

“Thinking of a young person as behaving badly disposes you to think of punishment. Thinking of a young person as struggling to handle something difficult encourages you to help them through their distress.”



Behaviour Support Policy

The most important aspect in young people feeling valued, safe and secure is the sense of connection with the member of staff. For most young people this can be achieved by simple acknowledgement of the young person and the young person having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and our young people are vital. Staff must be fair and consistent with young people (taking into account individual needs) and young people need to understand that the staff member is in control at all times, enabling young people to feel safe. Equally staff must be approachable and there to help and the young person must understand this. If a member of staff is having difficulties with an individual or group of young people they are expected to seek support in order to make a positive change or if another member of staff deems that their colleague needs help, they are expected to go to their aid; this is to be accepted by their colleague.

This policy is developed to ensure guidance for staff in order to promote positive behaviour at Nurture Learning. The procedures and guidance in this document provides a consistent approach across Nurture Learning and enables students, parents/carers and staff to understand our approaches to the management of behaviour at school. It is also recognised that for some young people, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; approaches can be discussed with school.

General Expectations

It is important to have high expectations for young people, while recognising some young people have specific needs.

The following expectations cover all times of the school day and where young people are representing the school out of hours or off site:

- Show respect and consideration to each other and to others, regardless of differences
- Behave sensibly around the school e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking
- Look after and respect your own and others' property
- Work hard and follow instructions

Staff should ensure good routines. These expectation are reinforced through group chat and interaction with young people. It is everyone's responsibility to help young people where these expectations are not met but equally to comment positively when they are.

Good routines should be in place for:

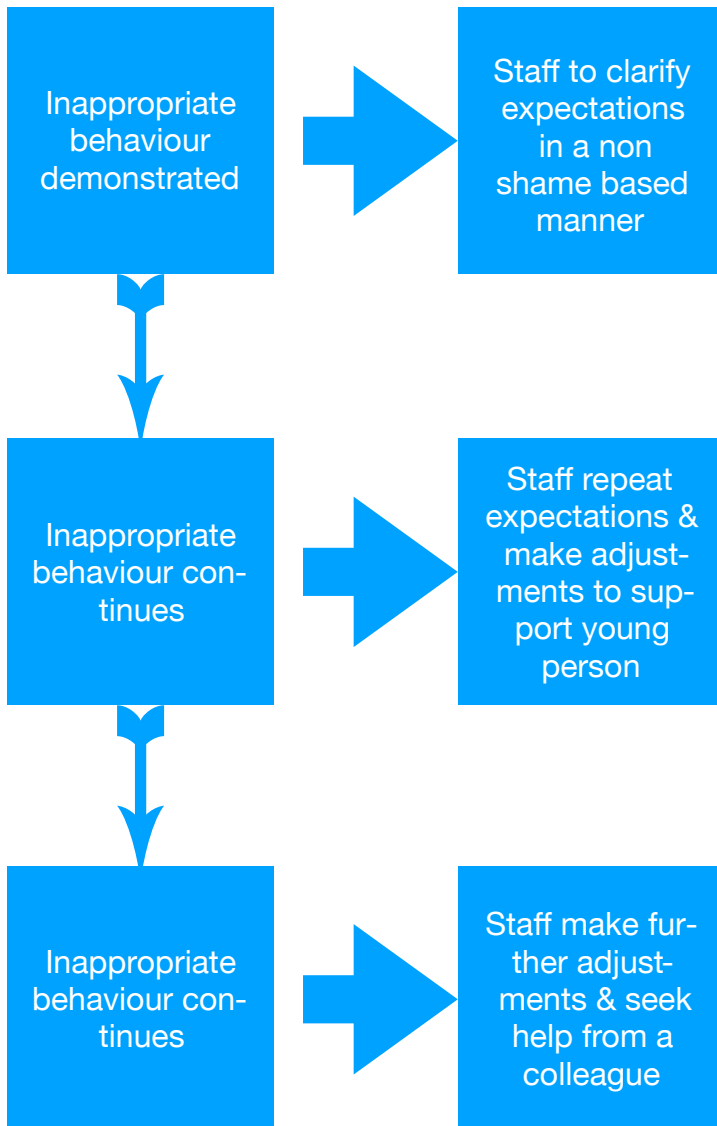
- Start and end of day
- Transition times
- Change to the timetable
- Moving to our outdoor learning area
- Offsite trips
- Break and Lunchtimes

How do we teach & promote positive management of behaviour?

Group chat: we discuss as whole phases any issues that may have occurred, how individuals may have approached situations differently and help young people to repair with their peers and staff.

Specific sessions: These cover areas such as 'Anti-bullying week', 'Caring for others', 'Who to go to if you need help', 'Tolerance and respect'.

What we do if a young person shows inappropriate behaviour



Remember – the strongest approach to support a young person is through the relationship with the adult. At all points try to ensure you keep a strong connection with the young person having difficulties. Use PACE to ensure the young person knows you are still there for them and recognise how difficult it must be to cope with the emotions they are experiencing.

At the end of the session (or during if appropriate) the member of staff should talk with the young person about the difficulties in the session and agree what support is needed for subsequent sessions.

Tracking

In order to track behaviour and ensure appropriate support and action takes place, staff should utilise individual tracking sheets, see appendix A.

Judgements should be recorded as either 1, 2 or a 3.

1. Minor support needed, minor disruption to learning
2. Repeated support needed
3. Considerable disruption and lots of support needed

Comments should be made on the sheet for a 3. Any contact with parent/carer should be noted on the sheet. Tracking sheets should be attached to a young person's daily log.

Enabling a young person to repair following an incident

Young people should have the opportunity to reflect on their actions and the impact that has had on others, they should be helped to repair the situation, if they need help. We do not force young people to say sorry! Below are examples of incidents that may occur and the type of appropriate response:

Incident	Type of response
Incident against another person	Show the person affected by the action that they are sorry. this could be in the form of verbal, written, picture or action.
Incident relating to theft, damage of property	Where possible a natural reparation should be used, e.g. clean graffiti off the door, clean up the mess. Where it isn't possible for the young person to repair, the young person should give time to a site task, so the site person then has time to fix the problem. In extreme situations, a bill to repair the damage could be sent out to a parent/carer.
A particular activity has been causing problem, e.g. the table football	Work with staff needed to ensure participation is successful. E.g. reduced time, increased supervision, activity no longer occurs.
Lesson disruption	The work missed is completed at another appropriate time but this must not occur when a regulatory activity is scheduled.

Continued concerns with behaviour

Tracking sheets are reviewed on a weekly basis. Any young person who appears to be experiencing significant difficulties will continue to be tracked for the following month. If parents/carers have not previously been contacted, they should be informed of the situation. Following the end of the period of tracking parents/carers will be contacted to inform them of progress made.

If no improvement is made during the next period a formal meeting will be held between staff, young person, member of management team and parent/carer. A written plan with clear targets will be created and monitored on a weekly basis.

Regular contact with parents/carers will be made to update on progress/further issues. The young person will meet regularly with their key worker to discuss the plan and agree actions.



Appendix A

Tracking Sheet

Name:

Date (wk beginning)	Day & Session	Day & Session	Day & Session	Comments