



Great Leaps Adventure

Young Persons Behaviour Policy and Procedure

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INTRODUCTION

This document is a statement of the aims, principles and strategies for Great Leaps Adventure.

BACKGROUND

Young People who attend Great Leaps Adventure have social and emotional difficulties and have generally exhibited challenging behaviour during their secondary, and in many cases, their primary schooling.

The majority of young people will have experienced interventions from other agencies both inside and outside school prior to their referral. The aim of Great Leaps Adventure is to address the behavioural barriers to learning and inclusion in the widest sense. The focus is behaviour modification and assessment of needs in relation to each individual and therefore their future learning program. For some students the referral is for a short-term respite behaviour intervention plan, for others it is a long term learning program that could lead to GCSE qualifications and transition to further/vocational education.

CURRICULUM

Managing behaviour is embedded within the curriculum itself. The timing of lessons is linked closely to the concentration of students and the need for specific risk assessments for certain activities. The curriculum offer is available on the Great Leaps website (www.greatleaps.org.uk)

The delivery of learning is mindful of the learning styles, behaviour challenges, barriers to learning and social experiences of the cohort.

The main barrier to learning for all young people at Great Leaps Adventure is their ability to manage their own behaviour, accept boundaries and interact appropriately with both their peers and those in positions of authority, which can limit the amount of work that can be done independently.

MANAGING STUDENTS' BEHAVIOUR

All staff have chosen to work specifically with young people exhibiting behavioural difficulties. The staff have been selected for their own personal skills in relation to individual roles, their previous experience and commitment to the well-being, achievement and enjoyment of young people who have experienced difficulties in school. Staff will be skilled in managing challenging behaviour and will work within the framework of Great Leaps Adventure Behaviour Management Policy.

Many young people struggle to respond appropriately within a classroom or social setting. The staff's skill in classroom and behaviour management is our first and most crucial means of the young person accessing their education. All the young people are assessed shortly after entry through subject specific activities. The young persons introduction to Great Leaps includes

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discussions with the Staff supporting them and with young people if necessary around their triggers, calming techniques and behaviour management strategies that are currently in place with a view to get the young people to try to use independently. If necessary 1:1 mentoring is employed as required.

Daily briefings/meetings take place to provide an overview of each young persons' behaviour with a focus on attendance/punctuality, behaviour for learning and quality of work. From this information the staff discuss progress every day at the end of day meetings and communicate outcomes as appropriate.

Young people are given a focus on addressing the underlying issues which have led to their placement through the on-going review of their progress against their targets. The young people are involved in reviewing their targets and setting new ones.

Great Leaps Adventure has a rewards and sanctions system which supports consistency and high standards of behaviour. All staff and representatives from the student body are involved in the development of the rewards and sanctions systems and these are reviewed regularly at staff meetings and in tutor time as well as during the annual review of all our policies and procedures.

Relationships between home and school are key to the success of the young person and therefore communication between the school and Great Leaps Adventure is frequent. Regular contact also ensures that barriers parents/carers may have had in the past with schools are broken down.

The Behaviour Policy provides a framework in which staff can create a stable and a safe learning environment, which encourages young people to develop and address those issues which have prevented them accessing the mainstream environment. All staff at Great Leaps Adventure are all equally responsible for the management of behaviour. Staff work closely in managing behaviour through implementing the rewards and sanctions, applying a "restorative justice" approach and modelling positive behaviour practices through their own behaviour. We operate as a community with clear values and well understood approaches which are enhanced by the co-operation of the whole team.

STRATEGIES USED IN MANAGING BEHAVIOUR

Staff are individuals who all have their own preferred methods of working which compliment their own personalities. However, it is essential that they work in an agreed procedural framework in order to provide the consistency and stability that all our young people need. We must ensure a whole staff acceptance of standards if we are to support young people in modifying their behaviour and collectively support staff in managing challenging situations.

The framework for managing behaviour includes:

- Great Leaps Adventure is an adult controlled environment in which staff set the tone and ethos. We promote purposeful activity through interacting with young people and engaging them in positive activities both in the classroom and outside during social times. Great Leaps Adventure is a place where everyone feels safe and secure and where work is valued. Everyone is expected to show respect for each other and for the environment.

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- Opportunities for success are an integral part of all our activities and are recognised through praise and the rewards system.
- Variety and flexibility in teaching and learning strategies should enable all young people to access the curriculum. All staff are involved in differentiating work appropriately and supporting learners. Specific behavioural difficulties are targeted through a programme of interventions. Staff need to complete recording, assessment and monitoring systems which keep track of individual student's progress.
- Classroom working arrangements including planning for behaviour in lessons takes account of the needs of the young people and the curriculum to provide optimum opportunity for success. Risk assessment of activities and resources support effective environment management.
- Young People should be offered unconditional acceptance as individual people and given a fresh start after each incident has been resolved. "Restorative justice" practices, encourage young people to make the right decisions and use the 'time out' to reflect on behaviour, to make amends and help them move forward. Staff must always remember that 'they are the adults' in every situation.
- It is the responsibility of all the staff at Great Leaps Adventure to promote a positive role model to young people. Many of the young people will have been exposed to inconsistent adult role models and we must represent positive and appropriate behaviours ourselves if we are to demand likewise from our young people. This includes the way in which we address each other and the young people and the respect and politeness we are trying to encourage in them. We must offer our young people self-control, patience, fairness, consistency, understanding and fairness in maintaining boundaries.
- Clear rules and expectations will help all staff and young people avoid confrontations. Young People need to know where they stand and that they are part of a whole approach to rewards and sanctions. Staff must recognise that they are part of a team which consistently promotes the agreed system. All young people will be introduced to the rules and expectations when they join Great Leaps Adventure through their introduction.
- Staff use a variety of strategies to redirect young people positively; ignoring of low level poor behaviour; praise for those who exhibit positive behaviour; diversion from negative behaviour; diffusion through quiet, calm explanation; the presenting of choices to give young people control over their situation and humour to reduce tension.
- Inconsistency is frequently the experience of our young people. They are often used to manipulating situations through the differences in staff's expectations and treatment of events. It is vital that we as a team, work within the agreed parameters and maintain boundaries. Young people will initially push against these boundaries and find them difficult to cope with, but without them, no change is possible and young people will not be given the opportunity to address underlying issues and reintegrate successfully into mainstream society. Consistency promotes security and trust.
- Many young people are used to physical punishment and shouting as the only means of sanctioning unacceptable behaviour. At Great Leaps Adventure, we always avoid shouting

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and displays of anger as these reinforce the unpredictability of adults which some of our young people have come to expect. Young people will push staff to gain predictable responses and we must therefore show them that there are other ways that we can get where we want, that do not involve shouting or angry displays. Physical punishment and humiliation are never options. Staff must give clear instructions, give clear explanations of the consequences of continued negative behaviour, present choices and remain calm at all times.

- Keep all conflict to a minimum. Remind young people of expectations and rules of Great Leaps Adventure. Act non-confrontationally in reminding young people of the consequences and allow 'thinking time'. This allows young people an opportunity to rectify the situation without further intervention. The young people know the rules as well as staff but will always test them to see if staff remain firm and to gain reassurance of their safety and security. Confrontational approaches will result in confrontation back from the young person which we must avoid, as the end result will not be positive and the young person will not make progress in addressing their behaviour.

Positive relationships with young people are the key to successful behaviour modification.

This is achieved through:

- o Showing them that we genuinely like and value them as people
- o Separating the behaviour from the person
- o Showing them we are fair and consistent in our expectations
- o Dealing with them in a respectful manner no matter what they have done
- o Recognising successes and giving praise and comment when they have tried hard to achieve something
- o Taking an interest in them as people – finding out about them and their interests and taking time to remember these things
- o Engaging with them during non-structured times and encouraging them to enjoy and achieve

CONSEQUENCES

At Great Leaps Adventure, staff will deal with behaviour through a stepped approach. Initially this is through verbal and facial cues, moving up to the explanation of consequences through low-key warnings, verbal and written feedback against generic and individual targets through the awarding of reward points and, finally, the use of sanctions as consequences to specific behaviours. This layered approach allows young people the opportunity to make informed choices and experience that there are always outcomes to both positive and negative choices. Sanctions are an attempt to break the cycle of unacceptable behaviour by making the young people realise that if they do not comply with the expectations, we will draw attention to the issues in a more focused way.

All young people are encouraged to take responsibility for their behaviour. Each day ends with an opportunity for self-review. Young people are expected to engage in discussion regarding addressing issues and considering the choices they may make in the future.

In giving sanctions, staff must assess the behaviour against the weight of the sanction. Is the sanction a fair response? Will it discourage the young person from the behaviour displayed in the future or simply engender a sense of injustice? Staff must ensure that the young person understands the reason for the sanction and work with them in moving forward with the

In some circumstances isolation is an effective tool. Many of our young people have a history of repeated fixed term exclusions which have not proved effective in managing their behaviour or made them feel part of a school community.

Periods of **isolation** may be used as internal exclusion or to give young people an opportunity to settle down and move into a group environment once again. Isolation may be an outcome from a series of poor behaviour incidents over one day. In the case of the latter this decision should be made at the end of the day either in or following discussion at the end of the day debriefing meeting. Young people in isolation must always be actively engaged in either planned work according to their own timetable or specific tasks associated with putting right the issue which led to the isolation. A full day in isolation may only be authorised by the Head Teacher.

EXCLUSIONS

Permanent exclusion is not an option at Great Leaps Adventure. Young people may either permanently or temporarily be placed on an individual programme involving short-term tuition with planned group integration where feasible as an alternative to exclusions.

Fixed term exclusions are used where a young person's behaviour has exceeded the normal sanctions and the incident is so serious that an extended period of isolation is not deemed appropriate. Where possible, isolation – or internal exclusion – will be used as an alternative.

It is not an option to send a young person home unofficially. This must be treated as a fixed term exclusion.

Any exclusion must be the decision of the Head Teacher or the Deputy in their absence, although the views of all staff will be sought and taken into account where possible.

THE REWARD SYSTEM

Great Leaps Adventure has high expectations of its young people, all of whom should try hard to value and celebrate their own and others achievements, both in and out of the classroom environment.

Young people are rewarded by staff in a number of ways. These include points for:

- Attitude to Learning
- Conduct
- Learning Power
- Service to the community
- Attendance

Achievement points, in the main, will be awarded as either, bronze (1point), silver (3 points) or gold (5 points). Certain focused areas will be tariffed differently according to the focus of reward (see below).

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Additionally, Great Leaps Adventure promotes postcards, stickers and stamps. Young people can also have a copy of their work placed in their PLP file if they have completed a particularly good piece of work. These young people are acknowledged in newsletters.

Young people with 90%+ attendance are recognised through certificates, prizes and letters home. Those young people with 100% attendance are particularly celebrated on a termly basis.

Great Leaps Adventure is pleased to nominate young people for external awards relating to work both in our school/environment or out in the community.

POSITIVE HANDLING

The use of physical intervention is very much a last resort. There are clear criteria for circumstances where it is permissible for staff to physically intervene in a situation. Having appropriate training and understanding of the uses of physical intervention equips staff to provide a satisfactory duty of care to safeguard both the young people and all staff within Great Leaps Adventure.

Staff generally work in pairs – in the classroom a tutor and TA and in social area in groups of 3+. This protects staff from being open to allegations and having to deal with extremely volatile situations alone. If a member of staff is alone and is aware that a situation is escalating, then assistance should be called. It is the responsibility of all staff to ensure the safety of all members of the community and this means that they should not be reliant on the Head Teacher to take the lead in physical interventions.

Staff will always risk assess any situation for their own and others' safety before physically intervening. However, it may be necessary for positive handling to be employed to prevent young people from hurting each other or staff, hurting themselves, damaging property or causing significant disruption. In the case of the latter or when a criminal act has been committed, the police may be involved and charges pressed. However, the decision to do this will be made following serious consideration of other options such a "restorative justice" intervention or reparation for damage caused which may be monetary or time linked.

In any situation where young people are fighting or one is assaulting another, staff are expected to intervene and separate the young people to prevent further harm. Staff have a duty of care to ensure the safety of all young people at Great Leaps Adventure. The young people should then be separated and statements taken before staff facilitate a restorative justice meeting between both parties to resolve the situation in a safe environment at an appropriate time.

If a young person is threatening to self-harm, again staff need to assess the situation as to the most appropriate intervention. If the young person has no means of carrying out the threat, they should then be observed with minimum fuss to try and diffuse the situation. Where there is a risk of self-harm, staff may assess the situation as requiring intervention. In this case all other young people should be removed from the area whilst the situation is dealt with.

Young people threatening staff requires a clear assessment of the situation. Some young people will shout threats to staff as a means of trying to destabilise situations or gain control but have no real intention of following through what they are saying. This may be a reaction to perceived threat when they feel threatened themselves and be learned behaviour associated with their own

experiences. Again, every situation must be assessed on risk and with a knowledge of the young person informing decisions made.

All incidents which result in positive handling require staff to complete an incident report before the end of that day.

Physical intervention should never be used as punishment or to elicit compliance with requests. Where a young person is causing major disruption at Great Leaps Adventure, there may be occasions where this intervention is necessary. However, if a young person is refusing to leave an area, the first action should be to relocate other people to an alternative area and remove the audience, which often results in a diffusing of the situation.

BULLYING

All young people have the right to be educated in a non-threatening environment. Bullying in any situation compromises this premise. Many young people at Great Leaps Adventure are likely to use bullying tactics to overcome their own feelings of inadequacy or because they have learned to use threats/name calling/unkind comments/physical gestures/intimidation through their own life experiences. All young people are told that there are only two acceptable ways of dealing with these behaviours: to ignore it by showing no emotional response which often results in a reduction in the behaviour or to tell staff/parents in order that they can deal with it.

It is the responsibility of all staff to highlight bullying concerns at the end of each day in the debriefing meeting and to raise these with young people when they occur. Where there is a pattern of bullying, staff must inform parents/schools and a "Bullying Log" be opened where incidents can be tracked over a specific period to time. The young person is then confronted with the situation and a Behaviour Management Plan put in place with clear sanctions for any incidents of bullying. In most instances, this will involve the perpetrator immediately being removed from the group and isolated to reflect on the situation and resolve it prior to returning to the group setting once more.

RACISM

Whilst racist acts and incidents are clearly recognised as bullying, the LEA requires that they are logged and monitored annually. All incidents of racism are dealt with seriously and are regarded as unacceptable behaviour resulting in isolation of any young person involved until the matter is dealt with.

STAFF TRAINING

Training for staff in the management of behaviour takes several guises but is always high on the agenda. Training occurs through:

- daily debriefing meetings where staff share good practices
- staff meetings where individual young people and strategies are discussed
- individual staff attendance on courses in response to training needs identified through performance management
- INSET Days
- Training/ development (e.g. Restorative justice training; Resilience workshop).

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All staff recruited to work within Great Leaps Adventure have been selected for their previous experience of dealing with challenging behaviour and/or the skills they have demonstrated at the recruitment stage which have been developed through further training within Great Leaps Adventure.

This policy has been developed through staff discussion, research and development and represents good practice for working with our young people. It is formally reviewed annually as well as amended on an on-going basis.

Appendix: 1) Great Leaps Adventure Rules

Punctuality

- You are expected to arrive on time for both morning and afternoon lessons.
- If you are late, you will be expected to make the time up!

Phones/Cigarettes etc:

- Hand in mobile phones/lighters and any high sugar /unhealthy food & drinks at the beginning of each day.
- Staff will lock away all personal belongings handed in and they will be returned at Lunchtime (if appropriate) or at the end of the day.

Illegal substances:

- **No drugs, paraphernalia or alcohol allowed on site.**
 - If you arrive at Great Leaps Adventure under the influence of drugs and or alcohol, you will be sent home and not allowed on our premises, a phone call will be made to parents/carers/school asking them to collect you and we will also contact the local safeguarding team or police.

Damage to Great Leaps Adventure building/ equipment /property

- If damage is a result of frustration and 'non-intentional', your parents/carers may receive a bill or you will be required clean it up or help to repair damage.
- Intentional damage will lead to an investigation which may result in parents/carers attending a meeting, a bill sent home for damage. The Police may also be called.

Appendix: 2) Our Behaviours/Respect

- Respect yourself
- Respect others
- Respect property & things
- Don't disrespect
- Be nice
- Listen to each other, Listen to staff
- Be polite to others
- Set yourself goals
- Have a positive attitude
- Do your best/Don't give up
- Be understanding of others
- Treat others how you wish to be treated
- Work together
- Follow the rules
- Follow instructions
- Pick up after yourself

Appendix 3) - Sample Report Cards

Great Leaps Adventure Report Card

Please sign in the indicated box if the young persons behaviour has been acceptable or put a X if it has not.

Name of Young Person:

Target: Positive sessions

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--------|---------|-----------|----------|--------|
| Tutor time | | | | | |
| Lesson 1 | | | | | |
| Lesson 2 | | | | | |
| Break | | | | | |
| Lesson 3 | | | | | |
| Lesson 4 | | | | | |
| Lunch time | | | | | |
| Tutor time | | | | | |
| Lesson 5 | | | | | |
| Lesson 6 | | | | | |
| Tutor time | | | | | |
| Daily total | | | | | |



Student Name – Targets

Date:

| Target | Target Met | Target Not Met | Why was target not met? | Action Points |
|--------|------------|----------------|-------------------------|---------------|
| | | | | |
| | | | | |
| | | | | |

Appendix 5) - Restorative Actions/ Questions

THE USE OF RESTORATIVE APPROACHES AT GREAT LEAPS ADVENTURE

The approach will require all staff working with our young people to be aware of the principles and language of Restorative Justice, and the ability to apply them to resolving situations in their class environment and elsewhere within Great Leaps Adventure. The principles and use of Restorative Approaches will be a regular feature in our Continuing Professional Development programme.

In addition to this, a team of trained staff will be identified to use the model to resolve more difficult problems in a formal and structured manner. These staff will be trained to apply Restorative Approaches to conferences with the “Wrong-doer and the Harmed”, with the aim of creating restoration and reparation between those involved.

The Restorative Questions:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- What do we need to do make sure this doesn't happen again?

The questions are neutral and non-judgemental, they are about the wrong-doer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

How to use the Restorative Questions:

The **Restorative Approach model** can be applied in a number of ways, ranging from informal work and classes to formal conferences with the wrong-doer and the harmed including working with whole classes. Examples of restorative approaches in action include:

Restorative Chat – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up; individual member of staff takes initiative and leads process.

Impromptu Conference – informal conference that does not include formal preparation, but, may include an informal contract and a follow up; individual member of staff takes initiative and leads process.

Circle or Classroom Conference – a more-structured conference that requires a degree of pre-conference preparation and, possibly, a contract, debrief and a follow-up session. Referral for support can be made for the students concerned.

Formal RJ Conference – Requires formal pre-conference preparation, possibly a home visit, formal referral, a contract and a formal setting, a de-brief after the conference and a follow-up session. This process must be led by a trained conference facilitator.

N.B. Restorative Justice Interventions should be recorded as appropriate on Great Leaps Adventure behaviour tracking system.

Unsuccessful conferences or refusal to take part:

Unless all have agreed to take part in a Restorative Intervention, it will not proceed; all have to be willing participants. If during an intervention any of those taking part are unable or unwilling to proceed, the intervention will close and an alternative resolution will be implemented.

If those involved fail to comply with expectations of the agreement, alternative solutions including the school's sanctions (see below) may be negotiated or applied to the wrong-doer.

See Appendices 2, 3 and 4 for further information.

Appendix 6 – Behaviour Reflection Sheet

Young Person Reflection Sheet

Young Persons Name: _____ Date: _____

Tutor Name: _____

You have been given reflection time from the class to think about your behaviour, how it affects you, your learning and how it affects other people.

You need to think about how you could make better choices in the future.

Your job now is to complete this sheet and discuss with an adult how to plan for your future positive behaviour.

What lesson did this happen in or where?

What happened before your behaviour let you down?

What happened during the incident?

How do you think your behaviour made your tutor/other person feel?

How do you think your behaviour affected the other people in the class?

How do you think you could improve your behaviour and put right what has happened?

If you would like to make any further comments, please write them on the back of this sheet.

Appendix 7 – Rewards Tariff

Bronze

Silver

Gold