



BRIDGE THE GAP MALVERN

Behaviour Policy

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| Date of review | October 2021 |
| Reviewed By | Director - K Barclay |
| Date of next review | October 2022 |

Definitions

The term 'staff', in this policy, includes paid staff, and other professionals visiting the centre and working in partnership with staff.

The term 'centre' refers to Bridge the Gap Malvern (BTGM), Willow End Business park WR6 3NN

Introduction

The basis of the Behaviour Policy at BTGM is:

Respect yourself, respect others and respect the premises.

The Directors at BTGM believe that all students and staff should feel physically and emotionally safe; and personally valued and respected.

Respectful behaviour and a positive attitude are valued, celebrated and rewarded alongside academic success.

Behaviour that has a negative impact on safety, wellbeing and learning is not tolerated.

This means that:

- Nobody has the right to deliberately hurt another person, either verbally or physically,
- Nobody has the right to damage property or equipment.
- Nobody has the right to damage or steal anything that belongs to another person.
- The highest standards of punctuality and attendance are expected from everyone.
- Anti-social, destructive or disruptive behaviour, or behaviour that is in any way contrary to the ethos and culture of the BTGM, will result in sanctions.

Positive Behaviour Management

All staff are expected to model the highest standards in behaviour and professionalism at all times. They will use the following strategies to encourage students to do the same:

- Frequently catch students being good and praise them for positive behaviour.
- Session feedback via student email (copying in parents/carers)
- Session feedback that is process orientated verbal or written praise.
- Reward cards are awarded to students who display behaviours and attitudes that reflect our core values.
- Non-verbal praise (eg a nod, smile, thumbs up).
- Praise phone call/email - Teachers/coordinators will recognise significant behavioural achievements with an email or phone call home.
- improvement in behaviour or attitude with a phone call/email to parents/carers.

There will be occasions where students need their behaviours to be challenged by staff, or require additional support. Staff will follow the following protocols:

- Minimise embarrassment for the student, avoid shaming.
- Stay calm and not argue with the student.
- Maintain a sense of humour.
- Attune to the student's emotional state.
- Validate their feelings.
- Be consistent and fair.
- Ensure that there is a 'follow-up' which is appropriate to the situation.
- Utilise wider support where necessary and remove themselves promptly from situations that trigger their own distress.
- Reflect on own practice and seek supervision if necessary.
- Record the incident and raise it at staff debrief.

Management of Students' Behaviour

The highest standards of behaviour management are expected of staff. Staff must:

- Adopt unconditional positive regard towards all students
- Be aware of and apply agreed behavioural strategies for each student.
- Always apply the 'PLACE' approach (playful; loving; accepting; curious; empathic) in all interactions with students.
- Frequent use of process orientated praise to keep students focused on their successes.
- Provide low key reminders – ie assume positive participation and direct students to participate.

To help students stay calm and focused in sessions, staff will ensure that:

- Sessions start and finish on time.
- Session formats and expectations are consistent.
- Students are welcomed to their session and an explanation of the session and purpose is given at the start and progress made reflected at the end of the session.
- Every opportunity is taken to build a student's self-esteem, particularly through the **frequent use** of process orientated praise.
- Activities are differentiated and broken into discreet and varied tasks as appropriate.
- Sessions have clear objectives and are relevant to student's targets; life experience and expectations.
- Rules are kept to a minimum, made explicit and applied consistently.
- Students are prepared for the end of the session and supported in preparing for their next planned session.

Students opting out of the planned session

Where a student struggles to manage their behaviour, or begins to feel stressed in session, they may either ask the Staff member politely to leave.

Where a student struggles to manage their behaviour or begins to feel stressed in session, but is unable to recognise this themselves, then the member of staff is to support them by giving them 10 minutes out. When they return, staff must remember the student may feel embarrassed, stressed or agitated and be unwilling to talk about it. That is ok, ask politely if they are ok to proceed and move on. Reflect back at another time, perhaps the next session, on the behaviour so long as the young person is able to listen. Remember the 10 second rule (give plenty time for the student to process the information; keep words to a minimum, pause, then carry on with your planned session. **Under no circumstances is this to constitute 'telling off' for bad behaviour; it is to empathise with the student and allow them access to extra support without shaming them.**

External Interventions

Where a student's behaviour is affected by both internal and external factors and requires a multi-agency approach, in agreement with the family, a notification will be made to the relevant social worker or a referral made to Worcestershire Early Help/Front Door.

It is our policy to refer students whenever appropriate to CAMHS and other health agencies in order to provide specialist help for individual students and their families.

Home/Centre Agreement

There is a Home Centre Agreement to which the parents sign up to (see Appendix). This is based on the core values.

Student Voice

Students are given an opportunity termly, to voice their ideas regarding centre systems, environment, learning, teaching, extra-curricular activities, safety, behaviour rewards and sanctions. Any concerns or complaints can be shared with any member of staff, and ultimately the BTGM Director(s) at any time.

Sanctions

On those occasions where student behaviour contradicts the centre's core values of respecting self, others and the premises, BTGM has a range of sanctions that will be enforced to provide the student with an opportunity to reflect on their behaviour and to act as a deterrent for future misdemeanours. They are:

- A verbal reprimand proportionate and balanced with positive feedback.
- Restorative justice, including a verbal or written apology.
- Rectifying physical damage to the building; being part of putting an incident right.
- Phone call/email home.
- Student and Parent/Carer Meeting to discuss behaviour/attendance concerns, strategies already adopted and the relative impact of those strategies, and to agree an action plan to further support the student.
- Fixed term exclusion from the programme.



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Appendix 1

Home/Centre Agreement

BTGM agrees to:

- Consistently promote the values of respect and fairness (see Equal Opportunities Policy).
- Consistently apply positive behaviour strategies.
- Take all reasonable measures to protect the safety and wellbeing of students and staff including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- Consistently, fairly and proportionately apply sanctions, taking into account any special educational needs, disabilities, barriers to access and vulnerability.
- Keep parents and carers informed of behavioural concerns.
- Work with other agencies and professionals in order to provide all the support necessary to support students and their families.

It should also be noted that fixed-term or permanent exclusions will be imposed where a student intentionally makes a false, malicious allegation against centre staff.

Students agree to:

- Do my best to respect myself, others and any premises they visit with staff.
- Do my very best to engage in my sessions.
- Accept help from staff to understand why I struggle socially, or in sessions.
- Work with staff to develop strategies that help me cope better in sessions.
- Expect to be challenged if I make others feel threatened, worried or sad.
- Be willing to explain what has happened so that staff can help sort out problems; this means telling the truth and not lying or withholding information.
- Let staff know about anything that worries me or that I find hard.
- Be a good ambassador for BTGM, even when I am not engaged in centre work.
- Dress appropriately for any contact be that online or in person with all staff. There is a banned list of items which students should not be in possession of within a session*.

*banned items are things like mobile phones, smoking paraphernalia; potential weapons; sharps; sweets and sugary drinks; medication etc.

Parents/Carers agree to:

- Keep the centre informed of any absences or planned absences.
- Keep the centre informed of any issues that may affect their child's behaviour, or attitude, in a timely manner.
- Work with staff at the centre to develop strategies to support their child's learning and behaviour.
- Recognise, celebrate and reward their child's good behaviour and successes.
- Address students and staff in an appropriate manner.
- If their child has a fixed term exclusion, to make sure they are not out in public during school hours and to attend a reintegration meeting with their transition coordinator.

- Expect that their child will be challenged about behaviour that puts themselves or others safety, happiness or progress at risk.
- Encourage their children to take responsibility for their behaviour and support their child, and the school, in providing disciplinary support.
- Keep the centre updated with contact details.

Signed on behalf of the BTGM:

Date:

Signed by student:

Date:

Signed by parent/guardian:

Date: