

Behaviour & The JEPWAY

At JEP Youth Engagement, we want our Provisions to be calm, safe and respectful places where young people feel comfortable, understood and able to engage. The **JEP Way** sets out clear and consistent expectations for behaviour and engagement while recognising that every young person comes to us with different experiences, needs and starting points.

Our approach is relational, trauma-informed and non-confrontational. Staff take the time to understand the young person behind the behaviour, build positive relationships and model the communication and behaviours we expect to see. The focus is on helping young people make better choices, regulate their emotions and take increasing responsibility for their behaviour rather than relying on punitive responses.

The Four Pillars of Behaviour

The Four Pillars of Behaviour are embedded into our day-to-day practice and give staff a consistent framework for responding to behaviour:

- **First Attention to Best Conduct:** We actively recognise positive behaviour and engagement, making sure young people receive attention for the choices we want to see more of.
- **Calm, Consistent Adult Behaviour:** Our staff model the behaviour we expect from young people. Responses remain calm, measured and consistent, particularly when a young person is struggling to regulate.
- **Positive Framing:** Instructions, guidance and feedback focus on what we want the young person to do and how they can move forward rather than simply highlighting what has gone wrong.
- **Restorative Conversations:** Where incidents do occur, restorative conversations help young people understand what has happened, reflect on their choices, repair relationships and identify what they can do differently next time.

These principles support JEP's wider non-confrontational approach to behaviour. Staff use verbal and non-verbal de-escalation strategies including calm communication, appropriate body language and positioning to reduce escalation while maintaining positive relationships.

Staff are also trained in scripting and role-play, helping us provide predictable responses and consistent boundaries across our Provisions. Young people know what is expected of them and, importantly, know that staff will continue to work with them when things do not go to plan.

The JEP Way Score

Positive reinforcement sits at the heart of The JEP Way. Rather than focusing solely on incidents or behaviour that has gone wrong, we make a point of recognising the positive choices, effort and engagement young people demonstrate throughout their placement.

Young people receive a JEP Way Score for each lesson or activity they take part in. The scoring framework shown on the final page of the document provides a consistent measure of their behaviour and engagement during that session, allowing both staff and young people to understand what positive participation looks like.

The score is not simply about whether a young person has been "good" or "bad". It helps us recognise effort and progress while building a clearer picture of how a young person is engaging across different subjects, activities, environments and points in their week.

JEP Way Scores are monitored over time so our teams can identify positive progress as well as patterns where a young person may need additional support. This gives staff useful information to inform conversations with the young person, parents and carers and the professionals involved in their placement. It also allows us to recognise improvements that may otherwise be difficult to capture.

Scores are linked to JEP's wider rewards programme, giving young people something tangible to work towards. Recognition ranges from regular rewards such as raffle draws, breakfast treats and hot chocolates through to activities and trips including Jump Xtreme, go-karting, Alton Towers and bespoke end-of-term rewards.

This combination of immediate recognition and longer-term rewards helps young people see that their effort, engagement and positive choices are noticed.

Supporting Emotional Regulation

Behaviour and emotional regulation are closely linked, which is why helping young people understand and manage their emotions forms an important part of our approach.

We use the **Zones of Regulation** to provide young people with a shared language for recognising and communicating how they are feeling. Staff can then work alongside the young person to identify appropriate strategies to help them regulate and re-engage.

Our environments are designed with this in mind. All JEP sites have designated calm spaces where a young person can step away from a lesson or activity when they need additional time and support to regulate. These spaces provide a quieter environment where young people can access appropriate strategies, speak with staff where needed and prepare themselves to return to their session.

The aim is not to remove a young person from their learning as a punishment. It is to give them the tools, space and support they need to regulate successfully and return when they are ready.

Through clear expectations, consistent adult responses, positive reinforcement and strong relationships, The JEP Way helps young people develop the skills to better manage their behaviour, emotions and relationships both during their time with JEP and beyond.

The JEP Way Score Chart

JEPWAY STRONGER TOGETHER

BEHAVIOUR AND ENGAGEMENT		
Determined to do the right thing.		
	5 OUTSTANDING BEHAVIOUR & ENGAGEMENT	
	You made brilliant choices and gave your best effort all lesson. You were respectful, focused, calm, and stayed on task with no distractions or swearing. You made one mistake and corrected this to move forward. You smashed it - fantastic work! RAFFLE TICKET	
	4 EXCELLENT BEHAVIOUR & ENGAGEMENT	
	You made excellent choices and put in strong effort throughout the lesson. You stayed positive, respectful, and focused, just one small thing to work on. Keep it up - You're so close!	
	3 GOOD BEHAVIOUR & ENGAGEMENT	
	You made mostly good choices and put in good effort throughout the lesson. You stayed positive, on track, and focused for most of the lesson, with just a few reminders needed. Good work, let's build on it!	
2 DEVELOPING BEHAVIOUR & ENGAGEMENT		
You showed some positive behaviour and developing effort during the lesson. You had a few good moments and gave it a go, but there's still room to improve your focus and effort. Keep trying - you're nearly in the green zone!		
1 EMERGING BEHAVIOUR & ENGAGEMENT		
You made a start with your behaviour and effort today. You showed some willingness to try, and that's the first step. Next lesson, aim to make more positive choices and stay engaged for longer. Keep building on today - you can do it!		
0 REFUSAL TO ENGAGE		
Ready to try again. You chose not to take part in the lesson and found it difficult to make positive behaviour choices or engage with the learning. Next lesson is a fresh start and a chance to show what you can do.		