, using the Team Teach approach. Only when it is clear that no alternative strategies will have the effect of creating a safe environment for all concerned should physical intervention be considered.

There are few situations in which physical intervention would be considered appropriate. Examples of such situations may include the following:

- When a student attacks a member of staff
- When a student attacks another student
- When students are fighting
- When a student is hurting him/herself or is in danger of hurting him/herself

Physical intervention, if required regarding the above situations, may take several forms. It might involve staff:

- Physically interposing between students, with the use of Team Teach approaches (Appendix 2)
- Guiding (Caring Cs)
- In very extreme circumstances, the use of Team Teach holds, for which staff would have received appropriate and approved training

The aim of Intervention is 95% de-escalation using Verbal Intervention and Safe space. 5% Physical intervention should then only be used for as short a period of time as possible to enable a safe environment to be re-established for all concerned. Before intervening physically, a member of staff should, wherever practicable, tell the student who is behaving inappropriately to stop and what will happen if he or she does not. It is also advisable, where possible, to summon assistance from other colleagues. At all times it is important to remain calm and to continue to communicate verbally with the student, making it clear that physical contact will stop as soon as it ceases to be necessary.

The Education Act 1996 allows staff at the Foundation to use reasonable force to control or restrain students, provided they have been authorised by the Head of Centre. Within Northampton Saints Foundation, physical intervention will only be considered necessary when all other possible strategies have been exhausted. All trained staff will have authorisation to use physical intervention in line with this policy.

Up-to-date records of all incidents where physical intervention has been used will be formally recorded and stored in a bound and numbered book. Immediately following any such incident, members of staff concerned will inform the Head of Foundation and provide a written report. Such incidents will always be reported to parents/carers.

DRUGS

If a member of staff suspects that a student has participated in illegal drug use either before Foundation or during delivery hours, or is in possession of illegal drugs, the student will not receive a warning. Following staff discussion of the incident staff will send the student home for the remainder of the day and could jeopardise the placement on the programme. Parents/carers will be contacted to inform them of the incident, and an Incident Report will be written. In the absence of parents/carers, the Foundation staff will make a decision as to the best way forward. In the case of extreme circumstances, such as drug taking resulting in violent, threatening or aggressive behaviour, it may be necessary to contact the police.

SUSPENSION AND INVESTIGATIONS

Suspensions may occur dependant on the severity of the issues to explore the circumstances of the breach or disciplinary concerns. Should the suspension occur, it must work by case by case due to the nature of the learners on the programmes.

Should the suspension occur, the head of the foundations will be appointed to the case to ensure a fair and authentic process. The learner and parent, if under the age of 18 should be informed as soon as possible in writing.

The suspension should be completed within a working week and can be ended at the discretion of staff involved within the investigation.

The suspension should close with the disciplinary meeting where an outcome is available to be shared. All involved in the investigation should be present in the meeting to support transparency and to deliver the outcome.

Appendix 2

Positive Handling (Team Teach)

Staff at Northampton Saints Foundation are trained to look after students in their care. Staff have a duty to intervene in order to prevent students from hurting themselves or others. If a member of staff ever needs to intervene physically, they will follow the Foundation's Positive Handling Policy.

Only staff trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary. Further details of the TEAM TEACH approach can be found on the TEAM TEACH website. The website address is www.team-teach.co.uk

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports

students who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. All of our delivery staff undergo Team Teach training and, although any member of staff may be required to physically intervene with a student who is endangering themselves or others, we would expect accredited staff to take over as soon as possible. Before using physical controls, we take effective action to reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning
- Giving clear directions for students to stop
- Reminding them about rules and likely outcomes
- Removing an audience or taking vulnerable students to a safe place
- Making the environment safer by moving furniture and removing objects which could be used as weapons
- Using positive guidance to escort students to somewhere less pressured
- Ensuring that colleagues know what is happening and call for help

Restraint

At Northampton Saints Foundation we only use physical restraint when there is no realistic alternative. We expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to extreme behaviour should be reasonable and proportionate. Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming himself or another person or in danger of seriously damaging property
- The member of staff should have good grounds for believing this
- Only the minimum force necessary to prevent injury or damage should be applied
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once safe, restraint should be relaxed to allow the child to regain self-control
- Restraint should be an act of care and control, not punishment
- Physical restraint should not usually be used purely to force compliance with staff instructions when there is no immediate danger present to people and property
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity

Following a serious incident, it is the policy of the Foundation to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that students have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective. A member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest

or compose themselves, then the head of centre will make arrangements for the class group to be supported. All incidents of unacceptable behaviour should be recorded and all serious incidents or incidents involving restraint will be recorded on the appropriate form. Any physical interventions must be recorded in the Bound & Numbered Book and reported to the senior leadership team.

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