



Behaviour Policy

Document Control

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Rev 5	GG/EC	Format Changes	RGR	Sept 2025	Sept 2026
Rev 6	GG	Non-use of mobile devices in line with updated government guidance.	RGR	Sept 2026	Sept 2027

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1. VISION STATEMENT

1.1 At Vega College, our vision is for every student to achieve academic and personal success, feel a strong sense of belonging within our community and thrive as they successfully transition to their chosen destination.

Traditional behaviour management approaches have often not worked for our learners. Instead, Vega College takes an attachment and trauma-aware approach to behaviour management which recognises that:

- All behaviour is a form of communication.
- Concerning behaviour can be a signal for support.
- Understanding our emotions is a key aspect of managing behaviour.
- Learners can learn to self-regulate their own emotions and behaviour with the support of skilled adults.
- Learners need high expectations, clear rules and boundaries to feel safe.
- Learners need praise and rewards for positive behaviour and restorative practices to restore negative situations/behaviours.

2. OUR APPROACH AND EXPECTATIONS

2.1 All behaviour is a form of communication. "Thinking of a child behaving badly disposes you to think of punishment. Thinking of a child struggling to handle something difficult encourages you to help them through their distress".

- Behaviour is anything that a person does that we can see or hear.
- When we feel frustrated, upset or misunderstood we can struggle to respond to these feelings which can result in less acceptable behaviours.
- It is the role of Vega College staff to 'tune in' to identify what our learners are trying to communicate.
- Once a learner feels understood and cared for, they can learn to express their emotions in an acceptable way.
- Staff at Vega College respond to concerning behaviours by:
 - having a non-judgmental, curious and empathic attitude towards behaviour
 - focusing on the underlying feelings and emotions that drive certain behaviours
 - viewing a child displaying concerning behaviour as vulnerable not troublesome
- Staff at Vega respond to positive behaviours by:
 - Using praise, positivity, reward systems
 - Communicating positive behaviour with parents/carers and schools
 - Acknowledge and celebrate minor and major academic and personal developments

2.2 Vega College expects mutual respect to be displayed between students, students and staff, and students, staff, parents and visitors.

2.3 Relationships are at the heart of what we do. At Vega College, we understand that relationships are key to how we feel and behave. It is the job of all adults in the school to build up the self-esteem of the child by nurturing, promoting and modelling positive relationships. We believe that:

- Children who feel valued are much less likely to display inappropriate behaviours.
- Children's interactions with adults from the moment they step into the building are positive, respectful and ensure the child feels that they matter.

2.4 Relationships are at the heart of what we do. At Vega College, we understand that relationships are key to how we feel and behave. It is the job of all adults in the school to raise the self-esteem of the child by nurturing, promoting and modelling positive relationships. We believe that:

- Children who feel valued are much less likely to display inappropriate behaviours.
- Children's interactions with adults from the moment they step into the building are positive, respectful and ensure the child feels that they matter.

2.5 We are attachment and trauma aware.

2.6 Vega College believes poor attachment or experience of trauma leads to young people struggling to learn and often displaying concerning behaviours. It is the responsibility of all adults in Vega College to be attachment and trauma aware and to help provide a secure base by:

- Being available as a trusting adult for the child
- Helping the child feel that they belong
- Helping the child to manage their feelings
- Unconditionally accepting the child as they are in order to build their self-esteem
- We believe in clear boundaries and expectations

2.7 Vega College acknowledges the need for an approach that balances nurture and structure. We believe that:

- Children need clear routines, boundaries and responses to help them feel safe, protected and cared for.
- All children have the right to feel safe and a right to learn.
- All feelings are acceptable but not all behaviours are.
- Understanding behaviour as a form of communication does not mean that children do not experience consequences for their behaviour.
- High expectations should be maintained for all learners and they should be supported to meet them.

2.8 Vega College expects non-use of mobile devices in line with updated government guidance September 2026. The below expectations now apply:

- Students must turn off their mobile phones and place their devices in the secure mobile phone box when they arrive at Vega College. Devices will be returned to students at the end of the school day. This applies on occasions when students are taking part in off site activities.
- Mobile phones are only permitted to be used by students for medical needs, ie for tracking diabetes or if they have a SEND need which requires mobile phone use for communication.
- Mobile devices may not be used by students during the school day, during lessons or social times.
- Mobile devices will not be used to record or photograph students or staff at Vega College.
- Photographs of students and staff will only be permitted on the college phone to record college activities.
- Staff must refrain from using personal mobile devices during the school day or in front of students, unless they are required for authenticator use to access school systems.

3. OUR RESPONSE

3.1 At Vega College we always disapprove of the behaviour, never the person. Each individual school sending pupils to Vega College has a clear and well-communicated reward and consequence system in place. We believe that being fair is not about everyone getting the same but everyone getting what they need. It is therefore not always possible to respond to behaviours in the same way. However, it is useful to have a guiding framework of responses to good and poor behaviour.

4. RESPONSES TO POSITIVE BEHAVIOURS

4.1 It is vital that the majority of interactions learners have with staff are positive.

- All learners will be greeted with positivity when they first enter and leave the college building
- Smile and greet learners as they enter your lesson
- Take the time to find out about their interests and show a genuine interest
- All learners should be told something they have done well in each lesson

- Praise should be specific, e.g. "Well done for being able to remember the order of calculations."
- Give praise for effort, e.g. Well done for giving it a go even though you weren't sure."
- Some young people find public praise difficult to accept. Find ways to praise learners on a 1:1 basis
- Regular phone calls home for all students will take place to inform their parent/carer of something positive that they have done or achieved.
- All positive behaviours are recorded on SIMs and termly awards given to students for positive behaviour, attendance, integrity, pride, ambition and responsibility.

5. RESPONSES TO CONCERNING BEHAVIOURS

5.1 Whatever concerning behaviour a child is displaying we should always follow the 3Rs:

- **Regulate** – calm and soothe the learner. Children are not able to reason when they are in a state of anxiety or distress.
- **Relate** – validate feelings and label them. Help Children to label their emotions to manage their behaviours. It is important that we 'name it to tame it'.
- **Reason** – set limits on their behaviour and problem solve with the child. Once the learning is calm, we can reflect on the situation with the learner, problem solve and discuss consequences.

5.2 Concerning behaviours are recorded.

- Parents and schools are informed via telephone or email
- For harmful/high level behaviour a meeting will take place between the student, Vega College, school setting and parents/carers.
- A behaviour contract may be put in place and reviewed as part of the 6-weekly PLP review.
- Persistent harmful/high level behaviours may bring a students placement at Vega College to an end and students may be directed back to their mainstream setting.

5.3 Our responses need to be based on our knowledge of a child. We aim to identify, support and de-escalate at the early signs of distress.

Underlying Communication	
I don't feel safe, I don't trust you. I don't know how I feel. I need you to attend to me to feel safe and loved. I feel angry. I can't cope with my difficult feelings. I feel overwhelmed, I need to escape.	I don't know whether I still exist. I don't believe you won't leave. I need to be in control to feel safe. This is the only way I know to make you like me. I don't have the skills you're expecting. I need to protect myself.
Behaviour	Possible Responses
Low Level Behaviours	
Fast breathing. Restlessness. Stiff body posture. Clenched fists or jaw. Rapid or high-pitched speech. Continually talking, asking questions. Making noises, not sitting still. Leaving their seat. Talking under their breath. Talking to peers.	Respond to attachment-seeking by moving closer to child, using their name and acknowledging their need, e.g. "I haven't forgotten you Sam. I will just finish checking Will's work and then I'll come to you." Offer a movement break. Offer a sensory support such as a stress toy. Move things on without making demands, e.g. "It can be hard to stay calm when we're not sure what to do. Maybe we can try the next question together and come back to this one later." Use "I wonder..." to help child identify feelings, e.g. "I'm wondering if you are shouting "it's boring" because you feel scared about getting the answer wrong?" (Use this technique 1:1 so as not to draw attention)

	Validate their feelings, e.g. "I know what that feels like. It can be scary to have ago in case you fail at something." "I know it's hard to think right now" "I'm sorry that it's made you so cross."
Mid-Level Behaviours	
Refusal to do work. Refusal to follow Instructions. Non-compliant behaviour. Disrespectful language. Lying. Minor damage to school property. Argumentative. Non-directed swearing.	Quiet correction 1:1 with child to avoid public shame. Acknowledge their feelings of unfairness. Re-phrase requests so they don't imply a demand, e.g. instead of "Tidy away your books" try "we can't go to break with everything out on the desks" Try to problem solve with the child, e.g., "You want to go to break. I want you to complete your work so you can do well in Maths. How are we going to solve this?" Link the consequence to the action. Eg, if they have broken a calculator, they don't get to use one the next session. Use a light tone of voice to suggest a child has another go using different words. Give choices about what will happen next calmly, repeating as often as necessary. Repeat your request or expectation and don't become drawn into an argument. Use distraction. Using phones or personal devices during lesson time.
Harmful Behaviours	
Aggressive / threatening / racist / homophobic / sexist language. Damage to school property. Threats. Throwing objects. Kicking objects. Kicking, hitting, spitting.	Use self-regulation techniques to keep yourself calm. Make sure your hands are visible, palms towards the child so they know you will not hurt them. Keep your body posture, facial expression and tone calm. Keep a distance so the child does not feel trapped. Use a low, slow, strong voice. Speak rhythmically. Narrate what you see in a calm voice e.g. "I can see you are feeling very frustrated right now." If a child needs to be removed, ensure they are with an adult who can support them to self-regulate. Do not chase a child unless they are in danger as it can seem like an attack. Reassure them, "I'm still here when you're ready." Videoing/photographing other students/staff on phones or personal devices.

6. REPAIRING RELATIONSHIPS

6.1 Restorative approaches focus on repairing the harm that has been done through conflict. Through our restorative approaches practice we hope to develop learner's ability to empathise, reflect and take responsibility for their own actions and ultimately find more positive ways to deal with conflict and upsetting emotions. This approach should be used some time after the event (such as the end of the day) when the learner is calm and able to reflect.

6.2 A restorative response to an incident of conflict involves asking the following questions:

- What happened?
- What were you thinking and feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this?
- What's needed to put things right?
- How can we make sure this doesn't happen again?

6.3 Avoid using responses which are not attachment aware:

- Dismissing a child's feelings by telling them they are over-reacting, being silly or wrong.
- Using shaming language or sanctions.
- Using tokenistic praise.
- Telling children how they are feeling.
- Being confrontational with our verbal or body language.
- Ignoring the child.
- Using too many words which can overwhelm them.
- Isolating or leaving children on their own when they are distressed.
- Expecting children to self-regulate by themselves without appropriate support/adjustments.

7. STAFF WELLBEING

7.1 Vega College acknowledges that to build effective relationships with children we need to prioritise our own emotional well-being and have an awareness of our own triggers. Asking adults to walk towards learners in distress and to hold uncomfortable or upsetting feelings requires emotional resilience from our staff.

7.2 Vega College has a responsibility to give staff the right support to equip them to help children manage their behaviour responses and emotional self-regulate. Staff should feel safe and encouraged to talk about how their work impacts on their emotions and vice-versa.

7.3 Vega College supports adults by offering:

- Appropriate and regular training to support them in their understanding and approaches.
- A safe and non-judgemental work environment.
- A chance to de-brief when staff have the opportunity to reflect truthfully around incidences, without fear of blame or retribution.
- A peer support network.
- Access to supervision if needed.