



# Behaviour Policy

All references are to Make it! education Ltd hereafter referred to as Make it!

## **1. Statement**

All young people are unique and we believe this is key to understanding, acknowledging and managing young people's behaviour. Young People who access Make it! often have multiple and complex needs and difficulties, that may present regularly throughout their lives. Make it! commits to supporting and caring for young people based on their individual needs.

### **The Make it! Behavioural policy is based on the concepts of:**

- Young people understanding their social and emotional core
- Positive reinforcement
- Positive intervention at the earliest stages to highlight inappropriate behaviour
- Complimenting acceptable and exemplary behaviour based on the individuals targets

### **At the very heart of Make it! are the principles of:**

- Unconditional positive regard
- Creating a culture of mutual respect
- Understanding that change is possible
- Belief that everyone deserves a chance to move on from their past behaviour and build a positive, successful future.
- Everyone is an individual, but individuals need to coexist in harmony with others regardless of their own personal issues.
- Problems happen but the ability to deal with them in a way that does not impact on others is essential to positive growth.

### **Make it! believes in empowering young people to:**

- Take control of their lives in a positive way
- Recognise and overcome their barriers to learning and life.
- Move forward in a safe and respectful way.
- Demonstrate socially acceptable behaviour, having respect for themselves and all others.

We recognise there are reasons for the way in which a learner behaves and endeavour to understand and establish what these are in conjunction with supporting the learner and their family to adapt poor behaviour. We do not however consider that these reasons should overpower the needs of others for a secure and happy learning environment. Every learner is on their own journey but they are encouraged to travel safely without harming or affecting those around them negatively.

**Our commitment to Young people and their families:**

- When observing behaviour Safeguarding will always be considered
- Staff are sensitive to students' needs, patient, understanding and calm, but do not ignore unacceptable behaviour that may impact on others who attend.
- Young People and their families are treated with utmost respect and dignity.
- All young people's human rights are always taken into consideration and balanced with the need for the acceptance of responsibilities
- Staff will use constructive positive direction / instruction not highlighting what students are not doing or cannot do, however what they can do and what would be better.

**Behaviour Expectations:**

Behaviour expectations of our young people are realistic and achievable, when talking with Young people;

- We will try to always explain the reasoning behind request, direction or instruction to ensure young people understand what is expected
- We talk to young people at their level and when drawing a conversation to a close, staff members will always confirm a young person understands, and that they know that they are still cared for and that the Make it! relationship continues, with each day presenting as a fresh start.
- We will try to give thoughtful praise and encouragement for their behaviour and achievements

**Purpose of the Procedure:**

To ensure safe and effective practise in dealing with behaviours that may prove difficult to manage for staff or challenging to others and the young person exhibiting them.

All staff and volunteers will be made aware of the Make it! policies during their induction and will be expected to comply with set procedure at all times.

All young people will be advised of Make it's expectations for behaviour during induction and through continual reminders, reinforced by consistent application and positive staff modelling of mutual respect.

## **2. Strategy**

### **Make it! aims to empower young people with the skills to:**

- Understand the expectations, rules and boundaries in learning
- Treat themselves, peers and adults with respect
- Be confident, with high self-esteem, self-discipline and independence
- Recognise undesired or concerning behaviour and address these appropriately
- Resolve conflict appropriately with peer and adult intervention

### **Make it's approach to behaviour is based around the use of the following key strategies:**

- A Cognitive Behaviour approach – if young people are aware of their own issues through emotional assessment and reflective practise they can chose to change their attitudes and behaviour with respect of others.
- Consistent behaviour management approaches

### **And the belief that young people can:**

- Take responsibility for personal actions
- Work together
- Learn tolerance of others
- Understand change cycles
- Make effective decisions
- Learn self-respect and motivation

### **3. Social and Emotional Development.**

Make it! recognises that good social and emotional skills help learners to, make friendships, work in teams, solve problems, deal with conflict, manage strong feelings, to be calmer and optimistic, recover from setbacks, compete fairly, to respect others' rights and value diversity.

The skills are in five groupings:

- Self-awareness
- Managing feelings
- Empathy
- Motivation
- Social skills.

Make it! learners' benefit from developing these transferable skills and have regular opportunities to practice them. We aim to create a safe and emotionally healthy learning environment where young people can learn effectively. Make it! is happy to work collaboratively with parents and carers to share ideas and work for the effective social and emotional development of the student.

The Make it! staff build relationships with young people, modelling and advocating emotionally literate and socially conscious behaviour in order to;

- Improve behaviour by developing the social skills and emotionally literate attitudes.
- Help learners to recognise that bullying is wrong.
- Improve motivation and the enjoyment of learning.
- Overcome the social and emotional barriers to learning, to help all young people to be more effective learners
- Help young people to be responsible citizens.

At Make it! we monitor, not only the practical skills progression of our students but also Socio-emotional skills progression too. We do this by being aware of things that students may struggle with, this can be something as minor as avoiding eye contact or as serious as anger management and aggressive behaviour. We regularly review how students are progressing in terms of these issues and discuss ways in which we can provide support to enhance the student's social emotional development.

**Areas we analyse and reflect upon as indicators of a young person's Social and Emotional development are:**

- Communication skills
- Persistence/ability to stay on task
- Understanding and empathy of the needs of others
- Ability to deal with anger/ anxiety / stress
- Ability to be an independent problem solver.
- Reaction to praise /criticism
- Skills in asking for and accepting help
- Ability to resolve conflict in acceptable ways
- Confidence in own ability
- Honesty
- Resilience in the face of life's ups and downs
- Ability to maintain and develop friendships
- Team working skills

#### **4. Behaviour review**

Young People have regular 1-1 casual reviews with their Make it! key worker to monitor progress in behavioural terms. These reviews act as checking mechanisms on both an individual's behaviour and personal development.

##### **Behaviour:**

Make it! aims to help young people to recognise that behaviour has the following elements:

- 1) 'Trigger'
- 2) Behaviour
- 3) Consequence

Staff are aware of the behavioural aims of the placement (set by schools at referral) and will support these aims through positive behaviour guidance and direction. Our staff meet after each day session to discuss any concerns /celebrations about learner's behaviour and to alter strategies if needed.

##### **Incidents of learning disruptive behaviour- low level:**

- Staff will deal with incidents as they happen gently, redirecting student behaviour.
- Staff will use the positive relationships they have built with students to encourage self-reflection and self-redirection.
- Staff will seek an opportunity to have 'a quiet word' away from the group.

##### **Incidents of learning disruptive behaviour- Interim level:**

- Are dealt with in the first instance by the teaching or support staff, staff member

Strategies may include:

- Time away from the group with a member of the team to review what has happened and why, clarification of the boundary broken and requirement to alter behaviour.
- Discussion at the completion of the session with learner about impact of behaviour on others and how behavioural changes could be made.

##### **Incidents of learning disruptive behaviour- High level:**

Are dealt with in the first instance by the teaching staff and Make it! centre Manager, Jon backhouse. Strategies include:

- Informal discussion with learner and staff member (unrecorded)
- Formal discussion with learner and staff member (recorded)

- Completion of behavioural action plan
- Solution circle discussion with wider staff team
- Investigation of incident
- Appropriate information sharing internally
- Appropriate information sharing with referring school and parent/carer.

### **Incidents of learning disruptive behaviour- Gross misconduct level:**

Where it is deemed by the head of centre to be unsafe /not in the best interest of the learner group to keep the learner on the premises. Make it! staff will follow the following procedure.

- Learner(s) involved in incident will meet with (HoC), to discuss incident, to explain the serious nature of the behaviour and consider ways forward.
- Parent/carer of learner will be contacted and advised (by telephone) that there has been a serious incident and that the learner will need to be asked to leave the premises pending the further investigation/cooling off period.
- The referrer will be contacted and advised that there has been a serious incident and that the learner will need to be asked to leave the premises pending the further investigation /cooling off period.
- The learner will be picked up by the referring school/parent/carer or returned to home/school by a member of Make it! staff.
- A plan for reintegration will be set once all investigation of the incident is complete, school, home and the student will be informed of this plan.

### **5. Discipline procedure**

Please note that in terms of therapeutic intervention work, should a student behave in a way that is beyond the reasonable expectations for behaviour, sessions will be suspended, and a meeting sought with the referring agent to facilitate positive onward referrals for support. A discipline process is rarely used or appropriate.

#### **Outline for reference:**

**Stage 1** – verbal warning – issued held on learner file, copy sent to referrer and parent/carer with completed behaviour action plan

Advisory meeting may be called with referrer/key workers/ parent/carers

**Stage 2** – written warning issued held on learner file, copy sent to referrer and parent/carer with completed behaviour action plan

Formal meeting called with referrer/key workers/ parent/carers – documented and minuted.

**Stage 3** –final written warning issued held on learner file, copy sent to referrer and parent/carer with completed behaviour action plan

Formal meeting called with referrer/key workers/ parent/carers – documented and minuted. Formal recording of action plan including actions required by learner/Make it!/ others to ensure behaviour is maintained within reasonable expectations.



Learner will be informed of this decision and where possible provision be made for him/her to be collected / taken home.

Whilst due diligence and efforts will be made to contact parents /carers/ referrers at the time of the incident – in some cases this may in practise happen after the learner has left the premises, but as soon as is reasonably practical .

Learner will not remain on premises if it is liable to prove detrimental to the group/staff member or learner.

A formal review of the incident will be carried out, incident reports/concerns log will be completed and the disciplinary action will be applied according to the outcomes. Referrers/parents/carers/learner will be informed in writing of the dates of meetings and procedures for appeals as relevant within 3 working days of the incident.

### **Ongoing Action:**

Review of action plan (as needed and agreed- daily/weekly/monthly) with young person and relevant parties (collaborative partners as required)

### **7. Additional Info**

- A Behaviour Management folder is available to staff that contains supporting documents & articles.
- Understanding that prevention is better than cure, staff act as positive role models in every way, demonstrating to young people what is expected.
- All staff will communicate effectively with one another in order to operate and practice consistently, ensuring all young people's behaviour is managed consistently throughout
- Reviews of incidents may highlight areas for staff development, this will be supported with further training as required. Staff are encouraged to review incidents honestly and to accept where required responsibility for actions that may have added to the incident. We do not operate a blame culture.
- Effective and informative relationships are in place with the parents /carers.
- Individual learning programs are adapted to enable the behavioural needs of Young people encouraging independence, motivation, concentration, self-discipline and self-esteem.
- Physical intervention will only be used as a last resort to manage a Young person's behaviour if it is necessary to prevent personal injury to the learner, other learners or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a learner's behaviour will be recorded and parents /referrers and designated advisory board member will be informed about it on the same day.

## **8. Unacceptable Behaviour from Staff**

We do not expect Make it! staff to:

- Inappropriately threaten any form of punishment which could have an adverse impact on the young person's well-being.
- Shout (exceptions are only accepted if raised voices are used to prevent harm or to ensure safety of young people).
- use degrading, sarcastic, insensitive, or negative language.
- label, or make assumptions about a young person due to their behaviour or any other reason
- leave a distressed and /or unattended young person who is unclear of what is expected of them
- Give young people token rewards to modify behaviour. Young people learn to behave as part of the development, social expectation and for direct preparation for moving on
- Ignore unacceptable behaviour

Adopted 12<sup>th</sup> Sept 2019

Reviewed and updated 24<sup>th</sup> Mar 2021