



Policies & Procedures
Title: Behaviour Policy
Policy Owner: Chief Executive Officer

BEHAVIOUR POLICY

Policy Statement

This policy follows guidance under the Equality act 2010 in respect of safeguarding and young people with SEN.

Fun 4 Young People (F4YP) Ltd. (F4YP) believes that all young people, regardless of race, gender, religion, sexual orientation, ability and disability, have the right to learn in a safe, caring, nurturing and supportive environment.

F4YP does this by putting in place behavioural procedures for both personnel and service users.

Scope

This policy applies to: -

All personnel this includes employees, casual and sessional contractors, volunteers and trustees, as well as all other persons supporting, providing, or delivering services for or on behalf of F4YP

Parent/carer/guardian and service users.

Procedures

F4YP has high regard for its young people's spiritual, moral, social, emotional and cultural wellbeing and all staff endeavour to provide a caring and creative environment. We work hard to promote the right for young people to speak out and seek help in all aspects of their wellbeing. F4YP fosters an environment in which everyone feels safe, secure and respected, where high standards of behaviour and self-discipline are promoted. We have an ethos where all members of F4YP are valued as individuals.

At F4YP, a great emphasis is placed on positive reinforcement of behavioural standards through de-escalation, positive modelling from staff and praise. Young people's confidence and self-esteem are developed through encouragement, praise, positive modelling and rewards, both verbal and written.

All core staff (wherever possible) at F4YP are trained in 'Team Teach'.

<http://www.teamteach.co.uk/about-team-teach>

Team Teach sets out its aim: through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

Team Teach advocates that services should include in their policy a statement that reflects the working realities and likely consequences when individuals are involved in an incident involving use of force.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”.
(George Matthews - Director)

This policy sets out the expectations of behaviour where staff, young people and parents/carers/families and other professionals, seeks to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes.

In addition, it sets out the consequences for poor behaviour, should it arise.

Project Values

Our project values of Respect, Honest, Fun, Dream Big! And our expectations of Courage, Friendship, Kindness, Respect, and Teamwork demonstrate the personal qualities that we are trying to encourage our young people to develop.

Some examples of positive behaviour are listed below:

- Respectful language
- Active listening
- Respect for the environment
- Turn taking
- Willingly following appropriate instructions
- Acting on recognised etiquette
- Respect for self and others
- Taking personal responsibility for one's own actions
- Acting considerately towards others
- Respecting the rights and property of others
- Encouraging self-discipline
- Encouraging tolerance
- Helping those less fortunate and weaker than oneself
- Telling the truth
- Keeping promises and honouring commitments
- Challenging and reporting anti-social behaviour

This is delivered to our service users through our YP code of conduct.

Through implementation of the behaviour policy, we aim to:

- create a caring, stimulating and secure environment in which everyone can work and play safely
- promote good behaviour and accept that it is everyone's responsibility
- have high expectations of positive behaviour through modelling, coaching and effective implementation of appropriate and understood consequences
- encourage young people to value the service environment
- empower all staff to expect and receive appropriate behaviour from, and for, everyone
- ensure that good behaviour is recognised and rewarded
- raise student's self-esteem and promote empathy and respect for self and others
- develop a culture in which we accept the young person but not the behaviour
- ensure that the policy and values are understood, consistently implemented throughout F4YP, and that effective mechanisms are in place for the monitoring and evaluation of this policy. Sound professional judgement from staff is needed.

- Support the young people that arrive at F4YP with a variety of complex needs. It is important therefore that F4YP identifies the best support for the young person in order for them to achieve. This may involve internal support e.g. pastoral care, or external support e.g. Clubs, Assessment and Monitoring, Police, external provision, social services, Youth offending team, CAMHs, carers & family etc.
- Ensure that F4YP's expectations and strategies are widely known and understood by all stakeholders
- Ensure that every member of the F4YP's community behaves in a considerate way towards others, both on project site and off site including the local community.

How we will achieve our aims:

- By establishing a set of project rules that young people know and understand and sharing in a way easily accessible to our young people (e.g. video at the start of holiday clubs)
- By having adults who lead by example and model good practice, praise, relationships and reward are key to creating a positive atmosphere where young people have the opportunity to succeed
- Through close monitoring of every young person on an activity-by-activity basis throughout the day
- Pastoral Support Plans are established for young people where required. These must be read by all staff who have contact with that young person, so that consistency is used around the management of each young person's behaviour.
- That both the young person and parents/carers are made aware of the Pastoral Support Plan and what strategies will be used to deal with negative behaviour and promote positive behaviour. This includes de-escalation techniques and the use of Physical Interventions, where necessary (see Positive Handling policy).

Activities and Engagement

We believe that an appropriately structured activity plans that facilitates effective engagement contributes to outstanding behaviour. Thorough planning, the active involvement of young people in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Activities must have clear objectives that are clearly understood by the young person, and be differentiated to meet the primary needs of young people with social, emotional and mental health needs.

Teaching methods will encourage enthusiasm and active participation for all. Lessons will aim to develop the skills, knowledge and understanding which will enable young people to work and play in cooperation with each other.

Token / point awarding will be used both as a supportive activity, providing feedback to young people on their progress and achievements, and as an indicator that the young person's efforts are valued and that progress is important; they should be used to encourage good behaviour as well as good work.

Rewards

Our approach to creating a positive ethos across the service is to treat young people positively, by praising them, offering them encouragement and acknowledging their achievements. We will ensure that young people know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards, for example recorded positives can earn young people points.

All age groups will have rewards announced at the end of each club. As well as acknowledging and celebrating the individual efforts and successes, young people are encouraged to work collaboratively as a team.

Card System

In the event that behaviour occurs that is not within F4YP rules or values a card system will be used:

Warnings

Up to 2 warnings can be given to a young person per session. This is appropriate for low level disruption such as not following an adults instructions.

Yellow Card

Should the behaviours persist a yellow card will then be given. This results in the young person going to see the pastoral team. Their aim is to understand what is going wrong and help the young person correct their behaviour. The aim is also to return the young person to their session.

A yellow card will be given without warnings: for instances of bullying (refer to anti-bullying policy), aggressive behaviour towards staff other and YPs. The young person must go to the Pastoral Team.

Red Card

Following a yellow card, if the young person's behaviour is still not acceptable a red card will be given. The young person will then go to see the pastoral team again. The pastoral team will aim to understand why the behaviours are taking place and put in place and take suitable action.

A red card will be given immediately if a YP is violent to another YP/staff member, continuously putting them self in unsafe situations. The young person will again be sent to the pastoral team.

Red Card Action that may be taken depending on situation: Phone call home, YP sent home for the day, Places on trips/ activities can also be lost if there is continuous bad behaviour, extreme continuous bad behaviour or harmful behaviour to others can result in not being able to return to activities.