Chiron OEP Positive Behavior Policy

Policy implemented:	June 2023
Last reviewed:	May 2025
Next review due:	May 2027

1. Summary

The aim of this policy is to:

- Provide guidance to teachers, students, parents/carers, and other stake holders about how to support our students to self-regulate, manage their behaviour, and feel safe so that they are ready to learn.
- Provide a framework for our collective beliefs, understanding and insights into behaviour as it relates to students with complex needs at Chiron OEP.
- Provide a holistic whole-person model for self-regulation and behaviour that will empower our students to develop effective behaviour for learning.

2. Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Ayesha Allen, Virtual School Head
Technical review carried out:	Craig Harris
Final quality check carried out:	Policy, Practice & Information Officer
Date implemented:	June 2023
Version Number:	1.0
Date of the next review:	May 2027
Department responsible:	Education
Job Title of Lead Person:	Ayesha Allen, Virtual School Head

In addition to this policy, local authorities and other commissioners may have their own policies, procedures and guidance which Services must comply with. These policies should complement this policy.

However, there may be additional requirements put in place by local authorities and other commissioners and these must be adhered to. Changes must not be made to Salutem's policies and procedures without corporate approval but, where needed, local procedures should be developed to accompany these.

EQUALITY AND DIVERSITY STATEMENT

The Salutem Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any such factors and all will be treated with dignity and respect.

3. Headings

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This policy must be brought to the attention of all employees.
The controlled version of this policy and its associated documents are available on the Blink Hub. Printed or downloaded copies are uncontrolled and may not be up to date.

4. Content

Key Beliefs

At Chiron OEP we believe that behaviours which challenge happen for a reason and that this behaviour might be the only tool the student has to communicate. The reasons are individual to the person and as teachers it is our job to build the support to enable the student to get back on track with their learning. Students who display, or are at risk of displaying, challenging behaviour need positive support or interventions. We understand that mistakes are part of the learning process – we don't make a judgement about it, we just support everybody to get it right.

As an online education provider, we can remove the physical risks that may have caused issues for our students in the past and we can therefore focus on supporting our students in building confidence and learning skills that will allow them to return to the classroom if appropriate.

At Chiron OEP we believe that:

- Our students want to behave well
- Behaviour is a means of communication – students must be supported to communicate their needs wherever possible.
- With the right interventions, all students can be supported to self-regulate and manage their behaviour.
- Our learners have complex needs which have affected their engagement with education. This will affect how they behave and how they learn to self-regulate.
- Teachers must be given the opportunity to learn and have insight into how our students dysregulate to ensure that they are able to manage classroom behaviour. It is essential that we work with the families and professionals to be able to form a holistic approach.

Teachers can support our students by:

- Being mindful and reflecting on the quality of our relationships with each other, the professionals that we work with and them.
- Reflecting on, and continually improving the quality of the provision.
- Reflecting with parents, carers and other professionals so that we always have up-to-date insights into the students that we support.
- Planning and refining the scaffolding that we put in place for individual students to support them in self-regulating.
- Observing, gather and analysing data on behaviour to ensure that we are identifying patterns at individual and group level which may require intervention.

Quality of relationships

Quality of relationships amongst staff

At Chiron OEP the quality of our relationships with each other is crucial. Our staff receive training on how to model healthy relationships and guidelines are published in the Salutem Staff Code of Conduct.

Quality of relationships with students

Each adult is a significant adult for our students. To foster successful, enabling relationships we need to:

- Actively build trust and rapport with all children and young people.
- We should have high expectations for all students. When we demonstrate our belief in them, it supports them to succeed.
- We always treat students with dignity and respect by communicating carefully and clearly in a way that is accessible and appropriate.
- Consider the function of the behaviour; why is the student behaving in this way and what need does it serve?
- Identify the strengths of the student – identify these with the student where possible and build on it. If a student is not able to do this, advocate for the student within the team or professional group.
- Apologise if you make a mistake – you are modelling this for the student, and this will support you to build trust and respect.
- Name and manage your own emotional reactions to students' behaviour i.e., demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person.
- Quietly but firmly hold appropriate boundaries for the students.
- Seek support from wider professional networks to problem-solve behaviour that challenge.
- We are non-judgemental about students' life experiences, but we use behavioural data, collected from ABC interactions, CPOMs incidents and the students previous education history,to inform our planning for them.

Quality of relationships with Parents and Carers

It is important to work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. IEPs which include strategies for positive behaviour management are co-created with parents and carers and the team around the child and regularly reviewed.

Quality of relationships with other professionals

It is important to ensure we are working collaboratively with other therapists and professionals working with students to ensure their input into planning and strategies e.g. speech and language therapist, occupational therapists or CAMHS. It is also crucial that this information is shared via the IEP for the students so that all teachers can accommodate the student's needs into their planning.

Quality of Provision

If we can provide engaging and relevant lessons at an appropriate level of challenge it is less likely that challenging behaviour will occur. To do this we must:

Ensure that our lessons have clear structure and routines.
Always communicate our expectations clearly.
Ensure that learners understand the learning journey that they are on and what the objectives are.
Ensuring that students receive clear feedback on how they are progressing.

Rewards and Sanctions

We want to ensure that positive behaviour and progress is rewarded. This can be done through:

- Descriptive praise.
- Symbolic rewards (such as high-five rewards or choices regarding activities).
- Communication with parents and carers to inform them of the behaviour or achievement.
- Special responsibilities/privileges.
- Preferred activities and choice (e.g. Kahoot or other online games in lesson time)

Where rewards are given, they are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

We do not believe in sanctions or punishment.

Example:

1. Learner disrupts activity or behaves in a way that makes other learners feel unsafe. Learner is muted and not encouraged to contribute until the teacher is able to engage with them 1:1.

2. Learner is supported by an adult to consider their behaviour.
3. Learner apologises to the group, for his/her specific actions and carries on engaging with the course.

It is important for our learners to clearly link a specific behaviour with its consequence. The consequence needs to be a fitting consequence, to support the learners understanding of both positive and negative consequences. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this learner to manage?

5. Areas of Governance

This policy has been written with expert contribution from appropriate stakeholders. The Information Governance team will monitor, reflect on and gain organisational learning from the implementation of this policy. This policy will be reviewed and updated two years from implementation unless legal changes demand a more timely amendment.

The application of this policy and its associated documents is mandatory for all services staff, volunteers, agency staff and all other Salutem representatives. Staff understanding of this policy and associated documents will be assured through training, assessment of competency and supervision.

Staff understanding of this policy will be assured through training and the delivery of awareness raising workshops as deemed necessary by Divisional Management. The people we support will be involved in the review to ensure it captures the important issues for them.

6. Areas of Responsibility

Salutem Senior Leadership Team and Board

- Ensure availability of resources to ensure the implementation of this policy, completion of training and systems to ratify, communicate and review this policy.
- Ensure there are clear disciplinary and other measures for staff who do not adhere to this policy.
- Ensure the policy is monitored and organisational learning is enabled by systems of data collection and *analysis as appropriate.*

Principal

- Ensure that all support staff including agency workers are trained, developed, and supported.
- Consult with specialists as needed to ensure staff and students are being supported in the most optimal way.

- Audit to ensure policy has been embedded and is effective

Individual Staff

- Learn about the person and their and support plan prior to supporting them.
- If further explanation is needed then the staff member must raise this and receive training to understand their role in the support plan.
- Seek guidance from appropriately qualified professionals if required.
- Ensure that you are adequately trained and competent to manage the requirements.

7. Learning and Development

Salutem is committed to ensuring that all staff are aware of what is expected of them so that everyone is appropriately supported. Staff should speak to their line manager in relation to their learning needs using supervision and through the appraisal process.
In order to ensure that our staff are able to understand the contexts of our students, and have the best possible information available to them, all our staff undergo behaviour training with our Children's Services Quality Assurance team.

8. Associated Documents

- Anti-bullying Policy and Procedure
- Whistle blowing Policy and Procedure
- Online Safety Guidance

9. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Status	Changes
V1.0	June 2023	New	New policy
V1.1	May 2025	Reviewed	