

Safe Opportunities

Policy Documents

SO 126 – Safe Opportunities Behaviour Policy

Safe Opportunities is committed to ensuring the fair treatment of all students within its care but also expects a standard of behaviour that keeps all parties safe and secure in their learning and work.

Signed by:

Helen Pullan

Company Director

Date: 1st May 2021

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Statement of intent

Safe Opportunities believes that to facilitate effective teaching and learning, acceptable behaviour must be demonstrated.

Safe Opportunities acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Safe Opportunities is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Proactively addressing issues.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of Safe Opportunities policy and associated procedures.
- Promoting a culture of praise and encouragement where students can achieve.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Student behaviour agreement
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The Company Director has overall responsibility for:

- The monitoring and implementation of this policy and of the behaviour procedures at Safe Opportunities. This includes the policies effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the Safe Opportunities Complaints Procedures Policy.

Safe Opportunities staff are responsible for:

- Establishing the standard of behaviour expected by students.
- Determining rules
- The day-to-day implementation of this policy.
- Ensuring that this policy is accessible and followed by staff and students.
- Publishing this policy and making it available to staff, parents and students at least once a year.
- Reporting to the senior team on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Safeguarding lead with support from the Company Director is responsible for:

- Overseeing the Safe Opportunities' approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how Safe Opportunities engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring students with SEMH-related behavioural difficulties to external services, e.g. specialist young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on students' behaviour, education and overall wellbeing.
- Liaising with parents of students with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other education, health, social care, independent or voluntary bodies, charities and other professionals.
- Liaising with potential future providers of education, such as colleges and apprenticeship / training providers, teachers, to ensure that students and their parents are informed about options and a smooth transition is planned.
- Leading training for staff on mental health and behaviour.

Safe Opportunities staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their students with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Setting high expectations for every student and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning training to address potential areas of difficulty, to ensure that there are no barriers to every student achieving their full potential, and that every student with SEMH-related behavioural difficulties will be able to study to their potential.
- Being responsible and accountable for the progress and development of the students.
- Being aware of the needs, outcomes sought, and support provided to any students with SEMH-related behavioural difficulties.
- Keeping the relevant senior staff up-to-date with any changes in behaviour.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all students do too.
- Promoting a supportive and high-quality learning environment.

Students are responsible for:

- Following the behaviour guidelines as set out by the teachers.
- Reporting any unacceptable behaviour to a member of staff.

3. Definitions

For the purpose of this policy, Safe Opportunities defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of Safe Opportunities within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation to others
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions.
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, Safe Opportunities defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education or workplace of the perpetrator and/or other students and staff, including, but not limited to, the following:

- Lateness
- Low-level disruption
- Failure to complete work set
- Rudeness
- Lack of correct equipment
- Use of mobile phones without permission.
- Graffiti

“Unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

“Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent poor behaviour or destructive behaviour
- Extreme behaviour, e.g. violence and vandalism
- Any behaviour that threatens safety or presents a serious danger.

- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

4. Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, Safe Opportunities sites are all a smoke-free environment. This includes all training centres and workplaces.

Safe Opportunities has a zero-tolerance policy on illegal drugs and legal highs.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witnesses present.

The staff member will store the sample in the secure locked cupboard in the café or Safe Opportunities.

The incident will be reported to the police immediately. The police will then collect the sample and deal with it in line with their agreed protocols.

Safe Opportunities will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the Safe Opportunities' Child Protection and Safeguarding Policy.

5. Prohibited sexual harassment

Safe Opportunities prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are not acceptable and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature

- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of Safe Opportunities’ devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet or email
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

Safe Opportunities will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Safe Opportunities will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

6. Items banned from Safe Opportunities:

The following items are banned from the training premises:

- Fire lighting equipment:
- Drugs and smoking equipment:
 - Cigarettes
 - Tobacco
 - Cigarette papers
 - Electronic cigarettes (e-cigs)
 - Alcohol
 - Solvents
 - Any form of illegal drugs
 - Any other drugs, except medicines covered by the prescribed medicines procedure.

- Weapons and other dangerous implements or substances:
 - Knives
 - Razors
 - Catapults
 - Guns (including replicas and BB guns)
 - Laser pens
 - Knuckle dusters and studded arm bands
 - Whips or similar items
 - Pepper sprays and gas canisters
 - Fireworks
 - Dangerous chemicals
- Other items:
 - More than one caffeinated energy drink per session
 - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
 - Aerosols including deodorant and hair spray.

All members of staff can use their power to search without consent for any of the items listed above. Staff are advised to get advice from the student's parent/carer, local PCSO, senior Safe Opportunities staff and local police in advance of making any searches or approaching a student about searching for an item.

Searches will be conducted by a same-sex member of staff with another same-sex staff member as a witness. This is unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff immediately.

Staff members may instruct a student to remove outer clothing, including hats, scarves, shoe/boots and coats.

A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

Safe Opportunities is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff or if it is suspected that the student is carrying these items.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.

Parents, carers and professionals working with the student, will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), items will be stored securely in a locked cupboard at the training centre or Safe Opportunities office at Scope House.

The Company Director will always be notified when any item is confiscated.

Staff will be made aware of this guidance and required to follow this guidance in situations with students possessing items that may be hazardous or dangerous.

7. Effective management

Safe Opportunities understands that well-managed classrooms:

- Start the year with clear sets of guidelines that are understood by all students.
- Establish agreed rewards and positive reinforcements.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Effective use of the resources available.
- Have well-planned lessons with a range of activities to keep students stimulated.

Safe Opportunities expect students to:

- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and students.
- Show respect for the opinions and beliefs of others.
- Report unacceptable behaviour.
- Show respect for the Safe Opportunities staff

Praise

Safe Opportunities recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated.

- When giving praise, staff will ensure:
- They define the behaviour that is being rewarded.

- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Staff ensure that praise is not given continuously without reason and only when a student's efforts, work or behaviour need to be recognised.
- Praise that is given is always sincere and is never followed with immediate criticism.
- Safe Opportunities staff encourage students to praise one another in order to encourage them to model good behaviour.

Rewards

Students can be rewarded for their efforts in a variety of ways eg certificates, verbal rewards and communication home. The students hard work has repeatedly led students to gain apprenticeships and jobs from their work placements.

Safe Opportunities understands that when rewards are used following good behaviour, students are more likely to model the same behaviour again. For rewards to be effective, Safe Opportunities recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all students are fairly rewarded.

Safe Opportunities uses two different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a positive phone call or email home.
- **Physical** – material rewards, e.g. tokens or certificates.

Staff may implement different types of rewards as they see fit with approval from the Company Director, however as a general rule, the following rewards are used:

- Certificates
- Phone calls and emails home
- End of term or year celebration events

8. Positive relationships and approach

Positive relationships are key to combatting challenging behaviour. Safe Opportunities focusses heavily on forming these relationships to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

Safe Opportunities staff will enforce a number of strategies to establish positive relationships with their students – these may include:

- Welcoming students to the programme
- Ensuring students understand what is expected of them.
- Creating a positive environment where every student feels comfortable and respected.
- Showing an interest in each student's interests, talents, goals, likes and dislikes, and their family.
- Communicating with the students
- Focussing on using positive language when interacting, to guide towards positive outcomes rather than highlighting their mistakes.

Staff establish clear expectations for manners and respect for students this includes:

- Acknowledging and giving praise when a student demonstrates good manners.
- Encouraging students to treat others with respect by modelling the desired behaviour.
- Informing students of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Teaching students the importance of showing respect to each other, e.g. writing professional emails

Safe Opportunities aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and students are taught to be resilient reducing the likelihood of SEMH-related behavioural issues.

Safe Opportunities aims to promote resilience using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – A plan of work is used to develop students' knowledge about health and wellbeing and each student has a specific curriculum to cater for their needs from Safe Opportunities.
- **Community engagement** – Safe Opportunities proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing.

- **Peer support** – Safe Opportunities encourages all of our students to work together and support each other where possible.

Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.

In order to prevent poor behaviour-

- Safe Opportunities understands that a well-structured environment and planned lessons are paramount.
- A student is seated in the most appropriate place, where they are comfortable for the best learning outcomes.
- Wherever possible, teachers avoid standing with their backs to students and ensure they always have full view of the room.

9. Understanding behaviour

- What appears to be the underlying cause of the student's behaviour?
- Where and when does the student display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the student use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the student's progress be monitored?

10. De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a student's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the student and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened

- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”

11. Intervention

Students can leave the classroom at anytime and a time out space is there for students if needed

Physical restraint will not be used as a method of restraint and is never used by Safe Opportunities staff.

All staff will attempt to use the de-escalation strategies (listed above) instead of physical intervention and may need to call the students’ home or ask the student to leave the session in the case of escalating behaviour.

Members of staff will not use be expected to use reasonable force when conducting a search without consent for certain prohibited items, including the following items.

(Staff members will contact the police or local PCSO and will seek guidance before confronting a student)

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff can search for all the items listed in [section 6](#) of this policy, reasonable force will not be used, to search for the items listed above.

Wherever possible, staff will ensure that a second member of staff is present to witness the search.

Any violent or threatening behaviour will not be tolerated.

Where required, a professional meeting will be called, and lessons suspended while the situation is resolved. This can lead to students having to leave the programme if Safe Opportunities view this as the best solution in the circumstances.

12. Managing behaviour

Students are not disciplined, any incidents of poor behaviour will be noted and discussed with parents and consequences will include the student being asked not to attend the training sessions and ultimately losing their place on the programme.

Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, Safe Opportunities adopts a process for handling challenging incidents.

- Parents will be informed that any further instances of challenging behaviour may result in removal from the programme.
- Senior Safe Opportunities staff will meet to discuss the best plan to deal with the situation.

Although challenging behaviour does not necessarily mean a student has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the student's behaviour.

SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the student's needs, will consist of the following three stages:

- **Stage 1: Universal support** – the adjustments, interventions and support accessible to all students.
 - **Stage 2: Selected support** – the support and interventions delivered using the Safe Opportunities' resources, led by the SEN Team leader
 - **Stage 3: Targeted support** – the support and interventions for students who have more complex and enduring SEMH needs.
- In certain circumstances an individual behaviour plan is needed and will be completed by a Safe Opportunities staff member
 - The Safe Opportunities team will work with the local authorities to resolve the situation.

13. Isolation rooms

Isolation rooms and detentions are not used by Safe Opportunities staff. Each student has their own timetable if they do not want to attend the session the Safe Opportunities team respect this decision and encourage them to work with us in alternative ways.

14. Detentions

Safe Opportunities does not use detentions as part of any programmes.

15. Uniforms

Safe Opportunities does not require students to wear uniforms.

16. Staff training

Safe Opportunities implements training for staff to help them understand young peoples' difficulties and reasons for unreasonable actions.

Teachers and Safe Opportunities staff will receive training on the Behaviour Policy and the student agreement.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff members are aware of the procedures that need to be followed in the case of unmanageable situations.

All staff will also receive training on the common symptoms of SEMH problems, what is and is not cause for concern and what to do if they think they have identified a developing problem.

At least one member of staff will know each student and receive training on how to identify where challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff will receive regular and ongoing training as part of their development.

17. Monitoring and review

This policy will be reviewed by Helen Pullan the Company Director who will make any changes necessary and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

The next scheduled review date for this policy is 1st May 2022

COVID amendment

1. Enforcing control measures

Safe Opportunities ensures that infection control and social distancing rules are communicated effectively to all students. Staff are informed about the measures in place so they can always enforce these rules.

Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, sanitising and mask wearing

Safe Opportunities recognises that students may be supervised or taught by members of staff they have had no prior contact with; however, students are expected to treat all members of staff with respect and work together to maintain a safe environment.

2. Attendance

The attendance register is taken as usual, and absences are marked accordingly and in line with the Covid local authority policy.

Students should not attend sessions if they are following public health or clinical advice to stay at home, and students and their parents will not be penalised for these absences. If a student needs to stay at home due to following public health or clinical advice, the reason for their absence is noted.

If a student cannot attend a Safe Opportunities training session for any reason, their parent must get in touch with a member of staff. If Safe Opportunities is not contacted regarding an absence, the student's parent will be contacted on the first day of the absence.

Clinically extremely vulnerable students who have been advised to shield are not be penalised for absences during the pandemic.

Attendance is monitored, and staff try to re-engage non-attending students.

In the event that a parent of a child with coronavirus symptoms insists they attend training sessions, Safe Opportunities has the right to refuse the student's attendance to protect teachers and others on site.

3. Arrival and departure

Safe Opportunities expects students to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.

Students are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the sessions.

Hygiene and infection control

Safe Opportunities understands that students with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These students are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.

Students are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:

- Upon arrival
- Before and after consuming food.
- After using the toilet.
- After coughing or sneezing.
- When they return from breaks.
- When they change rooms.

Students with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.

Students are encouraged to take bi weekly at home COVID tests, which are provided for them alongside a letter explaining this to parents.

Safe Opportunities prohibits students from spitting, biting, purposefully coughing in another person's vicinity.

Individual risk assessments to be completed in the case of a student with complex behaviour.

Students whose behaviour is purposefully contrary to the infection control measures in place, will be asked to leave the premises

Members of staff to encourage students who are deemed unable to fully adhere to infection control rules, to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

Students are required to wear face coverings, unless they are exempt, during training sessions.

When removing a face covering, students must:

- Not touch the front of their face covering during use or when removing them.
- Wash/sanitise their hands immediately on arrival to sessions
- For temporary face coverings, dispose of them in a covered bin.
- For reusable face coverings, store them in a plastic bag.
- Wash/sanitise their hands after removing the face covering.

Safe Opportunities will provide masks for any students who require them.

4. Social distancing

Students will follow relevant, current government guidelines on Social distancing and Covid guidelines.

Members of staff encourage students who are deemed unable to fully adhere to social distancing measures to keep away from others to the best of their ability, through teaching, praise and supervision.

5. Ill health and infection

Safe Opportunities expects students to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.

Any negative attitudes towards students who have had, currently have, or are suspected to have coronavirus is not tolerated.

Students will be asked to leave immediately if they show symptoms of coronavirus.

Students under the age of 16 come under their own Safe Opportunities' policies, this policy is referring to our Step16 students who are all over the age of 16.

6. The training centre premises

There may be occasions where a student is asked not to enter a certain area due to cleaning and hygiene procedures.

7. Support for students

Safe Opportunities will continue to offer pastoral support to students who are self-isolating, shielding and/or vulnerable.

The relevant staff work with students who are struggling to engage with their sessions, programme or work placement and who are at risk of being absent.

Safe Opportunities understands that some students have been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.

Appropriate support for students with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers, health professionals and counsellors.

The parents of students are contacted regularly to discuss concerns, and to build confidence in their child's engagement.

Where a student requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.

EHC plans, pastoral support plans or multi-agency plans for relevant students are kept up-to-date and shared where needed.

8. Rewards and discipline

Staff ensure that any rewards given adhere to Safe Opportunities infection control and social distancing measures.

Safe Opportunities understands that students may have had different experiences during the coronavirus pandemic and that this may affect how students re-adapt to on-site provision.

Safe Opportunities recognises that a student's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, and acts in line with relevant policies and ensures adequate wellbeing support is offered.

9. Monitoring and review

This appendix is reviewed in reaction to any new government advice by the Company Director.

The date of the next review is 1st May 2022.