

JEP YOUTH ENGAGEMENT BEHAVIOUR POLICY



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Last Review Date: 05/10/2026
Reviewed By: J Easton
Next Review Date: September 2027

Policy Name: Behaviour Secondary

Policy Reference: BS - E

Version: 003

Date: 22 September 2025

Next Review Date: September 2026

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Revision History:

Revision No.	Date	Summary of changes	Reviewer
002	Spring term	Vaping and mobile technology added to policy	JWH
003	23.07.2025	Updated JEPWAY behaviour chart, behaviour flow charts and promises section.	JEA/ Education SLT
003	24/09/25	JEP Culture diagram updated	JEA/ Education SLT
003	24/09/25	Zones of regulation introduced into policy	JEA/ Education SLT
003	24/09/25	Reference to appropriate age related language stipulated	JEA/ Education SLT
003	24/09/25	Safe search and wandong process introduced	JEA/ Education SLT
004	05/10/26	Updated Behaviour Flow chart.	JEA/Education SLT
004	05/10/26	Zones of Regulation removed.	JEA/Education SLT
004	05/10/26	Updated guidance on Mobile phones/ electronic devices/ vapes and wandong procedures.	JEA/Education SLT

BEHAVIOUR POLICY

Introduction

At JEP, we believe behaviour must be taught, just like any other skill. Behaviour is shaped by a mix of skills, habits, knowledge, and values. While some young people arrive with these already well developed, others may not have had the same opportunities. Whatever their starting point, our role is to ensure that every young person is explicitly taught the skills needed to thrive. Our aim is to build a positive culture where young people are supported to behave well, rather than simply expected to.

“Culture eats strategy for breakfast every single day.”

As Paul Dix (Pivotal Education) reminds us:

“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 harbour 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.”

In practice, this means working consistently to build relationships, model high expectations, and approach behaviour with positivity and fairness. Sustained change comes not from quick fixes, but from collective effort, patience, and a commitment to nurturing the whole child.

Research

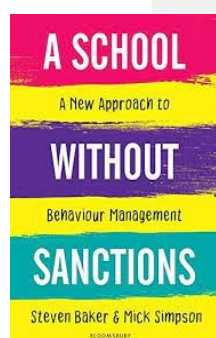
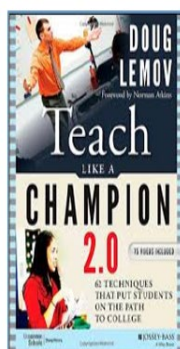
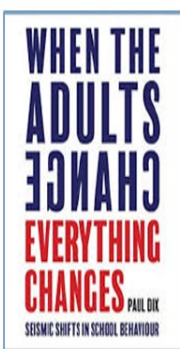
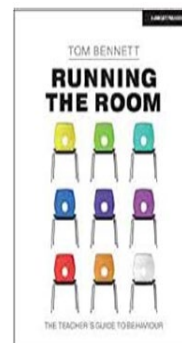
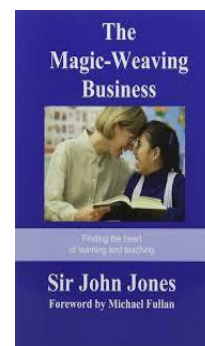
The principles underpinning this policy are drawn from a strong body of educational research and practice. Two key texts that capture these ideas particularly well are:

- When the Adult Changes, Everything Changes by Paul Dix
- A School Without Sanctions by Steve Baker and Mick Simpson

Both provide an excellent starting point for developing an understanding of effective, research-informed behaviour strategies. Additional influences include:

- Teach Like a Champion by Doug Lemov
- Running the Room by Tom Bennett
- The Magic-Weaving Business by Sir John Jones

These works collectively highlight the importance of consistency, relationships, and high expectations in creating positive behaviour cultures.



Rationale

Traditional approaches to behaviour management often rely on systems of sanctions and rewards. However, there is a growing body of evidence that suggests sanctions, particularly when used to address negative behaviour, are not effective in creating lasting change.

At JEP, we do not use sanctions as part of our day-to-day practice, and staff are expected to avoid language associated with punitive approaches. Instead, all interactions with the young people should be positive, de-escalatory, and designed to prevent confrontation.

While some young people may modify their behaviour in response to sanctions, research shows that the effectiveness often stems less from the sanction itself and more from the discomfort caused by the disapproval of others. Yet, a significant number of young people do not respond to this type of aversive conditioning, making sanctions or the threat of punishment a poor motivator for long-term behavioural change.

Young people are more likely to make better behavioural choices when they experience a sense of wellbeing and emotional resilience. Punitive measures do not build these feelings. In fact, they can reinforce negative self-perceptions or lead young people to justify their behaviour rather than reflect upon it. This reduces the likelihood of them developing healthier strategies for managing challenging situations.

Aims of the Behaviour Policy

Our Behaviour Policy aims to:

- Ensure all adults use a calm, consistent approach and shared language to promote positive behaviour.
- Provide clear guidance for young people, staff, and parents/carers on expected standards of behaviour.
- Ensure all staff take responsibility for behaviour and follow up personally.
- Support young people in developing the skills to take responsibility for their actions and use restorative approaches to modify behaviour, rather than relying on punishment.
- Maintain and strengthen JEP's positive reputation in the local and wider community.

Purpose of the Behaviour Policy

The policy provides simple, practical procedures that:

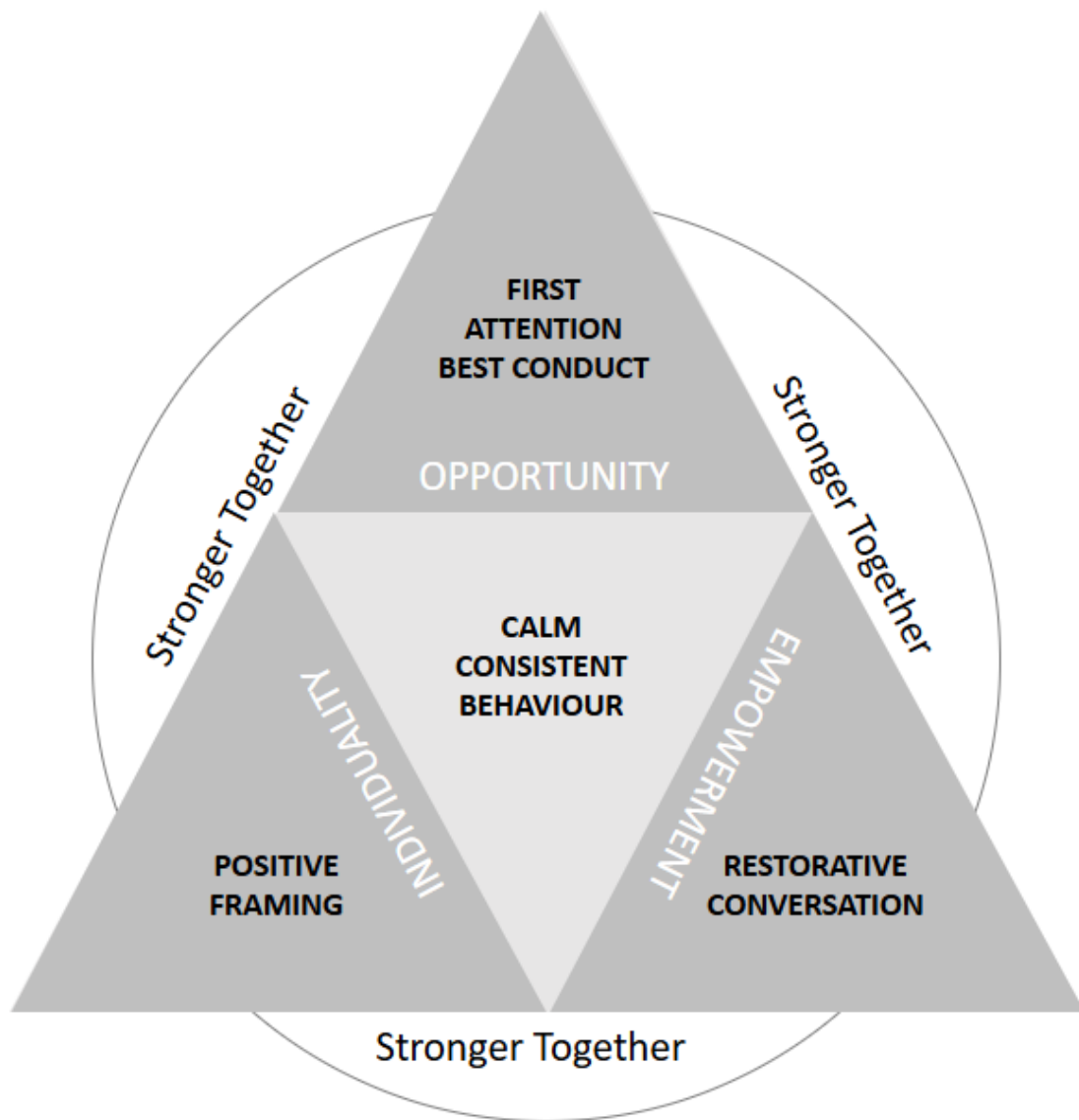
- Reinforce the belief that there are no 'bad' young people, only poor choices.
- Encourage young people to recognise they can and should make positive choices.
- Establish clear behavioural norms.
- Build self-esteem, self-discipline, and resilience.
- Teach positive behaviour through supportive intervention.

At JEP, the young people tell us they value staff who:

- Offer a 'fresh start' every lesson.
- Help them learn and build confidence.
- Are consistent and fair.
- Bring a sense of humour into the classroom

THE JEP CULTURE

At JEP Youth Engagement, we are committed to creating a calm and respectful environment where every young person can thrive. At the heart of our ethos is a relational approach to behaviour that is grounded in trauma-informed practice. We embed the Four Pillars of Behaviour into our daily routines. These pillars guide staff responses and promote a calm, predictable environment where young people feel heard, respected, and supported. **Calm, Consistent Adult Behaviour. First Attention Best Conduct. Positive Framing. Restorative conversations**



OUR YOUNG PERSON PARTNERSHIP TO PROMOTE POSITIVE BEHAVIOURS

The JEPWAY.

At JEP, we recognise that reward is more effective than sanction in shaping positive behaviour. Our approach is rooted in immediate, consistent, and explicit recognition of good choices. Rewards may take the form of verbal praise, strong JEPWAY scores, or token-based incentives. Linking rewards directly to positive behaviours encourages repetition, embedding them into the young person's behavioural repertoire over time.

The JEPWAY provides the framework for this system. In every activity throughout the day, young people earn a score from 0–5 in:

- Behaviour and Engagement

This structure allows for frequent feedback, making the link between behaviour, engagement, and outcome clear and consistent.

The JEPWAY is not imposed — it is co-created. The young people and staff work together, taking collective responsibility for the JEP environment. This shared ownership builds a respectful culture where everyone contributes to success. Staff and the young people's voice play a central role in shaping the ongoing development of the JEPWAY, under the guidance of the Pastoral Lead. Annual surveys, focus groups, and reflection sessions identify:

- What works well
- How to standardise the scoring system
- What requires improvement

Adaptations are made collaboratively to ensure the JEPWAY remains relevant to our AP context, reflective of 'school' culture, and impactful in improving behaviour and engagement.

JEPWAY STRONGER TOGETHER

BEHAVIOUR AND ENGAGEMENT		
Determined to do the right thing.		
5	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	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	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	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	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	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.	

The Importance of THE JEP WAY

At JEP, we believe that engagement in learning, and behaviour choices are central to success. These two pillars of the JEPWAY are given additional significance in how we celebrate achievement and support young people.

Positive Points System

Behaviour and engagement are consistently recognised through a structured system of positive points. Points are awarded fairly by staff when young people demonstrate effort, commitment, or positive choices. This creates a transparent and motivating system that values growth, responsibility, and mutual respect. At its heart, the JEPWAY is a system built on positive reinforcement, respect, collaboration, and shared responsibility, helping to foster a safe, aspirational, and inclusive environment for all.

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 score for each area is shared with each young person at the end of the lesson. This is then recorded on DCPRO.

HOW WAS I TODAY IN THE JEPWAY?	
	5 OUTSTANDING BEHAVIOUR & ENGAGEMENT <ul style="list-style-type: none"> I made outstanding choices. I stayed respectful and did not swear. I put in strong effort and remained engaged. I took responsibility when I made a mistake. I demonstrated determination to do the right thing. I earned a JEPWAY Raffle Ticket. 
	4 EXCELLENT BEHAVIOUR & ENGAGEMENT <ul style="list-style-type: none"> I made excellent choices. I stayed respectful and positive. I responded well to feedback and stayed on track. I have one small target to work on to reach Level 5.
	3 GOOD BEHAVIOUR & ENGAGEMENT <ul style="list-style-type: none"> I made mostly good choices. I responded to reminders and got back on track. I put in good effort and stayed engaged with my learning for most of the lesson. I am building the habits to reach Level 4 and Level 5.
	2 DEVELOPING BEHAVIOUR & ENGAGEMENT <ul style="list-style-type: none"> I showed some positive choices. I made an effort and had some good moments. I responded to support and reminders at times. I know I can improve my focus, effort and engagement. I am working towards the green zone.
	1 EMERGING BEHAVIOUR & ENGAGEMENT <ul style="list-style-type: none"> I am ready to make more positive choices next lesson I made a start with my behaviour and effort. I was willing to have a go. I know I can stay focused and engaged for longer.
	0 REFUSAL TO ENGAGE <ul style="list-style-type: none"> I found it difficult to make positive choices. I found it difficult to take part in the lesson today. I know that support is available to help me succeed. I am ready to try again; I have a fresh start next lesson.

Key Stage 1 Behaviour System

Young people in KS1 follow a visual sticker chart linked to The JEP Way. They can earn up to three stickers per day for positive behaviour and effort (scoring above 3). Each sticker reflects progress towards their ILP and EHCP targets. After collecting 10 stickers, they choose a reward activity (on- or off-site) from options provided by their teacher. This system motivates, celebrates progress, and encourages autonomy in learning.

Reward Trips

Christmas and summer term, young people who achieve an average JEPWAY score of 3 or above in engagement in Learning will be eligible to take part in a rewards trip. Young people who do not meet this threshold will attend JEP and continue with their timetabled lessons. This system ensures that reward opportunities are fairly linked to consistent positive choices.

Lesson Attendance & Engagement

Attendance in lessons is strongly promoted as the best way for young people to achieve higher JEPWAY scores and earn access to rewards. Where a young person needs a short time-out for self-regulation, or where they are directed by staff, this is recognised as part of supporting positive behaviour.

Monitoring & Review

Weekly: JEPWAY scores are reviewed by the Head of Centre and the Pastoral Support Lead. Individual targets are set with the young people, where improvement and support are needed.

Half-termly: The Head of Centre and Director of Provision review all scores together. Outcomes are presented to SLT, ensuring accountability and ongoing refinement of the system.

Through this structured approach, the JEPWAY not only rewards positive behaviour but also guides young people towards the skills and attitudes needed for long-term success.

OUR PROMISE TO YOUNG PEOPLE MAKING POSITIVE JEPWAY DECISIONS

The JEPWAY is to acknowledge and celebrate positive choices. JEP promises to reward young people who consistently make the right choices through a structured system of recognition and incentives.

Daily Rewards

- Positive phone call home
- Recognition board in lessons
- Postcards sent home
- Direct contact with school/parents to share daily successes
- Raffle ticket for every score of 5 on the JEPWAY
- Daily celebration at the end of each morning with a raffle draw to recognise positive choices
- Recognition on the celebration wall

Half-Termly/ Termly Rewards

- Reward Trip – eligibility requires an average of three or above in Engagement to Learning
- Feature in the JEP newsletter

- Voucher prize draw

OUR PROMISE TO YOUNG PEOPLE MAKING POSITIVE JEPWAY DECISIONS

At JEP, we believe the best chance of successfully supporting behaviour change comes from building excellent relationships between staff and young people. Our ethos is centred on non-confrontational

Through these approaches, JEP ensures that young people experience a supportive environment where staff are skilled, consistent, and committed to helping them make positive JEPWAY decisions. communication and positive reinforcement, ensuring that all interactions promote respect and trust.

Staff Training and Deliberate Practice

- Staff take part in weekly deliberate practice CPD, focusing on the rationale and application of the Four Pillars of Practice.
- Strategies from the Four Pillars are embedded into daily routines so that all staff respond consistently.
- Each pillar has identified champions who provide additional support and guidance to colleagues.

De-escalation and Positive Handling

- JEP staff are trained in a comprehensive package of de-escalation strategies, ensuring challenging situations are managed calmly and safely.
- We use Team Teach as our preferred training provider, an approach that emphasises verbal and non-verbal de-escalation techniques to minimise conflict.
- Physical interventions are only ever used as a last resort to keep young people and staff safe.
- All staff are trained in positive handling, with annual refresher training (or sooner if required) to maintain high standards of practice.

FIRST ATTENTION FOR BEST CONDUCT	CALM CONSISTENT BEHAVIOUR	POSITIVE FRAMING	RESTORATIVE CONVERSATIONS
No fame in poor behaviour.	Do not go nuclear.	Refocus with questions.	Positive five.
Begin brilliantly.	5.5.5	Fogging techniques.	Team Teach
Meet and greet.	Verbal. Nonverbal.	Avoid 'but' and 'why.'	
Deliberate 'botheredness.'	Body language.	Proximity praise.	
Emotional currency. Killing with kindness.		Assertive sentences.	
THE 4 PILLARS OF BEST PRACTICE			

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 behavioural 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 young people stay positive. We narrate what's working, focus on the way out of past problems, and assume the best about our young people. Precise praise helps us see the difference between acknowledgement and praise and reminds of the importance of private correction.

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

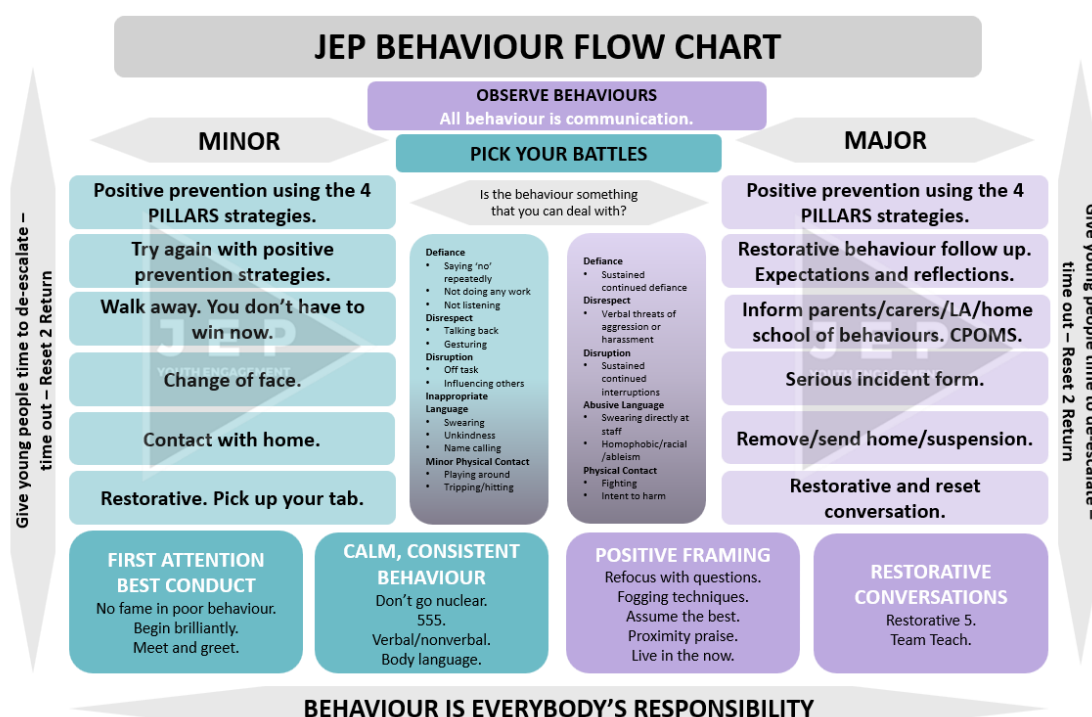
RESORATIVE CONVERSATIONS allows the adult to demonstrate empathy, teaches young people how to resolve conflict, and most importantly, allows young people to have a voice. It's an opportunity for both the adult and young person to express their feelings about what's going on in the classroom while setting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

- The restorative 5
- Team Teach

BEHAVIOUR PATHWAYS & CONSEQUENCES

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 giving 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.



choices before restricting access to education.

- Safeguarding – These procedures form part of JEP's wider safeguarding responsibilities and contribute to creating an environment where young people feel safe, ready to learn and able to thrive.

Purpose

JEP Youth Engagement is committed to providing a safe, secure and purposeful learning environment where every young person feels safe, respected and ready to learn. These procedures support our safeguarding responsibilities, promote positive behaviour and minimise barriers to learning by ensuring that mobile phones, electronic devices and prohibited items do not compromise the safety or educational experience of others.

In line with Government guidance on mobile phones in schools and JEP's Behaviour and Safeguarding Policies, the following procedures apply to all secondary and post-16 students attending JEP.

Mobile Phones and Electronic Devices

All young people are expected to hand over any mobile phone or personal electronic device before entering the building. This expectation applies to all secondary and post-16 students and forms part of JEP's daily safeguarding procedures.

Devices will be:

- Placed into a sealed security wallet.
- Stored securely in a locked cupboard throughout the school day.
- Returned to the young person at the end of their session or school day.

Where a young person needs to make an urgent or important telephone call during the day, this will be facilitated by a Pastoral Lead or Head of Centre in an appropriate private space.

Whilst JEP will take all reasonable steps to ensure devices are stored securely during the school day, the centre accepts no responsibility for devices that are lost, damaged or stolen whilst being transported to or from JEP.

Prohibited Items

Vapes and e-cigarettes are prohibited on all JEP sites.

If a vape or e-cigarette is identified during entry procedures or whilst on site, it will be confiscated and will not be returned to the young person.

Where a prohibited item is identified, staff will respond in accordance with JEP's Behaviour Policy, Safeguarding Policy and Searching Procedures, ensuring that all actions are proportionate, lawful and focused on safeguarding the young person and others.

Security Screening

As part of JEP's safeguarding procedures, all secondary and post-16 students will participate in a routine security wand scan before entering the building each day.

Security screening will always be conducted:

- In a calm, respectful and dignified manner.
- By two trained members of staff.
- Consistently for all young people.
- In accordance with JEP's Behaviour Policy, Safeguarding Policy and Searching Procedures.
- With the dignity, welfare and safety of the young person remaining paramount throughout the process.

The purpose of security screening is to maintain a safe and secure environment by reducing the risk of prohibited or dangerous items entering the centre. Security screening is a routine safeguarding measure, not a disciplinary sanction, and is applied consistently and respectfully to all young people.

Refusal to Comply

JEP recognises that changes to routines can be challenging for some young people. Staff will adopt a calm, relational approach, providing time, reassurance and appropriate support to help the young person understand the purpose of these procedures and make a positive choice.

Where a young person refuses to hand over a mobile phone or electronic device, or refuses to participate in the routine security screening process:

- Staff will provide the young person with time and support to reconsider their decision.
- If the young person continues to refuse, they will not be permitted to access education within the centre until they comply with JEP's safeguarding procedures.
- Parents/carers and the referring school will be contacted to seek their support in resolving the situation and enabling the young person to access their education.
- If the young person continues to refuse following these discussions, they will be unable to access education at JEP that day. Learning activities may be provided to complete at home where appropriate.
- Responsibility for arranging transport home rests with the parent/carer.

Any refusal to comply will be recorded in accordance with JEP's Behaviour Policy and considered as part of the young person's engagement with the centre's agreed expectations.

Rationale

These procedures have been introduced to:

- Safeguard young people, staff and visitors.
- Create a safe, calm and purposeful learning environment.
- Minimise distractions and maximise engagement in learning.
- Reduce opportunities for bullying, online conflict and inappropriate use of technology during the school day.
- Promote responsibility, respect and readiness to learn.
- Ensure consistent expectations across all JEP centres.

These procedures support JEP's wider Behaviour Policy and JEPWAY approach by promoting responsibility, respect, readiness to learn and positive behaviour choices. They are intended to remove barriers to learning, strengthen safeguarding and ensure that every young person has the opportunity to succeed in a safe and purposeful environment.

JEP believes that high expectations, delivered through positive relationships, consistency and mutual respect, provide young people with the structure, safety and support they need to succeed. By working in partnership with parents, carers and referring schools, we aim to create an environment where every young person can engage positively, feel safe and achieve their full potential.

Extreme Behaviours – See Use of Reasonable Force Policy

At JEP, we recognise that some young people display extreme behaviours as a way of communicating emotions, often influenced by early childhood experiences and family circumstances. Many young people need to feel safe before they can manage their behaviour effectively.

- Positive Handling and Restraint
- Physical restraint will only be used as a last resort, when a young person or others are at risk of harm.
- Only staff with appropriate Team Teach training are authorised to carry out positive handling.
- Any intervention must be reasonable, proportionate, and necessary.
- Staff who are not trained in Team Teach must not become involved in restraint.
- Even trained staff should only intervene physically when it is safe to do so.

Recording and Reporting

- All serious behaviour incidents, including restraints, are recorded on CPOMS.
- Records should be completed as soon as possible, and always within 24 hours of the event.
- Reports must provide a full account of the incident, including the context and actions taken.
- When multiple staff are involved, each member must submit their own report, rather than a joint account.

This approach ensures that all interventions are safe, transparent, and accountable, while maintaining the dignity and well-being of the young people involved.

Suspensions

Suspensions at JEP will only occur following extreme incidents and are issued at the discretion of the Owner, Director of Provision, or Head of Centre.

A fixed-term suspension may be used under the following circumstances:

- Staff need respite following an extreme incident.
- The young person needs time to reflect on their behaviour.
- The school requires time to develop a support plan that will better meet the young person's needs.
- The young person being at home is likely to have a positive impact on future behaviour.

Communication and Process

It is essential to explain clearly to staff, parents, and carers what is happening and why. Meetings will be arranged to discuss the incident, the suspension, and next steps. This approach ensures that suspensions are used fairly, transparently, and constructively, focusing on safety, reflection, and future support.

If a suspension is awarded:

- A Serious Incident Form must be completed and uploaded to CPOMS.
- The host school (if relevant) must be informed and provided with a copy of the Serious Incident Form.

Final Note

The Pillars of Practice represent the first approach all staff use to ensure behaviour is exemplary and that our school environment is:

Safe for everyone, respectful, and conducive to learning, where young people arrive ready to engage in each lesson.

We know that consistency, positivity, and kindness from adults helps young people to achieve their best. Our approach ensures that boundaries are clear, expectations are high, and behaviour is supported in a constructive way.

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

– Paul Dix, Pivotal Education

By embedding these pillars in everyday practice, all staff contribute to a culture where students feel safe, supported, and motivated to succeed.