



BEHAVIOUR POLICY

Reviewed by Matt Smith

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Behaviour Policy

Introduction

As an alternative provision working with students who are struggling to effectively manage their behaviour and/or emotions in school, here at Beyond Youth Project (BYP) we recognise that a huge part of the work we do is in the area of helping these young people to manage their social and emotional responses in a more appropriate way, this is an important part of the teaching that all of our students will experience through their time spent at Beyond Youth Project.

The young people with whom we work, for a wide range of reasons, have not managed themselves well within the mainstream setting. It follows, therefore, that the approaches we use should be different in order to work with this specific and minority group.

Here at Beyond Youth Project, we believe we have a unique life changing way of delivering this through our Martial Arts, that all our students will participate in for part of the day. Our Martial Arts will help our members at BYP develop self-discipline, self-control, anger management, focus and concentration, that will allow them to develop not only in a learning/education environment but also in the outside world.

At BYP we understand that routine, consistency and a sense of belonging are the best environments for young people recovering from trauma, and each day is set up with this in mind. We always seek to prepare students if there is a change coming, this could be alterations to staffing due to illness/holiday, or an alteration to the programme or a change to the routine for the day/week.

We will start our days at BYP with what we consider to be an essential part of the day. We will set our daily targets and allow a small time for our students to settle and talk to their friends and staff over some tea and toast. As staff we will use to assess the emotional state of the young people on arrival and to try to settle as a team for the day. All the students we work with are struggling to express their emotions appropriately at times, so this first half hour is vitally important and allows us to make necessary adjustments to support and staffing for the day based on how students present.

Aims for all our students

The aims for our students at Beyond Youth Project Primary School centre on the word PRAISE

- Perseverance – keep on going when the going gets tough
- Respect one another, your surroundings and your own education
- Attention – manage your distractions, keep focussed
- Initiative – use your initiative and be motivated to make a difference
- Self-motivated – work hard, have the self-discipline to not waste your opportunities
- Explain your learning and show your progress.

Definitions of Behaviour

Misbehaviour is defined as:

- Disruption in lessons, in social areas between lessons, and at break and lunchtimes
- Non-completion of work
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of Beyond Youth Projects rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Truancy/Absconding from BYP
- Smoking/Vaping is prohibited on site
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

See BYP Anti-Bullying Policy for more in-depth information on Bullying.

Roles, Responsibilities and Expectations

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Be Clear What They Would Like to See
 - Set clear expectations (recognising some students will fail to meet these on occasion, but not lowering the overall expectation as a result)
 - Try to warn clearly what the consequence will be ahead of time, so the student is clear e.g. “If you choose to continue to disrupt everyone, I will have to speak to home”
 - Ensure the situation is unpicked after an incident, be that on the day or in a follow up visit or session.
 - Reset the expectations.
- Build Trust with the Young Person (by following through)
 - Always carry out what has been said, be that positive or negative consequence, even if you regret saying it afterwards (it is more important that they learn to trust you at your word).
 - Take care not to voice a consequence that is not possible to enforce. E.g. “You will get in the car or your parents will be coming to collect you right now.” (We don’t know if they are available and may not be able to happen.) This kind of comment empowers them to take up the challenge rather than encouraging them to conform to the set boundary.
 - Say sorry to them if you make a mistake
- Always use the Language of Choice
 - Remind a student they are in control of the choice they will make, not you. Empower them to make the right choice by reminding them what you would like to see.
 - Negotiate with a student who is in a state of non-compliance in order to get a solution that shows they have given a little, even if they do not manage the whole expectation.
 - Be clear what the whole expectation is, but negotiate something in between to move things forward. Remind them they have a choice to do the right thing.
 - Give them space to back down without losing face. If they are refusing to hand something over, tell them you want it in the next five minutes and then leave them. If possible, create a way for them to do this away from others.
- Support Each Other
 - Be relational, with some assertiveness if needed, but do not raise your voice, and, if you feel you are getting frustrated, ask another team member to take over (you have not lost, we are a team).
 - Work together as a staff team. It is sometimes best to walk away and leave another staff member to take a different approach for the same end goal.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Our Expectation for Students

- Take part in the planned activities for the day –you are expected to have a go at everything. We will support you here at BYP and understand it is sometimes difficult, but you are expected to try your best. YOU CAN DO IT
- Arrive for the day dressed appropriately for the activities, clothing should be appropriate and should not reveal too much skin or undergarments. Pyjamas are not allowed. No vulgarity, offensive logos, images, text. Students that arrive dressed inappropriately will have their home contact called to bring in appropriate clothing or collect them to return home to get changed.
- Show respect for others, individual and group differences. Respect others' views and opinions – Don't laugh or mock others because of what they have said. Whilst some opinions are not helpful to share, and we must be willing to learn that it is not ok to laugh at others just because they think differently.
- Do not be offensive to staff or students – it's never ok to use swear words or nasty comments to or about someone else, no matter how difficult they are to get along with
- Be willing to try to put things right – saying sorry is difficult, admitting we have said something we shouldn't have is tough, but we need to allow others to help us put things right.
- Work on being able to talk about what is bothering you – developing the skills to talk about how you feel is important to your future mental health and well-being. It's really important to your future.

Rewards and sanctions

Beyond Youth Project recognises that rewards and sanctions are an important part in shaping behaviour, we also acknowledge that students have different interests and different motivators. Therefore, the rewards or consequences will be determined on an individual level to best suit the student's development.

Possible positive rewards & praise could be:

- Ongoing praise for positive choices, including work being praised by other staff and students.
- Praise for putting things right after a bad behavioural choice

- Letting a student know you are proud of them and being explicit about why
- Allowing a reward activity after work is completed (extra recreation time or reward of choice)
- Receiving a small, sweet treat for positive behaviour
- Ice cream or similar treat if behaving on an offsite activity, or at the end of half term of good behaviour
- Outing related to area of work at end of positive half term
- Emails/texts/phone calls home and/or to school with praise
- Certificates
- Reward Card posted home to congratulate on behaviour

Possible negative consequences could be:

- A verbal reprimand
- Expecting work to be completed at break or lunchtime
- Removed from group to complete session
- Meeting with parent/guardian to discuss and agree expectations moving forward
- Meeting with parent/guardian to catch up on work missed/ not completed
- Positive behaviour agreement drawn up and signed by student and staff
- Pause and restart project in the next half term
- Emails/texts/phone calls home and/or to school with concern
- Other appropriately identified sanction Card posted home to remind them of the positive things about them amidst difficult times (reminding them they are special and liked despite their behaviour is both true and a very powerful tool to help them change)

Unlawful exclusions at APS

If we deem behaviour to reach a level where the removal of a student from our setting is necessary we will always follow the guidance from the DFE and adhere to their guidance.

Alternative provisions are bound by the DFE guidance in:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022

You can find this at <https://www.gov.uk/government/publications/school-exclusion>

The Key paragraphs relating to excluding students from BYP are below:

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.

Telling or forcing a pupil to leave school, or not allowing them to attend school, is a suspension (if temporary) or permanent exclusion (if permanent). Whenever a pupil is made to leave school, or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and with regard to

relevant parts of this guidance. 18. Suspending a pupil for a short period of time, such as half a day, is permissible, however, the formal suspension process must be followed. Each disciplinary suspension and permanent exclusion must be confirmed to the parents in writing with notice of the reasons for the suspension or permanent exclusion.

Any exclusion of a pupil, even for short periods, must be formally recorded.

We will always contact the student's school concerning any behaviour that would lead to them needing to be withdrawn from BYP and the decision will always be made by their headteacher or education lead.

At BYP we will:

Report Serious Infringements Swiftly:

- It's crucial to promptly report any serious breaches of the behaviour policy to the appropriate coordinator. This ensures timely intervention and prevents escalation.
- Coordinators may include school leaders, counsellors, or designated staff responsible for managing behaviour incidents.

We will ensure a student's safety should they need to be removed:

- When a child needs to be removed from the normal learning environment (e.g., due to suspension or exclusion), measures must be taken to ensure their safety
- Alternative arrangements, such as supervised study areas will be provided to prevent any harm or disruption.

Monitoring and Reviewing Behaviour

- After an incident, ongoing monitoring and review are essential.
- Staff should understand that poor behaviour often communicates underlying unmet needs. Staff will have regular training and communication help maintain awareness and empathy.

Reaching Solutions for Behaviour Improvement:

- Following an incident, collaborative efforts are necessary to find solutions and help to re-integrate a student back into BYP
- This might involve tailored support plans, counselling, or targeted interventions to facilitate the required improvement in the student's behaviour.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing BYP, such as on a school trip or in the taxi on the way to or from the centre.

If Beyond Youth Project hears of bullying behaviour, intimidation or violence to others by BYP members outside of the centre we will liaise with their parents to discover if any sanction has already been given at home. BYP will then decide if a sanction / additional sanction to the home one, needs to be given to reinforce that such behaviour is not acceptable.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, we will discuss the issues with the student and may decide to call a multi-agency meeting. Please refer to our safeguarding policy for more information on responding to allegations of abuse. Beyond Youth Project will also consider the pastoral needs of staff accused of misconduct.

Use of Force

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- ***Always be used as a last resort***
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents and logged on record

Smoking (including vaping):

At Beyond Youth Project we operate a strict no smoking policy. This includes within the buildings and grounds. This includes the use of E cigarettes and vapes. On arrival in the morning along with mobile phones, cigarettes and vapes are to be handed in. They are then locked away for the remainder of the day. All students and parents/carers are made aware of this during the induction.

Whilst we know the many young people smoke and vape and that many of our parents are aware of this and let us know on induction. We will contact parents/carers when we have suspicion a student is hiding this from them and ask them to give their permission for them to be returned to the student at the end of the day.

Confiscation

Any prohibited items (listed previously in this policy) found in a student's possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion of staff members and parents.