



LIFTING THE PRESSURES  
OF LEARNING

# Rocksteady Training Ltd

## **Behaviour Management Policy**

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## **Behaviour Management Policy Statement**

All references are to Rocksteady Training Ltd hereafter referred to as Rocksteady Training.

### **1. Statement**

All young people are unique and we believe this is key to understanding, acknowledging and managing young people's behaviour. Young People who access Rocksteady Training often have multiple and complex needs and difficulties may present regularly throughout their lives.

Rocksteady Training commits to supporting and caring for young people and their families based on their individual needs.

#### **Rocksteady Training's Behavioural management is based on the concepts of:**

- Young people understanding their social and emotional core
- Positive reinforcement
- Positive intervention at the earliest stages to highlight inappropriate behaviour
- Complimenting acceptable and exemplary behaviour based on the individuals targets

#### **At the very centre of Rocksteady Training are the principles of:**

- Respect for oneself and others
- Understanding that change is possible
- Belief that everyone deserves a chance to lose their past behaviours and replace them with opportunities and a chance to do well.
- Everyone is an individual, but individuals need to coexist in harmony with others regardless of own personal issues.
- Problems happen but the ability to deal with them in a way that does not impact on others is essential to positive growth.

#### **Rocksteady Training believes in empowering young people to:**

- Take control of their lives in a positive way
- Recognise their barriers to learning, life and others
- Move forward in a safe and respectful way.
- Demonstrate socially acceptable behaviour, having respect for themselves and all others.

We recognise there are reasons for the way in which a learner behaves and endeavour to understand and establish what these are in conjunction with supporting the learner and their family to adapt poor behaviour. We do not however consider that these reasons should overpower the needs of others for a secure and happy learning environment. Every learner is on their own journey but they are encouraged to travel safely without harming or affecting those around them negatively.

#### **Our commitment to Young people and their families:**

- When observing behaviour Safeguarding will always be considered
- Staff are sensitive to students needs, patient, understanding and calm, but do not ignore unacceptable behaviour that may impact on others who attend.
- Young People and their families are treated with utmost respect and dignity.
- All young people's human rights are always taken into consideration and balanced with the need for the acceptance of responsibilities.

- Staff will use constructive positive direction / instruction and not highlight what they are not/cannot do, however what they can do and what would like to be seen.

### **Behaviour Expectations:**

Behaviour expectations of our young people are realistic and achievable, when talking with Young people;

- We will try to always explain the reasoning behind request, direction or instruction to ensure young people understand what is expected
- We talk to young people at their level and when drawing a conversation a close staff member will always confirm a young person understands, and they know that they are still cared for and that the Rocksteady Training relationship continues, with each day presenting as a fresh start.
- Young people are given thoughtful praise and encouragement for their behaviour and achievements

### **Purpose of the Procedure:**

- To ensure safe and effective practise in dealing with behaviours that may prove difficult to manage for staff or challenging to others and the young person exhibiting them.
- All staff and volunteers will be advised of the Rocksteady Training Policy during their induction and will be expected to comply with this procedure at all times.
- All young people will be advised of Rocksteady Training's expectations for behaviour during induction and through continual reminders reinforced by consistent application and positive staff modelling of mutual respect.

## **2. Strategy**

### **Rocksteady Training aims to empower young people with the skills to:**

- Understand the expectations, rules and boundaries in learning
- Treat themselves, peers and adults with respect
- Be confident with high self esteem, self discipline and independence
- Recognise undesired or concerning behaviour and address these appropriately
- Resolve conflict appropriately with peer and adult intervention

### **Rocksteady Training's approach to behaviour management is based around the use of the following key strategies:**

- A Cognitive Behaviour approach – if young people are aware of their own issues through emotional assessment and reflective practise they can chose to change their attitudes and behaviour with respect of others.
- A consistent behaviour management technique

### **And the belief that young people can:**

- Take responsibility for personal actions
- Work together
- Learn tolerance of others

- Understand change cycles
- Make effective decisions
- Learn self respect and motivation

### **3. Rocksteady Training Emotional Assessment**

At Rocksteady Training we track not only the practical progression of our students but emotional progression also. We do this by being aware things that students may struggle with, this can be something as minor as avoiding eye contact or as serious as anger management and aggressive behaviour. We keep track termly of how students are progressing in terms of these problems, whether they are progressing, have overcome/beaten a habit or if this area of consideration has become worse. We continuously reassess ways in which we can provide support and help the student to overcome these issues. The EA will specify support the young person and the Rocksteady Training team feels that they need to move forward. Reporting to schools and parents/carers is consistent in these areas.

#### **Areas for consideration at Emotional Assessment are a young person's:**

- Listening skills
- Communication skills
- Ability to stay on task
- Independence skills- working- learning and life
- Internal and external focus of control.
- Tolerance of others
- Understanding and empathy of the needs of others
- Ability to deal with anger/ anxiety / stress
- Triggers for behaviour- hot spots
- Ability to be independent
- Ability to deal with praise /criticism
- Skills at asking for and accepting help
- Ability to successfully resolve conflict
- Assertiveness levels
- Confidence levels
- Self esteem levels
- Perception of fairness- judgement
- Ability to deal with disappointment /frustration
- Ability to maintain and develop friendships
- Reaction to authority figures
- Ability to follow reasonable rules and requests
- Attitudes to limiting core issues-i.e. physical and verbal violence, aggression and threatening behaviour, racism, discrimination, history of offending, bullying, alcohol and drugs misuse
- Learnt patterns of behaviour
- Significant others behaviour and attitude to "problem solving"

We aim to:

- Develop realistic strategies to overcome , accept, deal with and move on from identified blocks
- Teach techniques that they can use to help them deal with their emotions, triggers, relationships and concerns.
- To practise and develop their social, emotional, decision making and problem solving skills.

As a result of the EA young people should be able to better manage themselves and be able to engage more positively with others.

As with all things this learning is a journey and solutions are not often found overnight- the more practise a young person gets the easier it becomes.

#### **4. Rocksteady Training – Statement on use of SEAL**

Rocksteady Training recognises that good social and emotional skills helps learners to, for example, make friendships, work in teams, solve problems, deal with conflict, manage strong feelings, to be calmer and optimistic, recover from setbacks, compete fairly, and respect others' rights and value diversity.

The skills are in five groupings:

- Self-awareness
- Managing feelings
- Empathy
- Motivation
- Social skills.

#### **By improving learners understanding of the social and emotional aspects of learning Rocksteady Training aims to:**

- Promote positive behaviour by progressively developing the underpinning skills and attitudes.
- Help learners to recognise that bullying is wrong.
- Improve motivation and the enjoyment of school.
- Overcome social and emotional barriers to learning and help all learners to be more effective in their learning.
- Help young people to be responsible citizens.

Rocksteady Training's learners can benefit from developing these transferable skills and have regular opportunities to practice them.

Rocksteady Training aims to create a safe and emotionally healthy learning environment where young people can learn effectively.

Rocksteady Training aims to support parents and carers in their relationships with their children as they are developing social, emotional and behavioural skills and engaging in school-based work.

Rocksteady Training works collaboratively with parents and carers to share ideas, recognises and has respect for their beliefs and values, whilst understanding that a young person will need

certain skills if he or she is to cope with the complexity of the social environments of life and learning.

Rocksteady Training works to strengthen parental engagement in the learning of their young people.

## **5. Behaviour review**

Young People have regular 1-1 casual reviews with the head tutor at Rocksteady Training to monitor progress in behavioural terms.

These reviews act as checking mechanisms on both an individual's behaviour and personal development.

### **Behaviour:**

At Rocksteady Training we recognise that behaviour has the following elements;

- 1) The 'Trigger'
- 2) The Behaviour
- 3) The Consequence

Limited Staff members have access to background information and Emotional assessment information, and aim to support other staff and students themselves in applying positive behaviour management. Our staff meet twice a month - and any concerns /celebrations about learner's behaviour are discussed and strategies are altered if needed.

### **Incidents of learning disruptive behaviour- low level:**

- Are dealt with in the first instance by the front line staff. Sanctions include:
- Time away from the group with a member of the support team to review what has happened and why – (A) clarification of the boundary broken (B) and requirement to alter behaviour further sanctions (C)
- Negotiated return to the workshop at mutually convenient time - with tutor/ staff member who originally dealt with incident
- Discussion at the completion of the session with learner about behavioural changes (as appropriate) impact of behaviour on others.

### **Incidents of learning disruptive behaviour- Interim level:**

- Are dealt with in the first instance by the front line staff and Rocksteady Training's Head Tutor and Manager (Peter Townsend) will be alerted. Sanctions include:
- Informal discussion with learner and staff member (unrecorded)
- Formal discussion with learner and staff member ( recorded)
- Completion of behavioural action plan
- Collection of incident reports/ accident reports from staff team
- Investigation of incident

- Disciplinary as required
- Appropriate information sharing internally
- Appropriate information sharing with referrer – key agencies- parent/carer.

## **6. Discipline procedure**

Please note that in terms of therapeutic intervention work, should a student behave in a way that is beyond the reasonable expectations for behaviour, sessions will be suspended and a meeting sort with the referring agent to facilitate positive onward referrals for support. A discipline process is rarely used or appropriate for 1-1 sessions.

### **Outline for reference:**

**Stage 1** – verbal warning – issued held on learner file, copy sent to referrer and parent/carer with completed behaviour action plan

Advisory meeting may be called with referrer/key workers/ parent/carers

**Stage 2** – written warning issued held on learner file, copy sent to referrer and parent/carer with completed behaviour action plan

Formal meeting called with referrer/key workers/ parent/carers – documented and minuted.

**Stage 3** –final written warning issued held on learner file, copy sent to referrer and parent/carer with completed behaviour action plan

Formal meeting called with referrer/key workers/ parent/carers – documented and minuted.

Formal recording of actions required by learner/Rocksteady Training/ others to alter behaviour.

### **Incidents of learning disruptive behaviour- Gross misconduct level:**

For serious incidents and all incidents of gross misconduct the directors must adhere to the disciplinary procedure laid out in the Rocksteady training procedures – learner agreement.

Where it is deemed by directors to be unsafe /not in the best interest of the learner group to keep the learner on the premises will be dealt with as follows.

Learner (s) involved in incident will be met by Rocksteady Training's head tutor (s) in safe space (1-1 room-office)

Parent/carer of learner / will be contacted and advised (by telephone) that there has been a serious incident and that the learner will need to be asked to leave the premises pending the further investigation /cooling off period.

The referrer (key worker) will be contacted and advised that there has been a serious incident and that the learner will need to be asked to leave the premises pending the further investigation /cooling off period.



Learner will be informed of this decision and where possible provision be made for him/her to be collected / taken home.

Whilst due diligence and efforts will be made to contact parents /carers/ referrers at the time of the incident – in some cases this may in practise happen after the learner has left the premises, but as soon as is reasonably practical .

We will not contain a learner if it is likely to prove detrimental to the group/staff member or learner.

A formal review of the incident will be carried out, incident reports/concerns log will be completed and the disciplinary action will be applied according to the outcomes.

Referrers/parents/carers/learner will be informed in writing of the dates of meetings and procedures for appeals as relevant within 3 working days of the incident.

### **Ongoing Action:**

Review of action plan (as needed and agreed- daily/weekly/monthly) with young person and relevant parties (collaborative partners as required)

### **7. Additional Info**

- A Behaviour Management folder is available to staff that contains supporting documents & articles.
- Understanding that prevention is better than cure, staff act as positive role models in every way, demonstrating to young people what is expected.
- All staff will communicate effectively with one another in order to operate and practice consistently, ensuring all young people's behaviour is managed consistently throughout
- Reviews of incidents may highlight areas for staff development of practise. This will be supported with further training as required. Staff are encouraged to review incidents honestly and to accept where required responsibility for actions that may have added to the incident. We do not operate a blame culture.
- Effective and informative relationships are in place with the parents /carers.
- The environments are enabled to reflect the individual needs of the Young people encouraging.
- Independence, motivation, concentration self discipline and self esteem.
- Physical intervention will only be used as a last resort to manage a Young person's behaviour if it is necessary to prevent personal injury to the learner, other learners or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a learner's behaviour will be recorded and parents /referrers and designated advisory board member will be informed about it on the same day.

### **8. Unacceptable Behaviour from Staff**

We do not expect Rocksteady Training staff (at any level) to;

- Inappropriately threaten any form of punishment which could have an adverse impact on the young person's well-being. Young people being threatened with verbal warnings "I will tell- if you-  
"If a situation needs a verbal warning – follow procedure and act upon it.
- Shout (exceptions are only accepted if raised voices are used to prevent harm or to ensure safety of young people).
- use degrading, sarcastic, insensitive or negative language.
- label, or make assumptions about a young person due to their behaviour or any other reason
- leave a distressed and /or unattended young person who is unclear of what is expected of them
- Give young people token rewards to modify behaviour. Young people learn to behave as part of the development, social expectation and for direct preparation for moving on
- Ignore unacceptable behaviour

*Please see other policies for more information.*

## ROCKSTEADY TRAINING LTD



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