

Behaviour

At times young people may exhibit challenging behaviour which needs to be addressed in order for them to stay in First Act. The behaviour may lead to concerns about the causes of it and what the young person may be experiencing. Consideration should always be given as to whether there may be a safeguarding or well-being concern. There may be a need for First Act to address the young person's behaviour at their classes and this guidance is provided to help in that situation.

Behaviour and Safeguarding

As stated above, some behaviour could indicate a safeguarding concern. If a safeguarding concern exists, the teacher should follow the 'Safeguarding Policy' to raise that concern and take the advice of the Designated Safeguarding Lead (DSL), to take the appropriate action to support the young person.

Guidance Considerations

This policy is based on a number of principals that are ingrained into First Act's ethos and vision. Firstly, the welfare of the young person is the paramount consideration. All those involved in First Act (including children, staff, guest tutors, volunteers and parents) are provided with clear and relevant 'Code of Conduct' documents as well as this document which outlines First Act's process for responding to behaviour that is deemed unacceptable.

The arts can make a significant contribution to improving the life experience and outcomes for all children and young people. Every young person should be supported to participate and only in exceptional circumstances, where the safety of another young person(s) cannot be maintained, should a young person be excluded from activities.

Planned Activities

Some young people exhibit challenging behaviour as a result of specific circumstances, e.g. a medical or psychological condition, and tutors may therefore require specific or additional guidance about managing this. These and any other specific needs the young person will have discussed with parents/carers during induction. From this, the young person will be planned for within the school to ensure that an appropriate approach is agreed and, where necessary, additional support provided e.g. from the Lead Child Protection Officer, external agencies, Children's Services etc

Good teaching practice requires planning sessions around the group as a whole but also involves taking into consideration the needs of each individual within that group. As part of session planning, tutors should consider whether any members of the group have presented in the past or are likely to present any difficulties in relation to the tasks involved, the other participants or the environment.

Where potential risks are identified, strategies to manage those risks should be agreed in advance of the session, event, or activity. The planning should also identify the appropriate number of adults required to safely manage and

support the session including being able to adequately respond to any challenging behaviour and to safeguard other members of the group.

When a young person is identified as having additional needs or behaviours that are likely to require additional supervision, specialist expertise or support, this should be discussed with parents/carers and where appropriate, young person. First Act should seek to work in partnership with parents/carers to ensure that the young person can be supported to participate safely.

Agreeing Acceptable and Unacceptable Behaviour

Classes should ensure they create a supportive and enjoyable environment and one where expected standards of behaviour are clearly understood. As a minimum, First Act will have circulated relevant '**Code of Conduct**' documents. Beyond that, tutors and SLT staff will consistently remind students of expectations. Issues of behaviour and control should regularly be discussed within First Act, with young people and their parents.

Managing Challenging Behaviour

Any response to challenging behaviour should always be proportionate to the issues, be imposed as soon as is practicable and be fully explained to the young person and their parents/carers. First Act has behaviour report forms which should be completed and review with SLT and parents following challenging behaviour incidents.

In dealing with a young person who displays negative or challenging behaviours, First Act might consider the following options:

- Time out - from the activity, group or individual work.
- Reparation - the act or process of making amends.
- Restitution - the act of giving something back.
- Behavioural reinforcement - rewards for good behaviour, consequences for negative behaviour.
- De-escalation of the situation - talking through with the young person.
- Increased supervision.
- Use of individual 'Acceptable Behaviour Contract' or agreements for their future or continued participation.
- Sanctions or consequences e.g. missing an outing.
- Seeking additional/specialist support through working in partnership with other agencies to ensure a young person's needs are met appropriately.
- Temporary or permanent exclusion

The following should never be permitted as a means of managing a young person's behaviour:

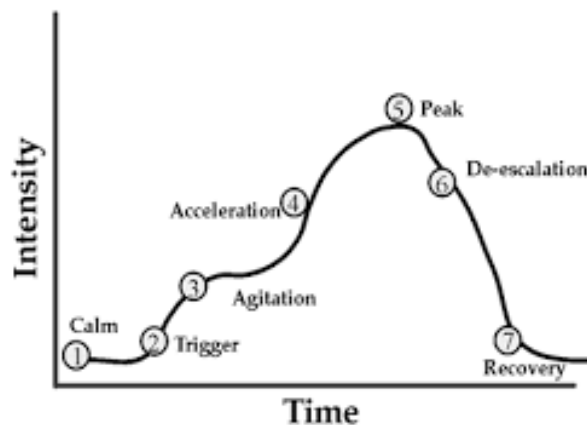
- Physical punishment or the threat of such.
- Refusal to speak to or interact with the young person.
- Being deprived of food, water, access to changing facilities or toilets or other essential facilities.
- Verbal intimidation, ridicule or humiliation.

First Act should review the needs of any young person for whom sanctions are frequently necessary. Any serious behaviour reviews should involve the young person, their parent/carer and in some cases, others involved in supporting or providing services for the young person and their family, to ensure an informed decision is made about the young person's future or continued participation. As a last resort, if a young person continues to present a high level of risk or danger to themselves or others, they may have to be suspended or barred from the group or wider First Act activities.

Physical Intervention

The use of physical intervention should always be avoided unless it is absolutely necessary to prevent a young person injuring themselves or others or causing serious damage to property. All forms of physical intervention should form part of a broader approach to the management of challenging behaviour.

Pre-identification of student triggers, early intervention to prevent agitation and effective de-escalation techniques to soften peak intensity should also be prioritised over physical intervention.



Physical contact to prevent something happening should always be the result of conscious decision-making and not a reaction, unless in immediate danger. Before physically intervening, the tutor should ask themselves, 'Is this the only option in order to manage the situation and ensure safety?'

It is good practice to ensure that if you have to physically intervene in a situation with a young person, it is in the least restrictive way necessary to prevent them from getting hurt and used only after all other strategies have been exhausted. Studies have shown that, where this is the case, young people understand and accept the reasons for the intervention.

Contact should be avoided with buttocks, genitals, and breasts. No one should ever behave in a way which could be interpreted as sexual. Any form of physical intervention should achieve an outcome that is in the best interests of the young person whose behaviour is of immediate concern. Tutors should consider the circumstances, the risks associated with employing physical intervention compared with the risks of not employing physical intervention.

The scale and nature of physical intervention must always be proportionate to the behaviour of the young person and the nature of harm or damage they might cause. All forms of physical intervention should employ only a reasonable

amount of force i.e. the minimum force needed to avert injury to a person or serious damage to property - applied for the shortest period of time.

Tutors shall never use physical intervention as a form of punishment. Young person must never be subject to any form of treatment that is harmful, abusive, humiliating or degrading. Physical intervention should NOT involve inflicting pain.

Where a young person is identified as having additional needs or behaviours that are likely to require physical intervention this should be discussed with parents/carers and where necessary First Act will seek advice from, or to work in partnership with, external agencies (e.g. Children’s Services) to ensure that a young person can be supported to participate safely. This may include asking for the provision of a suitably trained support worker/volunteer or accessing staff/volunteer training in physical intervention.

Any physical intervention used should be recorded as soon as possible after the incident by the tutor involved using the Behaviour Report Form and forwarded to the DSL as soon as possible.

Views of the Child

It is clear from the accounts of young people that physical intervention provokes strong feelings. The young person may be left physically or emotionally hurt. Even a young person who hasn’t directly been involved in the situation may be fearful that it will happen to them in future or have been upset by seeing what has happened to others.

A timely debrief for the tutor, the young person and their parents should always take place following an incident where physical intervention has been used. This should include ensuring that the physical and emotional well-being of those involved has been addressed, and ongoing support offered where necessary. Everyone should be given an opportunity to talk about what happened in a calm and safe environment.

There should also be a discussion with the young person and their parents about the young person’s needs and continued safe participation in the group or activity.

It is important that tutors and parents are made aware of and understand First Act’s guidance about managing challenging behaviour to ensure that they are aware of ways in which they may need to intervene and are clear about the practice guidance in this area.

Proportionate Response to Behaviour

| Level | Examples of Behaviour | Response |
|-------|---|---|
| 1 | Low-level disruption, minor infractions of the Code of Conduct, ignoring of instructions, unwelcoming behaviour, persistent lateness, or absences without reason. | Quiet verbal reminders, eye-contact, selective ignoring, group reminders of Code of Conduct, praise in proximity. |

| | | |
|---|--|--|
| 2 | Consistent disruption which hinders learning, clear breach of Code of Conduct, rude or disrespectful behaviour, disrespecting First Act property, misrepresenting First Act. | Discussion with parent/carer, SLT involvement, reviewal of Code of Conduct with student, in-class behaviour plan drawn up. |
| 3 | Aggressive and violent behaviour, offensive or abusive language which violates First Act policy and Code of Conducts, purposeful destruction of First Act property, blatant disregard for the safety of themselves and others, Multiple demonstrates of Level 2 behaviour. | Temporary/permanent removal from classes, lessons reduced to those taught by SLT, parents required to attend sessions with students, external agencies involved. |
| 4 | Multiple demonstrations of Level 2 and 3 behaviour, severe safeguarding breaches. | Expulsion from First Act, contact with Local Authority and required agencies (inc. police, social care etc.) |

Payment Procedures

Parents are expected to make payments in a timely manner. Should payments not be made, texts and calls will be made by a member of the SLT to parents to arrange a 'pay by' date. If the date is not met, a further call will be made to organise another 'pay by' date, but at this point, the student or students in question would no longer be allowed to attend First Act until the payment is made.

Following the 2nd missed payment date, First Act will send a final email to the involved parents stating their intent that, if payment is not made, steps will be taken to involve external agencies to retrieve the money. At this point, First Act will pass the duty of money retrieval to the external party as well as additional costs to cover the hiring of the external company.