

Behaviour Management Policy

Purpose

The purpose of the behaviour management policy is to ensure that the standards of behaviour expected by Engaging Potential (EP) are maintained and that any instances in which young people fall below these expectations are dealt with fairly.

In cases where sanctions are imposed, this will be done with a full and fair investigation and with the involvement of the parents / carers.

Principles

Our aim is to ensure that all young people are able to behave in socially acceptable ways. We believe that our young people should:

- treat other young people and adults with respect
- speak politely to other people
- develop their confidence and self-esteem.

To encourage this, the staff will:

- treat all young people and adults with respect
- speak politely to all other people
- praise young people's efforts and achievements
- challenge the use of bad language
- encourage young people to reflect on how they could have dealt with something differently
- tell parents / carers about their child's efforts and achievements
- avoid using critical or sarcastic language

Roles & Responsibilities

The Head will establish, in consultation with the staff and parents / carers, a policy for the promotion of desired behaviour and keep it under review. S/he will ensure that this is communicated to young people and parents / carers, is non-discriminatory and the expectations are clear.

The Centre Manager will be responsible for the implementation and day-to-day management of the policy and procedures.

The Head and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly the protected characteristics stipulated in the Equality Act 2010. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head, for creating a high quality learning environment, providing positive role models and implementing the agreed policy and procedures consistently.

Parents and carers will be encouraged and supported to take responsibility for the behaviour of their young people both inside and outside EP. They will be encouraged to work in partnership with EP to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise any issues arising from the operation of the policy.

Young people are expected to take responsibility for their own behaviour and will be made fully aware of the behaviour policy, procedure and expectations. Young people will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Training & Development

The Head will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Rules

As part of their induction, young people are expected to sign up to EP's expectations. These rules ensure that young people:

- show respect to their peers and EP staff
- respect themselves, respect others and any property that does not belong to them
- make a positive contribution to the programme
- are respectful by not using their mobile phone during session times
- are aware that EP will not tolerate bullying and will deal with it in line with the anti-bullying policy
- understand the consequences if they are suspected of being under the influence/caught with any illegal substances.

EP does not condone **smoking**, and it is not allowed in any part of our premises. This means that some young people will look for any opportunity to leave the premises for short periods to have a cigarette. Staff members need to be vigilant about this and to encourage the young person to continue their school day. Staff should also remind the young person of the consequences of smoking and that it would be a poor choice to make regarding their health as well as interrupting their learning. All EP staff should take every opportunity to reinforce the message that smoking is bad for health.

Rewards

EPIC is a scheme to acknowledge and reward achievement and improvement in individual behaviour and to reinforce conduct which is conducive to the learning, enjoyment and further achievement of all participants

EPIC offers incentives that are additional to mainstream activities. Participation in the incentive scheme is voluntary and operates throughout term time. This approach clearly identifies the scheme with encouragement and reward rather than with withholding and punishment.

The scheme revolves around the awarding of incentive points which are equivalent to a monetary reward. Points are worth 25p

A young person's day is split up into a.m. and p.m. and points are allocated for prompt and regular attendance as well as more individually recognised achievements agreed with the young persons mentor.

EPIC points are designed to reflect what any young person can access in a day; however this differs for all young people as timetables are individualised.

Decisions concerning the awarding of incentive points are made by EP through its nominated staff and although decisions are explained and recorded they are not negotiable.

No participant is expected to attain unrealistic goals, though the scheme does promote optimum effort to reach potential: incentives are based on the achievement of goals which are S.M.A.R.T* to individual participants.

Participants are not competing against each other but they are attempting to improve and manage their own behaviour, learning and performance.

The EPIC scheme recognises that like learning change is a continuous process and not an event. It starts from where individuals are rather than from where anyone else thinks they should be and support effort to achieve agreed goals at an appropriate pace.

EPIC is only awarded after a respectful two way discussion between the young person and their mentor on a daily basis. All EPIC earned during a week is made available to the young person every Monday during term time, and spent at an agreed time with their mentor.

The points can be carried over from week to week, and the monetary value can also be put towards something e.g. provisional driving licence, but this needs to be agreed between the young person and the mentor beforehand.

Strategy to deal with challenging behaviour

EP has developed a six stage process for dealing with 'challenging behaviour'. Examples of Challenging Behaviour that is subject to these guidelines are:

Bullying (escalated as necessary)

Invasion of personal space

Verbal threats / abuse to staff, other young people, or members of the public

Spitting

Destruction of property (escalated as necessary)

Barricading in rooms

Smoking inside the premises

Abusing kitchen equipment

Climbing on the roof

Setting off fire extinguishers

These examples are not exclusive or exhaustive and behaviour of a similar nature will also be dealt with under these guidelines.

Step 1 – NAMING AND MOVING ON

Challenge the behaviour appropriately if and when necessary with an emphasis on encouraging the young person to move onto the next activity, distracting them from their current behaviour. Don't buy into the behaviour, stay calm and use a humorous approach if appropriate. Move away from them if necessary (i.e. don't give them an audience).

Step 2 - REASON

If the behaviour continues then ask them in a calm manner to stop with reasons why it's not good for them/ others and the consequences. If appropriate, give 5 minutes to stop the

behaviour or 'Put right' the situation (at this point give them some space to consider and inform other staff of the situation).

Step 3 - SWITCH

If the behaviour persists then change staff and, if possible the environment (alter the dynamic). Don't make it personal, leave the ego out to avoid stand offs. Give the young person a way out to make the right choice.

It is acknowledged that when a staff member is engaged in a situation they may not recognise the need to switch – listen out for a "thank you (name)" as an indicator its time to switch.

Step 4 - WARNING

If behaviour continues to persist then give them a verbal warning of the consequences if they carry on and make it clear the choice they are making (e.g. Going home, EP vehicle ban) again delivered in a calm way and with an emphasis on the agreements, behaviour contracts they've signed and rules at the project which by being there they have brought into. Make it clear they are making a choice with space to discuss this.

Step 5 - CONSEQUENCES

If behaviour doesn't stop then make them aware of the choice they have made and make arrangements for the consequences (e.g. Going home, EP vehicle ban). Try to keep it non-personal with the emphasis on them taking responsibility for their behaviour.

Step 6 – BEHAVIOUR CONTRACTS

If a behavioural contract has not already been written and agreed, one must now be created as the young person has been sent home. If a contract already exists this must be referred to/changes made when addressing the issue. The young person must then sit down with their mentor to go through the contract before returning back to the school when appropriate to do so. It is through mentoring that we encourage young people to reflect on the situation and their behaviour to support them making more positive decisions in the future.

Please note: It will be necessary to rely on professional judgement in each situation and to acknowledge that these steps are techniques to draw on. It may, therefore, be necessary to jump to a stage more appropriate to the severity of the behaviour, rather than starting from stage 1 on every occasion.

Sanctions / consequences of challenging behaviour

Sanctions are needed to respond to undesirable behaviour. Below is a range of sanctions used by EP and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. This list is not exhaustive or prescriptive, and other sanctions relevant to the incident will also be considered.

- Behaviour contracts
- EP vehicle ban
- Exclusion from a particular activity
- Reduced timetable
- Off-site timetable

Serious Incidents

EP recognises that there may also be behaviour which cannot be tolerated, and for which the six stage approach to dealing with challenging behaviour would not be appropriate. Examples of this type of behaviour include:

- Bullying
- Being in possession of / under the influence of illegal drugs or alcohol
- Violent behaviour towards other young people, staff or members of the public
- Vandalism
- Theft from staff, young people or EP premises
- Being in possession of a weapon
- Racism

Sanctions to deal with this type of behaviour include:

Referral to external agencies – EP works positively with external agencies. We seek appropriate support from them to ensure that the needs of all students are met by utilizing the range of external support available.

Fixed-term exclusion - Exclusion will only be considered for serious breaches of EP’s behaviour policy, and should not be imposed without a thorough investigation unless there is an immediate threat to the safety of others or the young person concerned. It will not be used if alternative solutions have the potential to achieve a change in the young person’s behaviour (e.g apology, handing back stolen goods etc). It is the responsibility of EP to set work for the young person during this period of exclusion.

Permanent exclusion – A decision to exclude a young person permanently is a serious one. Permanent exclusion should usually be the final step in the process for dealing with disciplinary offences after a wide range of other strategies have been tried without success. In making this judgement the Head must consider the precise circumstances of each case, including the nature of the incident and the evidence available. A final decision will be made in liaison with West Berkshire Council.

Links to other EP policies

The following policies and procedures have been developed and must be referred to when dealing with the behaviours to which they apply:

- Anti-bullying
- Substance misuse
- Safeguarding
- Exclusion
- Physical Restraint
- No Smoking Policy

Physical Intervention

EP’s Physical Restraint policy, in line with Article 4 of the Education Order 1998, is that physical restraint will only be used if a young person is:

- committing a criminal offence (including behaving in a way that would be an offence if the young person were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the young person’s own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline whilst engaged in activities provided by EP or whilst on EP premises.

Physical contact is to be avoided whenever possible and only used as a last resort in the circumstances described above.

The purpose of the policy is to:

1. To establish as clearly as possible for staff and young people (and their families where appropriate) the circumstances in which physical restraint may be appropriate
2. To identify potential risks
3. To describe what actions staff may take when incidents occur that may require the physical restraint of an individual
4. To describe the procedures that must be taken immediately after any such incident

Complaints

If parents / carers are unhappy with the way in which their child is treated by EP, then they should use the Complaints, Compliments and Comments policy and procedure provided in their parent pack, on the website, or by request.

Review

This policy and its associated procedures will be reviewed annually as part of EP's annual cycle of review to ensure its continuing appropriateness and effectiveness.