

### 1.0 Introduction

Youth Works aim to provide a positive, nurturing, learning environment with clear and consistent boundaries and consequences. Our aim is to prepare young people for the world of work and we expect our learners to work towards managing their behaviour to reflect this.

By giving learners responsibility, opportunities to engage with the wider community, work experience both within the centre and out in the community and appropriate support and encouragement to do this, we believe that young people will rise to the challenges and manage their behaviour accordingly.

### 2.0 Aims

- To encourage learners to accept responsibility for their own behaviour and for their learning and responsibilities within the curriculum
- To understand the reasons for behaving in a socially acceptable way and to provide necessary support where appropriate
- To create an environment which encourages and reinforces good behaviour and encourages learners to take responsibilities
- To encourage consistency of response to both positive and negative behaviour across the staff team
- To promote self-esteem, self-discipline and positive relationships
- To provide opportunities for learners to engage with the wider community and consider their behaviours alongside this responsibility
- To encourage the involvement of learners/ parents/carers and home schools in the implementation of this policy

### 3.0 Principles

- Youth Works regards all people as valuable individuals with equal rights. This implies that at all times we will take positive action to ensure that all people within the organisation feel supported and valued.
- Youth Works believes that all learners have an equal right to access education that enhances their development into responsible adults.
- All people have the right to retain their self-respect at all times.
- Consultation and negotiation will be used wherever possible.
- Youth Works acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of learners with Special Educational Needs.
- Assertive and sympathetic communication is crucial to the integrity of all members. Care will be taken to ensure that personal space is respected

particularly at an emotional level but staff will also be open to the needs of learners to communicate their thoughts, feelings and experiences in an atmosphere of acceptance.

- Youth Works promotes a purposeful environment. It provides opportunities for learners to flourish within the safety of a structured framework that provides clear roles for all concerned and empowers staff and learners to take the risks necessary to change by sharing a negotiated learning experience.

#### **4.0 Curriculum, Teaching and Learning**

- Appropriate curriculum and teaching has a positive effect on learner's behaviour.
- The curriculum is structured to meet the needs of individual learners, including partnerships with other agencies to extend the learning process outside the classroom.
- Lessons have clear objectives which are understood by learners and are differentiated to meet the needs of all learners
- Lessons are well prepared and stimulating to generate good behaviour, earn respect and ensure progress
- Behaviour targets are set and learners are informed of their achievements at the end of each lesson, this is followed up by reflection at the 6 weekly reviews. This feedback provides learners with clear signals that their efforts are valued and that progress matters and encourages their involvement in the process.

#### **5.0 Classroom/Learning Space Management**

Classrooms are arranged to create and sustain positive, supportive, secure and welcoming environments. Many areas for learning are not laid out in a traditional classroom style, but reflect a more interactive and relevant area for learning. The learning area is used by other groups and acts as a youth centre, however all groups are encouraged to 'own' the space, with specific responsibility for certain areas. The centres are regarded by learners as a space they can call their own and one that they can contribute to the managing and development of their learning.

##### *Staff will:*

- Be prepared for all lessons
- Extend and motivate all learners
- Mark/assess work promptly and constructively
- Encourage creative dialogue
- Keep the learning environment clean and tidy
- Set high standards of speech and manner
- Enjoy relating to pupils

##### *Staff will do all they can to:*

- Keep calm
- Listen
- Be positive and build relationships
- Know learners as individuals
- Be consistent

- Condemn the act not the person
- Deal with every incident – to ignore is to condone

## **6.0 Maintaining Discipline**

Staff to insist on acceptable standards of behaviour, work and respect

- Apply agreed expectations consistently
- Follow problems to their conclusion
- Establish the facts and judge only when certain

## **7.0 Expectations:**

Learners agree to:

- do the best they can
- treat others as they would like to be treated
- show zero tolerance on bullying
- show good manners to others, staff, volunteers and visitors
- follow staff/volunteers instructions at all times
- care for the environment and equipment
- not to use mobile phones, MP3 players or other electronic equipment in lessons unless agreed with staff member.

## **8.0 Rewards**

Youth Works strives to reinforce achievements, progress and positive behaviour through daily monitoring, staff debrief and six weekly reviews.

Rewards used may include:

- Verbal and written praise and feedback
- Special acknowledgement from the College Head Teacher
- Letters/Telephone calls to parents/carers and mainstream School if the learner is still on their role
- Certificates issued at celebratory events
- Access to other projects e.g. volunteering, trips etc.

## **9.0 Sanctions:**

Under Section 90 and 91 of the Education and Inspections Act 2006, all staff have the power to uphold Youth Works' Behaviour Policy.

As it disrupts the learning of others and/or has a negative impact on the reputation of the College, unacceptable or anti-social behaviour of any kind will not be tolerated, including unacceptable behaviour that occurs on College trips/visits.

Verbally abusive language will not be tolerated and will incur a sanction in line with this policy.

Where a learner does not meet Youth Works' expectations about standards of behaviour, a number of different sanctions may be applied, including:

- Reminding learners of expectations by verbal & non-verbal means
- Asking the learner to leave the classroom/setting for a short period,
- Asking the learner to go to another staff member
- Phone calls/letters home
- Reviews with parent/carer and mainstream School (if appropriate)
- Loss of privileges

- Community service
- Changes to education arrangements following a review (where learner is still on the role of their mainstream School)
- Fixed term exclusion
- Permanent exclusion

### **9.1 Reviews with parent/carer and mainstream school**

A high priority is given to clear communication between Youth Works and parents/carer and mainstream schools (where appropriate). Positive partnerships with parents/carers are crucial in promoting and maintaining high standards of behaviour.

Issues relating to learners' behaviour, wellbeing and achievements are discussed at debrief daily and as part of the six-weekly review process.

The steps taken to address issues are discussed with key staff who communicate via phone or home visit to parents/carers and if appropriate as part of the EHA process. Where behaviour is causing concern, key staff will communicate to parents/carers and the mainstream School (where appropriate) at the end of the day and they will, if necessary, be offered the opportunity to discuss and review strategies to resolve issues more fully during a home visit or onsite review.

Learners are encouraged to attend their reviews.

### **9.2 Fixed term exclusions**

Fixed term exclusions may be used for extreme negative behaviours or persistent negative behaviours that have not improved following the use of other sanctions.

The following behaviours will not be tolerated and may result in a fixed term exclusion being incurred:

- Swearing directly at a member of staff
- The use of discriminative language or behaviour
- Deliberate damage to College or personal property
- Theft
- Being under the influence of drugs or alcohol
- Sexual misconduct
- Refusal to comply
- Smoking
- Behaviour that persistently disrupts the learning of others
- Physical assault
- Malicious accusations against College staff.

Where a fixed term exclusion is issued, the learner will not be allowed on any of the College sites for the duration of the sanction.

Where a learner is issued with a fixed term exclusion, both the learner and their parents or carers will be expected to attend a reintegration interview with the learner's Key Worker and the Head Teacher before the learner returns to school. Failure to attend the reintegration interview by the parent or learner, may result in the learner's initial exclusion period being extended.

### **9.3 Permanent Exclusion**

This can occur as the result of a single severe act or an accumulation of acts over a period of time. Every measure will be taken to avoid learner's being permanently excluded. However, we have a 'zero tolerance' approach to the following:

*Offensive weapons* - Any learner who is known to have a weapon will have that weapon confiscated and will be permanently excluded. All confiscated weapons will be handed over to the police. Any incident involving an offensive weapon will also be reported to the police.

*Unauthorised use or possession of illegal, legal controlled drugs or synthetic drugs* – Any learner who, following investigation, is known to have used, been in possession of, or distributed or sold drugs to other learners whilst on the College site or during a College trip/visit will be permanently excluded. Any drugs related incidents will be reported to the police.

### **10.0 Searching Learners**

The College will use the recommendations set out in the Department of Education 'Searching, Screening and Confiscation' as guidance.

College staff can search a learner for any item if the learner gives consent.

The College Head Teacher and staff authorised by them, have a statutory power to search learners or their possessions, without consent, where there are reasonable grounds for suspecting that the learner may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images (including those held on an electronic device)
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the learner).

The College is not required to inform parents or carers before a search takes place or to seek their consent to search their child. Where a search has taken place, whether a prohibited item has been found or not, parents/carers will be notified of the search and the outcome.

If there is a need to search a learner, there will always be at least two members of staff present conducting the search, one of which will always be of the same gender to that of the learner being searched. Where possible, both staff member will be the same gender as the learner.

The search will be conducted within a room, rather than a public or communal area within the College and every attempt will be made for the process to be carried out in a discreet and sensitive manner.

A member of the senior management team can carry out a search of a learner of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The learner's consent to search will always be sought in the first instance. However, if College staff believe that the search is justified and proportionate, a learner does not have the right to refuse and the search may be undertaken without their consent.

Where a learner refuses to give consent for their person to be searched, they will be placed in an isolated room, supervised by two members of staff and both their parents/carers and the police will be contacted.

### **11.0 Confiscation of Banned Items**

College staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to College discipline or that are not in line with College policies.

The following items should not be brought into College. If they are and found in the possession of a learner, then one of the sanctions previously listed in this document will be applied.

This list is not exhaustive:

\*Knives / \*weapons / \*an implement that has been fashioned into a weapon

Laser pens

Alcohol

\*Illegal, \*legal controlled or \*synthetic drugs

\*Pornographic images (including those accessed via electronic devices)

\*Stolen items

Tobacco and associated paraphernalia (for example but not exclusively: tobacco, electronic cigarettes, e-liquid, shisha pens, accelerants and solvents, matches, lighters, roll ups, papers, cigarettes).

Accelerants and solvents

Fireworks / pyrotechnics

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property.

All items marked with an asterisk (\*) will be handed over to the police. Any item that is confiscated that is deemed to be harmful or dangerous, will either be given to the police or disposed of. These will not be returned to the learner.

Mobile phones are not to be used during teaching sessions. If a learner is found to be using a mobile phone in session the phone will be confiscated and returned to the learner at the end of the College day. If prohibited items are found on an electronic device, the device will be confiscated and handed over to the police.

If this negative behaviour continues, further sanctions, in line with this policy, will be implemented.

### **12.0 Reasonable Force**

The College will use the recommendations set out in the Department of Education 'Use of Reasonable Force' guidance which relates to the Education Act 1996 and the Education and Inspections Act 2006.

It is Youth Works policy to avoid the use of physical force in any circumstance. However, it is recognised that it may be deemed necessary in particular situations.

All members of the College staff have a legal power to use reasonable force. It can also apply to people whom the Head Teacher has temporarily put in charge of learners such as unpaid volunteers or parents or carers accompanying learners on a College organised visit.

Reasonable force can be used to prevent learners from hurting themselves or others, from damaging property, or from causing disorder.

Reasonable force may be used in the following circumstances. This list is not exhaustive:

- To remove disruptive learners from the classroom where they have refused to follow an instruction to do so.
- To prevent a learner leaving the classroom where allowing the learner to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a learner from attacking a member of staff or another learner, or to stop a fight.
- To restrain a learner at risk of harming themselves through physical outbursts.

Where reasonable force or restraint has been used, a record of this will be made or kept.

### **13.0 Records**

All sanctions imposed will be recorded on an Incident Log and kept on the learner's personal file.

This policy will be reviewed annually by the Board of Trustees.

Ratified by the Board of Trustees: 6 September 2019

Review due: 5 September 2020