

# Behaviour and Communication Policy (incl. Anti-Bullying Policy)

## Contents

1. Rationale
2. Rights and Responsibilities
4. Prohibited Items
5. Rewards and Responses
6. Necessary Physical Contact

### 1. Rationale

1.1 ISOteaching offers a holistic, innovative and creative educational package to young people who are not currently accessing or engaging in education. Depending upon the young person's needs, ISOteaching offers 1 staff – 1 young person or 2 staff - 1 young person tutoring to allow the young person easy and safe accessibility to learning. Our staff begin each session by collecting directly from a young person's assigned address and a return drop-off at the assigned address, or other formally agreed destination, at the end of the session.

1.2 In order to meet the diverse social, emotional and educational needs of each learner ISOteaching is committed to fulfilling its purpose by working in close partnership with parents, carers, schools and external agencies such as Youth Offending Team or Social Care agencies. Following each session ISOteaching's lead tutor writes a sessional report which communicates the key themes within the session, and importantly provides feedback to track the young person's educational and personal progression. This document also enables triangulation of information to key professionals involved in the development and safeguarding of the young person.

1.3 All ISOteaching lead tutors hold a PGCE, and are time-served, highly experienced practitioners in specialised education. Our Teaching Assistants also specialise in the diverse range of support required to meet the individual profile of the young person. We pride ourselves on the quality of provision that our specialised team bring to engage the young person in education and personal development. Our team undertake CPD to ensure and maintain engagement and awareness within their practice.

1.4 ISOteaching recognises that challenging behaviour is often a means of communication, therefore we aim to:

- create a bespoke programme which provides an alternative curriculum that enhances personal and educational development and fosters good behaviour
- offer a programme, flexible in both duration and content, which raises individual standards of achievement whilst promoting self-management and positive relationships
- support young people in their need to gain control over their ability to communicate effectively and safely, by providing alternative options, supporting and encouraging positive choices and modelling best choice behaviours
- provide a holistic and inclusive programme which develops aspiring, confident, independent and resilient young people to enable successful progression in education, the working world, and 'life'

1.5 This policy is to be read in conjunction with Keeping Children Safe in Education (2015) and the Equality Act (2010), which highlight actions and behaviours which are unlawful such as direct / indirect discrimination, failing to make reasonable adjustments for disabled young persons or staff, harassment related to a protected characteristic, victimisation.

## 2. Rights and Responsibilities

2.1 For all staff and young people to work in a safe and effective way, both staff and the learner work towards recognising each other's rights and responsibilities. Key aspects are regularly revisited with learners and indeed staff to ensure that challenging behaviours are dealt with through an understanding of a framework of rights and responsibilities.

### Framework of underpinning principles of rights and responsibilities

Rights	Responsibilities
The right to be physically and emotionally safe	To keep myself and others safe
The right to be listened to and heard alongside being willing to listen to accept advice	To express my thoughts and feelings in an appropriate way
The right to make choices and to contribute to decision making	To consider the points of view of others in making choices
The right to learn and participate fully	To be present and to be open to learning
The right to an education that is free of sexual harassment, racial discrimination and discrimination of any sort on the grounds of colour, size, age, disability, culture, religion or sexual orientation and gender identity	To treat everyone with respect and dignity, and acknowledge the Equality Act (2010)

### 3. Anti-bullying – Zero Tolerance

3.1 ISOteaching has a strong and robust anti-bullying ethos which is embedded within the Framework for Underpinning principles of rights and responsibilities. Obviously bullying within session is not a factor due to the nature of provision, however ISOteaching will take seriously and act immediately if it becomes apparent that the young person is involved in bullying behaviour, and this is reported appropriately and immediately.

### 4. Prohibited items

4.1 Where ISOteaching staff become aware of the young person carrying or concealing, or indeed reveal a prohibited item such as

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

staff are instructed to take appropriate action immediately by asking the young person to voluntarily hand over the item in question. In the case of pornographic images, the staff request may be to remove from view. In all cases this would be followed up in future sessions to discuss and address the behaviour or action. It may be noted that if a young person refuses to comply with the above, the session would be terminated immediately, and the young person returned to their residence.

## 5. Rewards and Responses

5.1 Embedded within our ethos is learning through enjoyment. In accessing the profile of our learner, ISOteaching designs a bespoke, 'wrap-round' alternative learning programme that embraces their needs and their passions. Through our innovative teaching and learning approach, the young person experiences how learning is borne out through many different learning mediums. This is supported further by a positive and specific praise strategy.

## 6. Necessary Physical Contact

6.1 Physical Intervention, often referred to as use of reasonable force. All sessions take place on a 1 staff – 1 young person or 2 staff - 1 young person ratio / basis. All ISOteaching staff are trained to de-escalate challenging behaviours which may lead to a physical output. The best interests of the young person are of paramount consideration. Therefore, staff will not utilise any physical restraint or force to control or to restrain a young person. Instead, staff will use a full range of non-physical responses. This would include providing alternative options, de-escalation techniques, redirecting and diversion, providing a safe space zone, supportive guidance, prompts, guides, break-away, and talking therapies. Where a young person chooses to stop the session by disengaging (for example walking away from the situation and indeed staff) staff will follow specific protocol in accordance with contact points, flexible as agreed in the initial parent guardian meeting.

6.2 In a situation where the young person is going to physically harm another person, ISOteaching staff will in the first instance utilise all the strategies outlined above, highlighting further the possible consequences of actions. Where the young person continues to pursue this course of action, staff will contact the police.

immediately, and inform the director(s), appropriate professionals and relevant parties as soon as is practicable.

6.3 There are occasions when physical contact is appropriate, proper and necessary, giving due regard to the young person’s feelings and sensitivities, such as:

- Giving first aid
- Comforting a distressed young person
- Praising or congratulating a young person

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