

## POLICIES AND PROCEDURES

|                                                          |                                                                                                        |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Policy Name:</b>                                      | Learner Behaviour and Exclusions Policy                                                                |
| <b>Policy Ref:</b>                                       | L803                                                                                                   |
| <b>Type of Policy:</b>                                   | Learning                                                                                               |
| <b>Owner of document:</b>                                | Principal                                                                                              |
| <b>Date approved by CEO/SMT:</b>                         | Date: 03.10.2025                                                                                       |
| <b>Date approved by Quality Learning Care Committee:</b> | Date: 25.09.2025                                                                                       |
| <b>Date approved by Board</b>                            | Date: N/A                                                                                              |
| <b>Privacy Impact Assessment</b>                         | Date:                                                                                                  |
| <b>Equality Impact Assessment</b>                        | Date:                                                                                                  |
| <b>Circulation (highlight as appropriate):</b>           | Signature by all staff on People HR, Website, Core Docs, included on Staff Intranet and Trustee Portal |
| <b>Review cycle:</b>                                     | Every three years                                                                                      |
| <b>Next review date:</b>                                 | Term: Spring 2028                                                                                      |

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## **Learner Behaviour Policy Code of Behaviour**

### **Policy statement**

This policy sets out the way Orpheus will enable the learners to understand and apply the behaviour expectations within our College, ensuring they are aware of the consequences of their behaviour not meeting the college's expectations.

Orpheus is a diverse, inclusive community and affords equality of opportunities to its learners and staff. Some learners may present behaviours which challenge as they try to manage sensory impact of their environments. In these circumstances, Orpheus works with the learner and their circle of support to identify triggers, de-escalation techniques and co creation of personalised supportive strategies and resources.

All Orpheus staff are committed to supporting all learners to achieve their personal learning goals and ambitions. Learners are expected to support Orpheus and one another in this effort by behaving in a way that creates a safe and friendly learning environment and contributes not only to their own success but to that of their fellow learners

### **Scope**

This policy applies to all learners at the Orpheus Centre.

This Policy should be read in line with:

Accident Incident and Near Miss Policy

Attendance and Punctuality Policy

Safeguarding Adults at Risk Policy

Serious Incident Reporting Policy

### **Definitions and explanation of terms**

N/A

### **Roles and responsibilities**

Chief Executive Officer

The CEO will ensure that that all staff are aware of this policy and that adequate resources are made available to implement it.

### The Principal

The Principal has overall responsibility for ensuring that all staff and learners are aware of this policy and the process of implementation as required. The Principal will ensure that any necessary remedial action or amendments to this policy are completed.

### Senior Managers/Departmental Managers

Senior Managers/Departmental Managers shall ensure that the policy is implemented within their department. This will include:

- Ensuring all tutors, LSCA's and anybody else working with learners are aware of this policy and are actively referring to it if a situation arises.
- Providing feedback on updates required for this policy to impact upon positive change
- Ensuring that personal behaviour management plans, that identify triggers and de-escalation techniques, are kept up to date and available through the individual learner's Databridge file at all times.

### **Aims of Policy**

This policy sets out the expectations that Orpheus has for learners' behaviour and the management strategy for behaviours which disregard the learner code of conduct.

Behaviour that challenges may be a person's only way of communicating an unmet need. Orpheus uses positive behaviour support to enable our learners to maximise their own experience of Orpheus and that of their peers, the volunteers, staff and visitors.

### **Principles**

Behaviour that challenges may be a person's only way of communicating an unmet need. The behaviour that is seen may or may not reflect the matter the learner is trying to communicate.

For example, when a learner finds loud noise overwhelming, they might run away from the sound, push a person who is making the sound, or scream.

At all times, Orpheus Staff will give due attention to the individual learner's needs, seeking to clarify any trigger for the learner's behaviour in their physical or social environment which can be better managed and thus prevent the challenging behaviour.

For example, Orpheus should consider if noisy activity can occur at an alternative time or location, if the activity the learner is participating in can be relocated to a quieter space, or utilise tools to minimise the sound that individual is exposed to.

Where triggers are identified, personal behaviour management plans and risk assessment will be devised to support day to day activities through elimination or better management of the triggers and de-escalation techniques. These individual plans will be kept up to date and available through the individual learner's Databridge file at all times.

## **Code of Conduct for learners**

The learners will:

- Observe Orpheus rules and regulations
- Be courteous, considerate and respectful to other learners and to members of staff, volunteers and visiting guests or collaborators
- Be punctual and maintain good attendance in all sessions
- Refrain from anti-social activities such as shouting, swearing, spitting and other unruly, abusive and offensive behaviour
- Not purposefully engage in bullying activities including cyber bullying
- Refrain from any form of physical violence
- Refrain from any activities that would reduce their ability to participate fully and safely in the work of the class, for example the consumption of alcohol.
- Treat premises and property with respect
- Refrain from any unlawful activity.

When learners do not adhere to these behavioural standards, either on campus or whilst participating in offsite visits including work experience and external performance, this policy will be used as a tool to navigate the management of the situation.

Learners should be made aware that Orpheus has the right to remove from its premises anyone whose behaviour is unacceptable and anyone who has no legitimate reason for being at Orpheus

## **General**

### **Behaviour Affecting Learning or environment in lessons**

Learners who persistently or seriously misbehave and are not engaging with strategies to support reduction in such behaviours and as a result change the pace of the learning or are potentially dangerous in class, may be required to leave the class. Learners asked to leave class under these circumstances will remain on Orpheus premises supported by a staff member to a quiet space to reflect on their behaviour. Every effort should be made to support the learner to return to learning, when they are in a position to do so and ready to attempt reengagement. Should a learner refuse to leave the class, an assistant principal or curriculum manager may be requested to attend and support the learner to leave the class.

## Behaviour Impacting on the Wider Centre

Learners who misbehave in other areas of the Orpheus centre may be required to leave the specific area.

- Where a learner's behaviour is disruptive, offensive, distracting to other people, or potentially dangerous and not responsive to behavioural strategies attempted, the tutor may:
- Liaise with the Assistant Principal- Curriculum and Quality or Assistant Principal SENCo, to make arrangements to have the learner removed from class and supervised whilst on Orpheus premises.
- The removal from class should be implemented following assessment of maintaining the safety of others following unsuccessful response to re-engage the learner.
- A supportive opportunity that allows education to continue and for the learner to regulate their behaviours, emotion and sensory response in a safe space.
- Telephone the learner's designated contact and report the incident as soon as possible.
- Plan for the learner to be collected from the centre or to return to their flat.

## Behaviour colour guide

This is a simple guide designed to communicate positive and negative behaviours. It is shared with parents/guardians and learners.

### Green behaviour

Green behaviour is categorised as positive behaviour that has an impact on self and others.

| Kind actions towards other people                               | Showing excellent progress                                           | Showing great effort                                                                 |
|-----------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Helping someone else                                            | Doing some excellent work in lessons                                 | Working really hard in lessons or working well with others in lessons                |
| Doing something which shows you are thinking about someone else | Doing some excellent work outside of lessons towards a personal goal | Working really hard outside of lessons towards a personal goal                       |
| Communicating something nice to another person                  | Demonstrating independence                                           | Taking initiative by independently doing extra work or finding solutions to problems |

| <b>Achieving something</b>                                                                     | <b>Showing a great attitude</b>                                                                |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Producing an outstanding piece of work                                                         | Being a role model to others in the way you behave                                             |
| Doing something special which demonstrates your independence or making an independent decision | Being on time and attending all lessons (unless you have a valid reason why you are unable to) |
| Going out of your comfort zone                                                                 | Self-regulating                                                                                |

The consequences of green behaviour may be the award of a celebrate success certificate via Databridge, exciting additional opportunities, or, with consent, parent/guardian informed about the positive behaviour.

#### **Amber behaviour**

Amber behaviour is categorised as inappropriate, lower-level behaviour that has an impact on others.

| <b>Refusing to listen to or follow reasonable staff instructions</b>      | <b>Taking other people's property without asking for consent</b>            | <b>Failure to be on time for or attend lessons, or failure to make effort</b>      |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Ignoring staff                                                            | Stealing someone's property                                                 | Being late for lessons on more than three occasions in a week with no valid reason |
| Deliberately not following clear instructions                             | Taking someone's property when they've made it clear they don't want you to | Refusing to attend one or more lessons with no valid reason                        |
| Failing to comply with health and safety rules or learner agreement rules | Using someone's password or login details                                   | Refusing to engage in one or more lessons with no valid reason                     |

The consequences of amber behaviour will be determined by at least two of the following staff: Principal, Assistant Principals, Curriculum Managers. Consequences of amber behaviour might be: informing parent/guardian about the behavioural issue, removing the learner from upcoming activities, and/or putting in place a behaviour agreement.

## Red behaviour

Red behaviour is categorised as highly inappropriate behaviour that has a significant impact on others.

| Physically harming or attempting to harm another person | Physical behaviour which endangers other people or property                                                    | Physically damaging or attempting to damage property     |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Punching, kicking, hitting, slapping, pushing, fighting | Throwing objects (not at a person)                                                                             | Breaking objects or property that don't belong to you    |
| Pulling a person's hair, biting, spitting               | Taking photos of other people without their consent, sending to others or posting online without their consent | Using objects or property inappropriately or dangerously |
| Throwing objects at a person                            | Making noises or sounds which are causing upset - these are noises or sounds which a person is in control of   | Making a deliberate mess of an area or space             |

| Doing things to someone without asking for consent           | Verbally abusing another person                                        | Not engaging or other behaviour deemed inappropriate or disrespectful                         |
|--------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Non-consensual kissing, hugging, or touching                 | Swearing at someone (not as a joke)                                    | Refusing to go into a lesson with no valid reason                                             |
| Non-consensual sexual activities                             | Making comments knowing they will upset someone                        | Refusing to participate in a lesson or do the work you're being asked to with no valid reason |
| Attempting to control someone or showing coercive behaviours | Making racist, ableist, sexist, or other offensive comments to someone | Any other inappropriate behaviours                                                            |

The consequences of red behaviour will be determined by at least two of the following staff: Principal, Assistant Principals, Curriculum Managers. Consequences of red behaviour might be: informing parent/guardian about the behavioural issue, sending the learner home for the rest of the day and the following day for a period of reflection and internal investigation, removing the learner

from upcoming activities, a meeting with a manager before being able to return to lessons, and/or putting in place a behaviour agreement.

### **CIRCUMSTANCES IN WHICH ORPHEUS WILL CONTACT THE POLICE**

The Police may be contacted when a learner is suspected of a criminal offence such as:

- Theft
- Criminal damage
- Drug use or drug dealing
- Assault
- Illegal use of college facilities including information and communication technology.

### **INTERNAL REPORTING**

All behavioural incidents, whether positive or challenging should be reported on Databridge against the learner's Personal Development and Behaviour Log.

Challenging behavioural incidents should be reported in line with the accident, incident and near miss policy. The staff member involved should also physically alert an assistant principal or curriculum manager to the incident, or in their absence a member of the senior management team.

### **Procedure to implement the Policy**

If a learner persistently misbehaves and makes no attempt to engage with support/strategies to rectify the issue, the Principal may issue a formal warning.

Where a disciplinary matter is being considered, the Principal may decide immediately to issue a formal written warning or to invoke the Learner Disciplinary Procedure if the offence is felt to be sufficiently serious. In all formal disciplinary proceedings the right of learners to be given a fair hearing will be upheld.

In taking this action the Principal will make reference to records of the learner's behaviour and efforts made by staff to effect any improvement. At this point the learner will be advised in writing that the formal Disciplinary Procedure is being followed.

### **Stage 1 of the procedure is:**

#### **VERBAL AND WRITTEN WARNING**

At the first stage, the Principal will give a verbal warning. This will be confirmed in writing. A copy of this written statement will also be sent to the learner's parent/carer and/or funder where appropriate. An acceptable sanction or consequence may also be implemented such as the loss of privilege such as learner forum memberships or attendance on trips.



A second formal warning will be issued by the Principal if the learner fails to make an improvement, despite strategies and interventions in place and/or commits further offences. This will be a written warning. A copy of this written warning will also be sent to the learner's parent/carer and/or funder.

Where a learner fails to make an appropriate response, they may be subject to the Learner Disciplinary procedure. The learner may be temporarily suspended subject to an investigation of the alleged breach of the Code of Behaviour. Learner suspension can only be authorised by the Principal. This may ultimately lead to permanent exclusion from Orpheus.

### **Stage 2 of the procedure is:**

#### **THE COLLEGE'S LEARNER DISCIPLINARY PROCEDURE**

The Orpheus Learner Disciplinary Committee hears all cases where a learner has been suspended from Orpheus for persistently failing to comply. Serious breaches would include such things as:

- Theft
- Threatening behaviour including racial, sexual or other harassment
- Wilful damage to property
- Drunk and disorderly behaviour
- Drug use or drug dealing
- Deliberate breaches of safety legislation and safety regulations

Where a learner has been suspended, the CEO will be notified and arrangements made for a Disciplinary Committee Meeting to be held. The Learner Disciplinary Committee is chaired by The Chief Operating Officer with the Principal and Registered Manager in attendance. The Orpheus Learner Disciplinary Committee has the power to permanently exclude a learner from Orpheus. The learner will be invited to attend the meeting for the purposes of presenting their case to the Learner Disciplinary Committee. They can be accompanied by parent/carer/social worker if they wish.

### **Stage 3 of the procedure is:**

#### **APPEAL**

The learner may appeal against the decision of the Learner Disciplinary Committee by submitting a written declaration to the CEO clearly stating the grounds for the appeal within 5 working days of the decision.

For the purposes of an appeal by a learner, the CEO will form an Appeals Committee comprising of a senior manager who has not attended the original learner disciplinary meeting and a Trustee. The appeal committee will conduct a hearing with the learner and someone they choose from their circle of support where minutes will be taken. The Appeals Committee will then investigate all evidence presented and available, notifying the learner in writing of their final decision within three working days.

## External Reporting

Dependent on the nature of the incident, the following external bodies may be notified:

Police

Social Care Team

Ofsted

CQC

Local Authorities

## Training

Training will be provided to staff in how to manage the learner's behaviour in the most positive way. This will include in house training by experience staff and therapists. Positive Behaviour Support training will be delivered to all staff dictated by the level of contact they will have with learners. This will be delivered by external experts.

## Support for staff or learners involved in behaviour incidents/occurrences

De-briefs should happen with staff and/or learners involved or witness to behavioural incidents and occurrences. This should happen as close to the incident safely concluding where possible. De-briefs are conducted proportionately and appropriately dependent on the incident, however, it may not be necessary to de-brief but the incident/occurrence should be document and recorded.

At times, it may be necessary to conduct check-ins with learners as a group or individual basis which will be led by the most appropriate member of staff depending on the situation.

Staff are able to access a support programme provided by the organisation where they are able to access counselling and other support services at no cost to them

Regular 1:1s between line managers and their direct reports should cover wellbeing, however staff should not wait to use this opportunity to raise any concerns or worries and such discussions can happen as requested the staff member involved

## Glossary

N/A

## Policy update review:

| Date:      | Updated by: | Section updated: | Update:  |
|------------|-------------|------------------|----------|
| 03.09.2025 | Chloe Smith | N/A              | Reviewed |

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