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Behaviour Policy

Ethos: Tackling underachievement and realising new beginnings

T.U.R.N Education C.I.C. (“TURN”) seeks to create an environment in which young people can begin to make changes to their routines, behaviours and personal situations to enable them to become engaged in learning that is purposeful and productive. In order to sustain this across a wide range of activities TURN focuses its ethos and policies around our three R’s.

1. **Respect** for self and others
2. An appreciation of the **Responsibility** we have toward the environment and the community
3. An understanding of the importance of **Relaxation** and good mental well being

We underpin these behaviours by seeking to develop

- A. Our ability to **Care** for ourselves, each other and the animals at TURN
- B. Better **Communication** so that what we say is as powerful as how we say it
- C. More **Confidence** in our abilities so we are better placed to help ourselves and others

Respect

Everybody should:

- Adopt a sensible and appropriate manner whilst participating in all activities
- Aim to achieve to the best of their ability
- Eat regularly and healthily
- Adopt safe practice and listen to the guidance of tutors
- Listen to each other’s views and ideas
- Always
consider how their actions will impact on the animals and other learners

Responsibility

Everybody should:

- Treat their own property and the property of others with care
- Treat buildings, equipment, animals and grounds with care
- Be aware of the dangers the environment can pose and take appropriate action
- Strive to make a positive impact on their environment and community through learning and positive behaviour

Relaxation

Everybody should:

- Plan carefully for their future wellbeing
- Take time every day to reflect on how they feel

- Engage with activities to encourage relaxation and learn and practice these regularly

Rules

TURN believe in high standards of behaviour, and these are achieved through:

1. A versatile and dynamic programme of activities that is appropriately differentiated to meet individual needs, identified on entry through discussion and the induction programme
2. A positive and nurturing environment where everyone feels safe, and all harms including individual needs, and those of the immediate environment, are minimised through robust risk assessments
3. Positive and consistent management of behaviour

There is a key focus on establishing positive role modelling and emphasis on the key value of building a quality professional, yet close, relationship with the young people on our programmes. This enables the setting of clear and consistent expectations and positive reinforcement of good behaviour. Activity leaders affirm good conduct and learners are made aware of the impact of appropriate behaviours for themselves, their peer group and the wider community. The positive management of behaviour is underpinned by the adoption of a number of key principles and simple rules, flexibly applied:

- A positive approach adopted by all
- Clear and consistently applied rewards and encouragements
- Clear expectations for behaviour
- Creating an organised, secure and well-structured environment
- Meeting the specific needs of learners
- Modelling of appropriate behaviours
- Placing an emphasis on examples of good behaviours, and catching learners being good
- Using a “Thrive” model of early intervention and prevention through the use of appropriate and consistent strategies

Rewards

TURN believes appropriate behaviour is a result of positive self-esteem and a genuine feeling of value or self-worth. TURN strives to encourage the development of self-esteem by ensuring that students feel secure, safe and experience success. Success is acknowledged and built upon through a regular system of review and individual recording in each participants learner log. This is also reinforced in a number of ways including:

- A strong commitment to learner voice, listening to learners and understanding their

needs and expectations

- Celebrating achievement publicly and privately
- Giving immediate feedback, verbal praise for individual achievement
- Adopting an approach of individual support and encouragement
- Student participation in evaluating their achievements and planning for their personal development
- Student engagement in the reviews of their progress
- Catch learners being good, and praise appropriate behaviour

All learner **rewards** are awarded dependent on the starting point of the learner, and based on their individual interests and needs. **Rewards** are often linked closely to our animals with learners of all ages striving to achieve their “Connection” stickers for all of the animals we have on site.

Level of Reward/Reward Strategy

Low: Immediate verbal praise, text or phone call home

Medium: Connection Sticker, end of term / programme certificate, choice of agreed on-site activity

High: Invitation to end of term or programme celebration trip, opportunity to become a T.U.R.N Youth Volunteer

Encouragements

TURN does not endorse the use of sanctions in terms of issuing some form of ‘punishment’. Instead TURN uses **encouragements** to try and reinforce positive behaviour rather than focussing on negative, or poor behaviour.

Where young people exhibit behaviours that may put the activities and safety of others at risk, TURN will use a range of **encouragements** to meet the specific issues raised. These can be focussed at individual or group level.

Encouragements should be considered when behaviour is:

- Below the standard expected by the programme
- Below the standard of the specific individual
- Of a consistently poor standard

In taking a positive and consistent approach to the management of behaviour, it is essential that all adults working with the young person should avoid:

- Negative personal comments
- The ‘punishment’ of the whole group for the behaviour of one individual

- The overuse of giving negative feedback
- Aggressive behaviour e.g. shouting
- Actions that will ridicule the young person, including sarcasm or causing intentional embarrassment
- Labelling the young person instead of confronting their action and behaviour
- Responding to the secondary behaviours that may come about through the mismanagement of the initial behaviour and therefore escalate the issue

The following day to day **encouragements** could be considered at an individual level by:

1. Making our disapproval clear - by a look, by quietly talking to the young person, by sharing a general disapproval of the identified behaviour to the group
2. Removal from the situation to individually counsel

Encouragements are often linked to significant incidents involving individual young people, and each significant incident is linked to a low, medium or high response. TURN acknowledges that we are not able to issue a 'one size fits all' **encouragement** and all are required to be bespoke to specific needs.

Level of Encouragement/Examples of Intervention

Low: Use of de-escalation techniques, changes to immediate environment and/or activity

Medium: Use of physical guiding and escorting (to a change of environment), change to activity for the remainder of the session, permanent changes to a young person's programme, phone call to school or home

High: Use of physical intervention, immediate next steps planning meeting, short term cessation of a programme to allow for consultation with home and or school

Consequences: TURN does not issue sanctions, however, consequences of behaviour following significant incidents may require agreed interventions. Again, these are often based on the low, medium, high response of the significant incident processes.

Consistency: To ensure a consistency of approach, TURN staff and volunteers have access to training and regular updates in the positive approaches to managing behaviours. However, our emphasis is on de-escalation techniques and as we are not providing our services as an independent school or alternative provider, we **DO NOT** practice CRB restraint techniques. Any serious incident that posed significant harm to people, animals and or property would be dealt with in a civilian manner and if considered appropriate calling on the emergency services for support.

Significant Incident Reporting: All significant incidents are logged internally on a database and

are reviewed periodically by the Managing Director to help improve participant experience and, where considered appropriate, further training can be sought. These records also form an integral part of risk assessment and can also be used to support the individual reviews of a young person accessing a TURN programme or activity.

Responsibility for the application of this policy is with all staff and volunteers. This policy is also supported through the Safeguarding Policy, procedure and practice and the application of the TURN Complaints Policy.

Bullying

TURN defines bullying as a wilful, conscious desire to hurt, threaten or frighten someone. TURN adopt a preventative approach towards bullying and recognise the need to act as a vigilant and coordinated organisation to stop bullying occurring. We communicate a strong anti-bullying message to children and parents through our ethos. We provide children with strategies to address the issue of bullying and seek help from adults, if necessary, to prevent it. We will follow-up every incident of bullying and will include relevant parents/carers, caseworkers and agencies in our discussions based on low, medium or high intervention responses.

TURN will seek to:

- Involve parents to ensure that they are clear that the TURN does not tolerate bullying and make them aware of procedures to follow if their child is being bullied
- Involve young people to ensure that TURN's approach to bullying is set out and also make them aware of procedures to follow in the event of bullying
- Regularly evaluate policies in line with technological advances, for example 'social networking, internet and email policy'
- Be consistent in implementing consequences around bullying
- Openly discuss potentially contentious issues such as race, religion, disability, sexuality in order to intervene before any bullying occurs
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on
- Celebrate the success of pupils in order to create a positive ethos regarding the issues of bullying

TURN will seek to use restorative practices to resolve peer on peer bullying. These practices will include consideration of the following points:

1. What is the nature, extent and context of the behaviour including verbal, physical, sexting and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the duration and frequency? Were other children and /or adults involved?
2. What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this i.e. coercion), and family and social circumstances?

3. What are the relative chronological and developmental ages of the two children and are there any differentials in power or authority?
4. Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
5. Are there any risks to the child themselves and others i.e. other children in school/college, in the child's household, extended family, peer group or wider social network?

TURN will seek to involve outside agencies, e.g. police, social care where physical violence, sexual violence and/or gang related initiation violence is reported. This would require an immediate high-level consequence, and processes as outlined in the Safeguarding Policy.

TURN will always follow the UK Council for Internet Safety guidelines - 'Responding to incidents and safeguarding young people' when receiving disclosures relating to youth produced sexual imagery.

In reality due to the nature of the activities and experiences at TURN, incidents of poor behaviour, including bullying, are rare. It is important that all those who partner with us are as committed to our ethos as we are, and it may be that we request copies of your policies to support our own. We are always able to reflect and work with an organisation's own policies, to ensure consistency and continuity and to support a shared vision and ensure better outcomes for young people.