



# BEHAVIORAL POLICY

*"To facilitate effective learning, maximum enjoyment, and a safe environment it is our belief that behaviors must be managed in a positive and proactive way."*

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## Introduction

The development goal that we are working towards is to be able to provide a part-time alternative education environment for the needs of children and young people from Year 2 through to Year 11 while they are placed with us, and the overall aim of helping to ensure the children we work with have opportunities and qualifications to enable them to either re-engage and return to fulltime or education, further education, training, or work.

However, to work with our students effectively, we need to understand that the children referred to our part-time service may have specific learning needs or come from chaotic home lives and may have experienced hardship in various ways. To help them, we set consistent boundaries and behaviour expectations that have clear consequences if the following standards are not met.

To facilitate effective learning, maximum enjoyment, and a safe environment it is our belief that behaviour must be managed in a positive and proactive way.

All our learning programmes are directly overseen by qualified teachers, and we provide assessments for a range of vocational and academic awards including functional skills.

### In all our work, we seek to create a positive learning environment by:

- Promoting positive behaviour and respect for authority.
- Setting and maintaining consistent boundaries
- Promoting self-esteem and self-discipline.
- Developing positive, appropriate relationships based on mutual respect.
- Providing a safe environment, free from disruption, violence, bullying or harassment.
- Liaising effectively with parents, other schools and referring agencies.

### Behaviour Management – Acceptable behaviour

- Participating in the activity or lesson.
- Listening carefully to staff and other group members.
- Heeding instructions immediately.
- Showing respect for venue, equipment & environment.
- Using appropriate language.

### Other desirable behaviours include:

- Co-operating with other group members.
- Remaining calm in difficult or challenging situations.
- Showing responsibility for self by having appropriate clothing & being punctual.
- Sharing own understanding with others in the group.

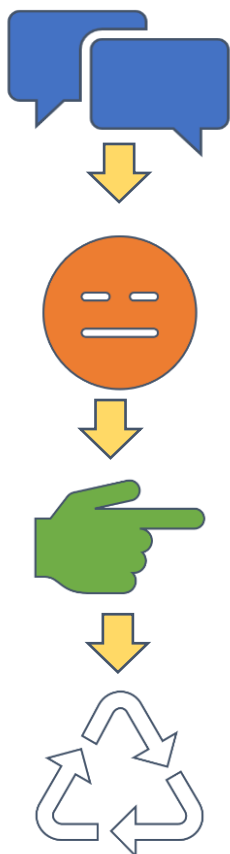
### Behaviour Management – Unacceptable behaviour

- Name-calling
- Threatening or offensive language or behaviour.
- Walking off from the group
- Refusal to comply with safety instructions.
- Intimidation.
- Physical abuse
- Bullying & harassment, including racist, sexist, or homophobic abuse.
- Smoking at inappropriate times.
- Use of personal electrical equipment (such as mobiles) at inappropriate times.

## Behaviour Management Strategies – Strategies to use

There are two strategies that we recommend the use of.

The first strategy is the Challenge, Ignore, Divert model for managing behaviour where there is not an existing strategy to follow.



**CHALLENGE** any behaviour that is not desirable. This challenge can be low key and does not have to be verbal, a subtle shake of the head or raised eyebrows can be a start point.

**IGNORE** the behaviour and give the young person time to think about what has been said and comply without losing face.

**DIVERT** attention away from the negative behaviour and back towards the activity or another constructive task using enthusiasm or humour.

This cycle is then repeated with the challenge becoming more and more forceful, with maybe a look becoming a calm verbal challenge to unacceptable behaviour (not louder).

The second gives more flexibility within personal style but must be used carefully based on experience. The use of choice is an essential tool within behaviour management. The young person must be given two clear and concise choices; the sanction first followed by the preferred action in such a way that the young person is able to comply without losing face in front of their peers or other staff. There should be clearly identified sanctions for the unacceptable behaviour that the tutor is fully prepared and equipped to follow through with.

## Sanctions

Sanctions are needed to respond to unacceptable behaviour and to keep activities safe. They will be used when necessary to establish boundaries and keep sessions safe, early intervention and reinforcement of acceptable behaviours are the preferred way of managing behaviour. Innovate Dorset Ltd staff will seek to use sanctions in a way that makes the following clear:

- Exactly what behaviour was considered unacceptable.
- What the young person is expected to do differently next time.
- That the sanction is appropriate to the unacceptable behaviour.
- Who will be informed about the sanction and the reasons for this.
- Some examples of sanctions:
  - Time out of the activity.
  - Removal of privileges or favours
  - Temporary exclusion from the group.

Our educational programs are a part of a whole school curriculum so it would rarely be appropriate that a sanction be exclusion. Genuine concerns about the safety of the participant or other group members would be the only justification for exclusion.

A sanction should never be unattainable for either the student or tutor/mentor, example; banning totally from using social media!

## Rewards

We encourage the use of certain types of reward to motivate appropriate and desirable behaviour.

The following are examples of rewards that may be used:

- Praise for behaving appropriately.
- Positive feedback to parent or another appropriate person.
- Allowing a group or individual increased autonomy with their program of study.
- Certificates.
- A drink out, such as a hot chocolate in a cafe.

Rewards that are not considered appropriate in most circumstances are those of food, drink (energy drinks) or other items that have a tangible cost (can be sold) associated with them or which could be considered by some to be basic necessities.

It is accepted that occasionally sweets or treats may be of benefit, however we discourage this from becoming a focus or expected because of good behaviour.

## Young person running off

If a young person runs off from an activity or session, staff should not chase the young person unless it is deemed absolutely necessary on safety grounds. If staffing levels permit, then it may be possible for a member of staff to follow the young person at a distance keeping them in sight. They should only be stopped if the young person is in any danger. Where a young person has clearly left the session and cannot be returned, the DSO/DDSO must be informed. The DSO/DDSO will then instruct the office to inform the parents as a matter of urgency. This is essential in order to transfer the 'duty of care' back to them.

DSO - Mrs C. Escott – [c.escott@innovatedorset.co.uk](mailto:c.escott@innovatedorset.co.uk) - 07923211875

DDSO – Mr Luke Monahan - [l.monahan@innovatedorset.co.uk](mailto:l.monahan@innovatedorset.co.uk) -

Office – 01202 885511

The referring contact should be informed at the earliest convenience, and immediately, if the parents cannot be contacted or where it may not be appropriate to contact them for specific or individual reasons that may be the subject individual circumstances. In these cases, the Police may also be informed of a child or young person absconding the session.

## Physical Restraint of Young People

Innovate Dorset Ltd have a hands-off policy towards the children and young people and will only use physical restraint to prevent the real and imminent threat of physical harm to a young person, member of staff or property. We believe that the use of physical restraint will often inflame a situation rather than defuse it. The use of physical restraint can break down trust previously established between the staff member and young people.

In the rare event of the need to restrain a young person, the most senior or experienced member of staff will be expected to do this, using as little physical contact as possible. When restraining a child or young person a member of staff is expected to use the long bones and not joints as points of contact. During the restraint we will endeavour to maintain the dignity of the young person and not to hurt or injure them in anyway. Throughout the restraint the staff member conducting the restraint will verbalise their actions continuously, calmly repeating to the young person why they are being restrained and clearly giving the young person a way out of the restraint by modifying their behaviour and demonstrating a calmer attitude.

In the event of the child or young person needing to be restrained for anything longer than one minute the police will be called to take control of the situation. The hold will be released at the earliest possible moment and steps taken to quickly defuse the situation and talk to the child or young person about what has occurred.

Once the physical restraint of a young person has concluded the staff member involved must complete a report at the earliest opportunity. We will keep a copy of which will be kept on file, another copy will be sent to the appropriate contact within the referring agency.

Following any restraint, the staff member concerned will be debriefed by a senior member of staff.

It should be highlighted that excessive use of physical restraint or use of restraint in anger by a team member may lead to disciplinary action. It is emphasised again that **Innovate Dorset Ltd operate a hands-off policy in all but the most extreme situations.**

## Situation Management

Managing a behaviour incident requires a calm attitude and strategic planning. The most senior or experienced member of staff will be required to take control of a situation by proactively directing any other staff in dealing with the situation.

Other staff not directly involved in the management of the situation should ensure that any other students are safely managed and removed away from the location if possible and that staff member should then observe from a discrete distance, but refrain from getting directly involved unless absolutely necessary, as often the more adults involved the worse the situation gets. If a member of staff finds that they are not involved and do not have a direct role to play in the situation then they should start to make brief commentary notes with timings to be used later in writing any reports.

## Staff Well-Being

Staff who have been directly involved in an incident where a child or young person has either absconded, physical restrained, or situation management will be offered support via contact by the company Well-Being Officer.

Well-Being Officer – Mr Deri Payne – [d.payne@innovatedorset.co.uk](mailto:d.payne@innovatedorset.co.uk)

## Records & Reporting

We keep session reports of our sessions, and this includes descriptions of behaviour (positive and negative) which is used for feedback, to monitor achievement and as a way of justifying programmes of study.

## Control Sheet

Version number	2
Original date approved	01/01/2021
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Status	Approved

Signed on behalf of Innovate Dorset Ltd

Sign:  Date: 01/09/2023