

BEHAVIOUR POLICY

Introduction

To effectively manage behaviour, we need to teach behaviour. Behaviour comes from a combination of skills, habits, knowledge and values. Some young people are taught these qualities from birth, some are not as fortunate and some fall in between. Whilst we can't do anything about what walks into JEP, we can make sure as many young people as possible are taught with behavioural and learning behaviour skills as possible.

We want to create a positive culture where young people behave well and are helped to behave and are not just expected to.

- “Culture eats strategy for breakfast every single day”
- “When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbor an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.” (Paul Dix, Pivotal Education)

Research

The overarching ideas here are summarised well in Paul Dix's book ‘When the adult changes, everything changes’ and Steve Baker & Mick Simpsons book ‘A school without sanctions’. Reading these books will increase your understanding of research underpinned behaviour strategies then that would be an excellent starting point. Other references in this policy are taken from Doug Lemov's ‘Teach like a champion’, Tom Bennett's ‘Running the room’ and Sir John Jones ‘The Magic-Weaving business.’



Rationale

Most systems of behaviour modification and management are based on sanction and reward. There is an increasing body of evidence to suggest that sanction of negative behavioural choice is an ineffective method of affecting change. There will be no use of sanctions on a day-to-day basis and staff will not use language that can be associated with punitive approaches. All our interactions with pupils will be positive, avoid confrontation and promote de-escalation.

Some young people respond to sanctions. There is evidence to support the idea that the actual sanction is relatively unimportant- people respond to the feelings of discomfort they experience when faced with the disapproval of others. They learn to associate these feelings of discomfort with the negative behaviours that precipitated them. There is, however, a significant population of young people who do not respond well to this aversive conditioning and for whom sanction, or the fear of punishment is less effective in promoting behavioural change.

As well as being ineffective for a sizable group of our young people, punishment may militate against positive behavioural modification. Evidence shows that young people are more responsive to work on modifying poor choices when they feel a sense of well-being and are emotionally resilient. Punishment does not contribute to positive feelings of self. The anger that many young people feel when sanctioned is often transferred and used to 'justify' the original misdemeanour or fuels feelings of negativity about any victims of the behaviour. Such young people are less likely to analyse their behavioural choices and develop new strategies to cope with challenging situations.

The aim of our Behaviour Policy is to:

- Ensure all adults provide a consistent and calm approach with consistent language to promote positive behaviour
- Provide a clear guide for young people, staff and parents of expected levels of behaviour
- Ensure all adults take responsibility for behaviour and follow-up personally
- Support young people to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour using restorative approaches instead of punishments
- Ensure that the reputation of JEP is positive in the local and wider community.

The purpose of the Behaviour Policy is to provide simple, practical procedures for staff and young people that...

- Foster the belief that there are no 'bad' young people, just 'bad choices'
- Encourage young people to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

At JEP young people want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be consistent and fair
- Have a sense of humour

THE JEP WAY

Our behaviour policy/ model is based upon the four principles of practice and three values of JEP:




Consistent adult behaviour, first attention best conduct, positive framing and restorative conversations will lead to young people consistently making better behaviour choices.

OUR YOUNG PERSON PARTNERSHIP TO PROMOTE POSITIVE BEHAVIOURS

Reward is often significantly more effective than sanction for the groups of pupils discussed in the rationale. Rewards can be verbal (praise), good JEP WAY scores or various token rewards. Reward, wherever possible, is immediate and explicitly linked to positive behavioural choices. This encourages the behaviour to be repeated. Consistent repetition of positive behaviours leads to the behaviour becoming an embedded part of the pupil's behavioural repertoire. Our systems have been developed collaboratively with the whole staff and pupil population. They are subject to review in staff briefings and periodic review by SLT and YP voice. Because of this they are constantly evolving to reflect the changing dynamic of the school and the views of young people and staff. The primary interface between young people and our behavioural modification system is the JEP WAY. Young people earn a mark out of five in two key areas for every activity in the JEP day. These areas are:

1. Behaviour choices
2. Effort to learning

JEPWAY #STRONGERTOGETHER			
BEHAVIOUR CHOICES		EFFORT TO LEARNING	
5	I AM DETERMINED I am being the best I can be, even if I am in a challenging situation or environment.	5	I AM DETERMINED I am showing a strong desire to follow a particular plan of action or task, even when I may find it difficult. I will challenge myself to produce my best work always.
4	I ALWAYS PRESENT A POSITIVE ATTITUDE I am able to make the right choices in a respectful and a responsible way.	4	I ALWAYS PRESENT A POSITIVE ATTITUDE I am able to complete/attempt most of my work and show an interest in my learning.
3	I ACCEPT THE CHALLENGE Most of my behaviour choices are positive and I am able to work alongside others and be kind.	3	I ACCEPT THE CHALLENGE I am ready to learn and most of my choices and my contributions are positive.
2	I AM TRYING TO MAKE SOME RESPONSIBLE CHOICES I am working on trying to manage my emotions and responses in a more appropriate way.	2	I AM TRYING TO MAKE SOME RESPONSIBLE CHOICES I have done the minimal amount of learning and I understand that I need to improve my work ethic.
1	I WILL TAKE MORE OWNERSHIP NEXT TIME	1	I WILL TAKE MORE OWNERSHIP NEXT TIME
			

During the lesson staff explicitly link positive behavioural features with the JEP WAY in order that good choices are linked with reward in the minds of young people. The final mark for each area is discussed with the Education Coordinator and shared with each pupil at the end of the activity. This is then recorded on IRIS.

The Importance of THE JEP WAY

Effort to learning and behaviour choices have been identified as key components of successful students and are therefore afforded extra significance in our partnership with the young people.

Halfway through every half term there will be opportunities for young people to access rewards trips. Young people who score an average mark of three or above for each area of the JEP WAY can access the rewards trip. Young people who do not achieve the average of 3 and above will attend JEP youth engagement and attend their timetabled lessons as normal.

Young people who choose to remain outside the lesson can earn a maximum mark of two in any column (except in cases where they are taking a short time out to self – manage or have been asked to remain outside by a staff member). In this way attendance at lessons is promoted and young people are more likely to make positive choices.

Each week THE JEP WAY scores are reviewed by the Head of Pastoral and targets are set for YPs whose effort and choices need to improve. The Director of Provision will review scores with the Head of Pastoral every half term and these will be presented to SLT.

OUR PROMISE TO YPs MAKING THE CORRECT JEP WAY DECISIONS (1)

THE JEP WAY scores are converted to a mean average at the end of each day and a running total is printed on THE JEP WAY the next day for individuals to access if the individual YP so chooses. JEP promises to reward YPs making the correct JEP WAY choices, periodically by:

DAILY

- Phone call home
- Recognition board in lesson
- Postcards home
- Contact with school
- Raffle ticket for every 5 on THE JEP WAY
- Access the communal area activities *

*Social activities such as pool, darts, table tennis, PS5 must be seen as reward activities and not entitled activities that young people can access at any time

WEEKLY

- Hot chocolate Friday eg Group reward for best mean average on JEPWAY
- STAR of the week eg best mean average on each area of the JEPWAY
- TV screen recognition
- Hall of fame recognition

HALF TERMLY

- Trip (YP choice from the JEP rewards trip list). Young people must achieve above a 3 in each area of behaviour choices and effort to learning to access the trips.
- Rewards board
- Newsletter recognition
- Invites for coffee/cake with JEP

TERMLY

- Voucher prize draw every half term for YP choice

OUR PROMISE TO YPs MAKING THE CORRECT JEP WAY DECISIONS (2)

The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and young people. The philosophy of using non-confrontational approaches when communicating with others is central to the JEP ethos.

During weekly deliberate practice CPD Staff at JEP are trained in the 4 pillars of practice during. See below.

JEP #STRONGERTOGETHER			
FIRST ATTENTION FOR BEST CONDUCT	CALM CONSISTENT BEHAVIOUR	POSITIVE FRAMING	RESTORATIVE CONVERSATIONS
No fame in poor behaviour.	Don't go nuclear.	Refocus with questions.	The restorative 5
Begin brilliantly.	5.5.5	Fogging techniques.	Team Teach
Meet and greet.	Verbal. Non verbal.	Assume the Best	
Deliberate 'botheredness.'	Body language.	Proximity praise.	
Emotional currency. Killing with kindness.	Slowly getting closer	Live in the now	

Deliberate practice involves the rationale for and implementation of the pillars. All staff use the strategies routinely. A comprehensive package of de-escalation strategies is available from our pillar champions and via 'Team Teach', our trainer of choice in the use of positive handling strategies. We embrace the team teach approach which emphasises the use of verbal and non-verbal de-escalation techniques to reduce instances of aggressive behaviour and the need for positive handling. All staff are

trained and conversant in the use of de-escalation techniques and receive refresher training on an annual basis or as need is identified.

EXPECTATION OF ADULTS

Staff at JEP will be expected to follow identified strategies designed to modify learner behaviour, denying attention to negative interactions, placing emphasis on choice and reducing perceived threats.

FIRST ATTENTION BEST CONDUCT is staff praising compliance to indirectly tackle off task behaviour. Direct interventions are done calmly and in a non-confrontational way, giving children 'thinking time' to respond with requests.

- No fame in poor behaviour
- Begin brilliantly
- Meet and Greet
- Deliberate botheredness
- Emotional Currency - kill with kindness.

CALM CONSISTENT ADULT BEHAVIOUR - “Calm is strength, upset is weakness” (Jones, 2007). By remaining calm and consistent, many behavioral issues are eradicated over time. Once young people learn that the teacher is not going to lose their cool, and that they are going to stay firm in their expectations, there is no fight to be had.

- Don't go nuclear
- 5.5.5
- Verbal. Nonverbal
- Body language
- Slowly getting closer

POSITIVE FRAMING refers to the ways we help students stay positive. We narrate what's working, focus on the way out of past problems, and assume the best about students. Precise praise helps us see the difference between acknowledgement and praise and reminds us of the importance of private correction.

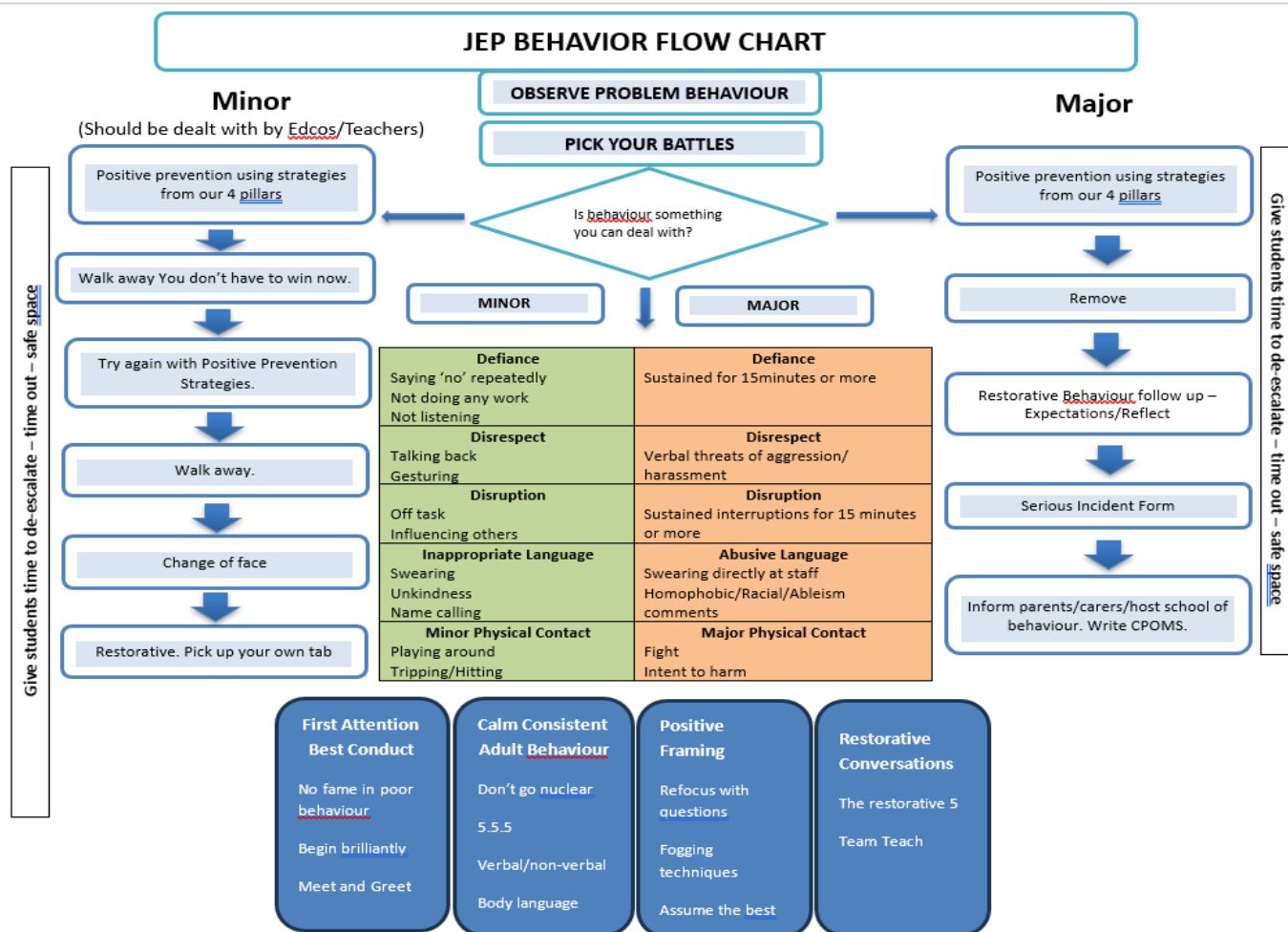
- Refocus with questions
- Fogging techniques
- Assume the Best
- Live in the now
- Proximity praise

RESORATIVE CONVERSATIONS allow adults to demonstrate empathy, teach young people how to resolve conflict, and most importantly, allow young people to have a voice. It's an opportunity for both the adult and young person to express their feelings about what's going on in the classroom while setting high expectations.

- The restorative 5
- Teach Teach

BEHAVIOUR PATHWAYS & CONSEQUENCE

We are fully aware at JEP that our young people are more likely to make positive choices if staff are proactive in creating the optimum conditions for this to happen. However, we are also fully aware that negative interactions will occur. De-escalation of inappropriate YP behaviour by staff avoids low-level behaviours escalating and becoming more serious. When young people are behaving in a way that is not appropriate **ALL** staff should use a range of strategies to support that student to get back on track without paying attention to the negative behaviour. We will adopt the phrase that, 'if you see it, deal with it'. The Behaviour Flowchart is a tool that can be used to guide some thoughtful inquiry into dealing with and modifying YP behaviour.



Electronic devices

Use of electronic devices by YPs is not permitted. Use is classified as, seen, heard or turned on at all times during the JEP day. They must not be seen from 'door to door' – from when YPs enter the JEP site at the start of the day until they leave the site at the end of the day.

- YPs should hand in their electronic device at the front door every time, placed into their personalised safety box. This is then locked away in a staff safe cupboard for the duration of the YPs time at JEP.
- YPs must comply with the above request. If it is used, seen, or heard, this is a breach of the school's behaviour policy and will be dealt with accordingly. The norm YPs will be sent home.

Vapes

JEP is a no-smoking premises and smoking/ vaping will not be tolerated. YPs found in use of smoking/ vaping will have their cigarette/ vape confiscated. Only for Post 16 YPs will this be returned at the end of the day. For YPs where their age is illegal, parents will be contacted to collect the items. Refusal to comply is a breach of the school's behaviour policy and will be dealt with accordingly. The norm YPs will be sent home.

Extreme Behaviours

Some young people exhibit particular behaviours based on early childhood experiences and family circumstances. At JEP we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person are unsafe. This will only be used as a last resort and by trained staff only who will ensure that any restraint is 'reasonable, proportionate and necessary'.

Only staff who have appropriate 'Team Teach' training will become involved in positive handling and they will ensure that their intervention is reasonable and proportionate to the situation. Staff who are not appropriately trained will not become involved in positive handling. Staff who are appropriately trained should only intervene physically when it is safe to do so.

The school will record all serious behaviour incidents on CPOMS. Any restraints will be recorded as soon as possible after the event, and within 24 hours, setting out a 'full picture' of what happened. If more than one member of staff was involved, they should create individual reports rather than collaborate on one. The reports will be uploaded to CPOMS.

Suspensions will only occur following extreme incidents at the discretion of the owner or Director of Provision or Operations. A fixed-term suspension will be enforced under these conditions:

- Staff need respite after an extreme incident
- The young person needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The young person being at home will have a positive impact on future behaviour

We understand that, throughout this process, it is imperative that we explain what is happening and why it is happening to staff and parents/carers and arrange meetings to discuss.

If a suspension is awarded then a Serious Incident Form should be completed and uploaded to IRIS. The host school should be informed and sent the serious incident form.

Final Note...

The pillars of our practice are the first approach all staff will use to ensure behaviour is exemplary and that we all create an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning. We know that adult consistency, positivity and kindness supports students to be the best they can be.

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression".

(Paul Dix, Pivotal Education)