14+ Academies
Relationships & Behaviour Policy Appendix

Introduction

The aim is to provide a safe, positive and supportive environment to all members of the 14+ Academies, which is vital to effective learning and future progression. This policy sits alongside and works in conjunction with the wider FE Relationships and Behaviour Policy.

We believe that only through learners, parents/carers and staff all working closely together, will we create the intended environment. Moreover, we are certain that a successful environment is one in which there are strong relationships between all members of the community. To do this, we aim to put creating high quality relationships at a core of our practices. Finally, all members are expected to help maintain a positive environment, with showing respect and trying their best, as the minimum requirements.

This appendix should be read alongside the Luminate Education Group Relationships and Behaviour Policy. It sets out the additional and adapted arrangements that apply specifically to learners enrolled at the 14+ Academies.

Aims and Objectives

- To put relationships first and create a positive culture of connection, inclusion and respect that supports positive attitudes to learning.
- To develop and embed a trauma informed and relational approach to behaviour, which is curious, non-judgmental and empathetic.
- To establish and maintain clear boundaries though agreed learner expectations with structures, routine and consistency to create a climate of safety and care.
- To embed a ‘fair’ approach to behaviour. This does not mean that everyone will be treated the same (equality) but that everyone gets what they need (equity).
- To adopt early intervention approaches to address difficulties at the earliest opportunity.
- To ensure we make it everyone’s responsibility to appropriately and restoratively challenge others (learners and staff) if they hear/witness behaviour that constitutes harassment, discrimination or bullying of any kind.

Equality and Inclusion

A full Equality Impact Assessment has been completed as part of the development and approval of the college-wide Relationships and Behaviour Policy. As this appendix sits within and should be read alongside that policy, the 14+ Academies Relationships and Behaviour Policy Appendix falls within the scope of that assessment. In applying this appendix, the 14+ Academies will continue to consider individual and group circumstances in line with the Public Sector Equality Duty (PSED) including additional needs and reasonable adjustments to ensure that the policy is applied fairly and equitably.

Relational Practice

Relational Practice is about building relationships and it emphasises that relationships precede actions. Relational Practice recognises that relationships have a direct impact on people's capacity to feel safe and succeed in education and work. It includes a range of inclusive approaches, such as Restorative Practice, Trauma-Informed Practice and supporting learners with emotional regulation. Relational practice is successful when it is embedded at all levels of the college setting, including ethos, policy, procedures and everyday interactions. It provides the practical tools to adapt to the emotional and developmental needs of all learners, including those who are most in need.

Parents/Carers

We believe that the triangle between learners, staff and parents/carers is vital to the success of a learner's time at the 14+ Academies. As well as the learner investing their time and effort in following the behaviour policy, in choosing to send their young person to the 14+ Academies, we also expect parents/carers to commit to supporting the policies and their young people.

Rewarding Success (Positive Consequence)

The 14+ Academies believes one of the key strategies in promoting a positive environment is through the use of rewards. As such, learners are rewarded for their hard work and effort at College in a variety of areas including attendance, punctuality, behaviour, showing respect and trying their best. The list below details just some of the ways that learners are rewarded and celebrated:

- Praise
- Stamps including weekly prizes
- Postcards
- Accolades (design your own trip)
- Golden Accolades
- Learner of the Half-Term/Term
- Positive calls and emails home
- Reward meals
- Reward breakfasts
- Extended lunches
- Reward afternoons
- End of term awards
- Certificates placed in record of achievement
- Variety of trips including surprise events and leisure activities

Supporting Learners When Behaviour Does Not Meet Expectations

Whilst the 14+ Academies is committed to building strong relationships and using restorative approaches, at times there may be consequences to learners' choices, which are outlined below. We recognise that some behaviour that does not meet expectations may be a symptom of an underlying difficulty or a way of communicating a need and therefore, we will always seek to understand and support the learner alongside any further action that may be put in place.

Throughout this process, we adopt the principle of 'one learner, one plan', ensuring that where a learner is already receiving behaviour support, any further concerns are considered as part of the existing plan rather than through separate processes. Our approach combines high challenge with high support, with

the aim of restoring and repairing relationships and supporting the learner to return to universal support wherever possible.

A wide range of support strategies are available to all learners to not only build, maintain and repair relationships but also ensure their time at the 14+ Academies is successful both developmentally and academically.

- Attendance monitoring
- Attendance reflections and updates
- Meet and greet arrangements
- Restorative conversations and attendance interventions
- Interventions during and after college hours
- Mentoring and 1-1's
- Learner Support Plan
- Self-help walls and sessions
- Range of extra-curricular sessions
- Access to wellbeing drop-in sessions and/or counselling appointments
- Support and Interventions with Learner Wellbeing Practitioner
- Workshops delivered by external partners focussing on wellbeing and safety as well as progression from young person to young adult
- Referral to internal teams (including wellbeing, safeguarding and careers teams)
- Referral to external agencies (including Children Social Work Services, Education Psychology Service, MindMate, Forward Leeds, Basis, Sexual Health Clinic and Eating Disorders Team)

When responding to behaviour that does not meet expectations, staff will consider any identified SEND, EHCP, care experience, safeguarding involvement or other known vulnerabilities. Staff will refer to any agreed support plans and reasonable adjustments will be considered throughout the process, including whether a learner's needs may have contributed to the behaviour, whether existing support remains appropriate and what additional or alternative support may be required.

Where a learner becomes emotionally dysregulated or is unable to self-calm, staff will respond in accordance with the college-wide Relationships and Behaviour Policy. This may include providing a safe and quiet space to regulate, allowing time before discussing the incident, using restorative approaches once the learner is ready, and considering whether any additional support is required.

In addition, learners may be placed in after school interventions. Academic interventions, by subject teachers, aim to help where there is a gap in knowledge or where progress is falling behind. Additionally, learners may be requested to attend a development intervention to help them with their holistic development such as working on social or resilience skills, for example. Learners are required to attend these interventions.

<u>Restorative Approaches</u>

When expectations and values are not met, or conflict develops, we will endeavour to try and address this through a restorative approach. This enables relationships to be mended or even improved, and those involved be able to move forward positively.

This approach may be used in conjunction with appropriate consequences, in order to meet the 14+ Academies needs to ensure the safety of everyone within the community, to ensure an environment is effective for all its members and/or to address ongoing issues.

Behaviour out of College

Learners are always encouraged to uphold high levels of personal expectations whenever they are out of college. Staff may intervene in relation to incidents or behaviour outside of college, including online behaviour, that could, for example, have repercussions for the orderly running of the 14+ Academies or pose harm or threat towards another learner or member of staff. The 14+ Academies cannot be held responsible for learner behaviour when out of college, but where feasible, will endeavour to investigate any incident reported to the college, and to provide appropriate support.

Sexual Harassment, Sexual Violence and Harmful Sexual Behaviour

The 14+ Academies adopts the college-wide approach to sexual harassment, sexual violence and harmful sexual behaviour. All staff have a responsibility to create a culture of safety and to appropriately challenge behaviour that constitutes sexual harassment, sexism, sexual violence or harmful sexual behaviour. Any concerns or incidents will be responded to in accordance with the college-wide Relationships and Behaviour Policy, the Responding to Sexual Harassment & Violence Guidance and relevant safeguarding procedures.

Searches

The 14+ Academies follow the Luminate Education Group Student Search and Physical Intervention Policy. Where there is information or reasonable concern that a learner may be in possession of a prohibited item, an appropriately trained and authorised member of staff may ask the learner to consent to a search.

Searches undertaken by staff will always be consensual and will be necessary, proportionate and non-discriminatory. Searches will take place away from other learners and, wherever possible, will involve two members of staff, with at least one member of staff being the same gender as the learner. The process will be clearly explained to the learner and their understanding checked before the search takes place.

The learner may be asked to empty their pockets, open their bag or other personal items for inspection, and provide access to their locker or other storage. Where appropriate, a trained member of staff may use a metal-detecting device in accordance with the College-wide policy.

Where a learner does not consent to a search, staff will not undertake a non-consensual search. The situation will be risk assessed and referred to an appropriate senior member of staff and safeguarding colleagues. Where there is reason to believe that the learner is in possession of an item prohibited by law, the police may be contacted in accordance with the College-wide policy. Any concern, disclosure or information that a learner may be carrying or using a weapon, or has expressed an intention to do so, will be reported without delay to the safeguarding team and managed as a safeguarding concern alongside any search or behaviour response.

As learners at the 14+ Academies are under 18, parents/carers will be informed where a consensual search has taken place, unless the search forms part of a pre-agreed risk assessment, in accordance with the College-wide policy.

Further Support and Consequences When Behaviour Does Not Meet Expectations

Whilst the 14+ Academies is committed to our work building strong relationships and using restorative approaches, at times there may be consequences to learners' choices which are outlined below. Additionally, we recognise that some challenging behaviour is a symptom of a problem or a way of

communicating and therefore we will always support the young person alongside any further support that may be put in place.

Internal Exclusion

In some circumstances, SLT may decide that learners complete time and lessons away from their normal timetable, but within the 14+ Academies.. This will allow learners an opportunity to reflect on, and to discuss, the current situation and what can be done to put it right. These days are usually issued to address learners who are not meeting expectations for attendance or punctuality. Learners in internal exclusion will complete work provided by their usual teachers.

Monitoring Report

The 14+ Academies, on occasion, may decide to place a learner on a monitoring report. This report will allow learners to understand lows, highs as well as patterns to their college day with appropriate positive rewards or further intervention be put in place. The reports, which specifically focus on effort, attitude and behaviour will be made available to parents/carers at the end of each week so reflection can take place at home too. The report is available in three tiered colours to be signed at the end of each day by the following staff members:

Green – Form tutor and Head of Year
Amber – Form tutor, Head of Year and Deputy Head
Red – Head of Year and Deputy Head and Headteacher

Fixed-Term Exclusion

Fixed-term exclusion may be considered where a learner persistently does not meet expectations; where their behaviour involves abuse, harm or threats towards another learner or member of staff, including bullying; or following other serious incidents, including those involving dangerous or illegal items or substances.

Alternative Placements

Where appropriate, the 14+ Academies may work with the learner, parent/carer, Local Authority and other relevant professionals to explore whether an alternative placement may better meet the learner's needs. This may include other 14-16 provisions within Leeds City College or Luminate Education Group, where appropriate and subject to the relevant admissions, funding and placement arrangements.

Behaviour Support Meetings

The 14+ Academies follows the three-stage Behaviour Support Meeting process described in Section 5 of the college-wide Relationships and Behaviour Policy, with the following adapted arrangements for 14+ learners.. During all meetings, parents/carers will be requested to attend. Stages 1 and 2 will be completed by members of the SLT and stage 3 completed by a senior leader from within the wider college. The staff members leading the meeting will direct conversation primarily at the learner to understand what the current situation is, and to plan a positive outcome using a range of strategies including targets being set to support a positive outcome.

College Panel Meeting

Where Behaviour Support Meetings have not been effective or for incidents of a more serious nature, the College Panel process may be instigated. The decision to proceed with this is made by the Head of Department. This decision is always made in consultation with relevant college departments supporting the learner, for instance the Safeguarding Team, SEND, Care Experience etc. The meeting should review the actions leading to the panel. Issues are recorded, and four possible outcomes are discussed. A risk assessment of each outcome is considered.
The overall aim is to retain the learner in learning, and support them to make the changes to succeed.

Removal from Roll

The 14+ Academies is committed to retaining learners in education wherever possible, and removal from roll will only be considered as a last resort or in exceptional circumstances.

Where a range of appropriate support, interventions and reasonable adjustments have been implemented but have not resulted in sufficient or sustained improvement, the College may consider whether the learner's continued placement at the 14+ Academies remains appropriate. Removal from roll may also be considered following a serious one-off incident where the nature or level of risk means that continued placement cannot reasonably be sustained.

Any decision to remove a learner from roll will be considered through the appropriate College Panel process and will take account of the individual circumstances of the learner.

Where removal from roll is determined to be the appropriate outcome, the 14+ Academies will work with the learner, parent/carer, Local Authority and other relevant professionals, as appropriate, to support the learner's transition and fulfil any statutory requirements.

Mobile Phones and Electronic Devices

We value the use of technology, including mobile phones in learning environments. However, it is clear that mobile phones can be a distraction to learners and therefore, we have a clear policy in place to make sure mobile phones are used to aid learning as much as possible.

Learners are expected to store mobile phones in their lockers during class time. Where a learner uses a mobile phone during class without permission, or where their phone or device causes a distraction to learning, it may be confiscated in accordance with the process below. Additionally, we encourage learners to make sensible use of smart watches including those from Apple and FitBit. If these are used inappropriately they will be confiscated following the same process detailed below:

Confiscation
If a member of staff asks a learner to hand over their mobile phone it is expected this instruction will be followed. Staff will work with learners so the process is understood and explained to them.

First occasion – per half term
The learner may collect their mobile phone at the end of the college day from the SLT office. Phones will be stored in an SLT's locked drawer.

Second occasion – per half term
For five days the learner must hand their mobile phone to the SLT office at the start of each day. They can then collect the mobile at the end of each day. Phones will be stored in the safe and parent/carer informed of this.

Third occasion – per half term
The mobile phone will only be returned to parent/carer (a member of staff will inform parent/carer by telephone on the day of confiscation). Phones will be stored in the safe.

On some occasions, a staff member may wish for learners to use their mobiles to aid learning. The staff member will make clear when this is the case. The staff member will also make it clear when mobile phones should not be used once the activity is complete after which, if any of the rules above are broken, the mobile phone or device will be confiscated.

Any learner who refuses to follow these instructions when requested may be required to leave lessons for the remainder of the college day, with the appropriate action above subsequently applied according to the number of occasions.

Dress Code

The 14+ Academies are strong advocates that requiring learners to wear a matching uniform does not actually help towards successful outcomes. Additionally, this approach is designed to help our learners be themselves, be individual and also comfortable. As such, learners are not required to wear a college uniform. However, preparing young people for their futures and the world of work is a key priority for staff at the 14+ Academies. Therefore, all learners must adhere to the dress code policy which is detailed in The Welcome Booklet given to all learners as part of their enrolment. If learners do not follow the dress code, SLT will react in the following way:

First occasion – Learners are reminded of the dress code, the expectations associated with it and the reasons for the policy.

Second occasion – Parents/carers will be contacted and arrangements agreed to ensure the learner is wearing clothing that meets the dress code. This may include the learner returning home to change before returning to College. The 14+ Academies will work with parents/carers to support this process.