



## **BEHAVIOUR & EXPECTATIONS POLICY**

We are committed to providing a safe and secure environment for all members of our community. We expect everyone to behave with consideration and respect for others, with regard for public and personal safety and adherence to the law.

Our ethos supports this, valuing each member of the community, recognizing that everyone has something to offer and embracing our differences.

This policy is supported by other policies including: Anti-bullying, mobile telephone use and our Code of Conduct Policy. The procedures are discussed with everyone, including Young People and our staff reinforce the expectations and guidelines for behavior regularly.

We believe that all behavior communicates a need, emotion or wish and that at times this presents challenges. We pride ourselves in treating all young people as individuals and develop flexible approaches to meet their differing and changing needs to enable them to reach their full potential. Members of our staff will involve the young person and important people in their lives in decisions about how we will support and encourage appropriate behavior.

We will do our best to prevent negative behavior incidents by ensuring that adults interact positively with our young people, by providing engaging activities based on awareness of needs, teaching them skills they need to behave well and using verbal de-escalation techniques.

We operate our own system of rewards and sanctions recognizing as we do that a framework is necessary if everyone is to be supported and allowed to develop in a secure community. This allows the young people to grow into balanced individuals, respecting and caring for others and recognizing their responsibilities as members of the community.

We recognise that we all make mistakes and in such circumstances, honesty, an apology and a determination not to repeat the same thing again are important responses. We do recognise however, that on occasion this is not enough.

Sometimes young people will need our help to stop them from harming themselves or others and we may need to use restrictive interventions to do this. Members of our staff will be clear and transparent about any planned or unplanned restrictive interventions through good reporting and monitoring, with a view to reducing restrictive interventions and replacing them with methods that pose less risk. We will use all incidents to learn from and try to make things better and safer in the future.

### **Roles in Behaviour and Expectations**

There is a clear expectation that young people uphold positive behavior:

- Co-operating with and helping others
- Preparing themselves for learning
- Accepting responsibility for their actions
- Seeking ways to improve themselves (personal achievement)
- Contributing to the positive life in the community (community excellence)

We encourage the young people to choose their own behavior strategies, such as being willing to take part in a successful reflection process with both staff and peers. We will discuss with the young person what works best and record these strategies.

### **The role of Support Staff**

Our support team are responsible for the welfare of the young people in collaboration with the senior staff. Specifically, they will offer one to one support and group discussion time, record incidents and observations. They will take part in planning, and reviewing achievements and progress during the course of the day. They will pursue matters with the senior team when young people behave in a negative way. All support staff are supported by senior staff.

### **Leadership Team**

The quality of leadership provided is crucial to the success in promoting acceptable behavior. The leadership team will determine measures, including the making of principles and the provision for enforcing them that will ensure a proper regard for authority, respect for others, a high standard of acceptable behavior and general regulations around conduct.

### **Examples of negative behaviours**

There are many behaviours that will not be tolerated and if, they become repetitive then further sanctions will become necessary, including, where necessary, Police involvement:

- Lying
- Abusive behavior, including swearing and spitting
- Rudeness directed at another member of our community
- Disruption seriously affect their peers
- Absconding off site
- Bullying
- Violence towards another member of our community
- Willful destruction of property
- Bringing prohibited items, such as knives or other weapons, on to the property
- Criminal acts, including possession of drugs and alcohol (including distribution)
- Stealing
- Causing criminal damage to property

In the above case we reserve the right to take immediate action. Our staff have the power to search the young people without consent if there is evidence to suggest that prohibited items are being carried.

This policy should be used in conjunction with a number of separate policies which outline our precise expectations:

- Policy on Child Protection and Safeguarding
- Anti-bullying Policy
- Acceptable Use Policy for IT, including On Line Safety Policy
- Rewards & Sanctions Policy

### **Therapeutic Approach**

Our work is based upon an inherent desire to improve the quality of life for all our young people. We also recognise that it is our personal values and constructs that will help dictate the way we develop our relationships with our young people.

Our personal values include:

- Holding a genuine regard for the development of young people

- Having a positive and pro-active outlook
- Being robust and alert
- Being aware of our own personal triggers
- Presenting as confident and competent
- Providing a supportive and nurturing culture
- Being reasonable, flexible, respectful and considerate
- Modelling, demonstrating and upholding professional and organizational values
- Use of language with is both positive, supportive and effective

With our therapeutic approach we understand how important it is to develop and sustain supportive relationships with the young people. A social relationship involves a series of interactions between young people over a period of time with some continuity between successive interactions.

Our positive change approach is supported by:

- Respect
- Warmth
- Unconditional Positive Regard
- Empathy

When principles are broken we favour a system of repair and reflect in response to inappropriate behavior where possible. This helps the young people better understand how they are responsible for their behavior and what happens next.

Repair and reflect for young people should be well thought out and planned to be effective. We follow these guidelines when planning reparation:

- Reparation may be something that individuals do not like, such as cleaning up a mess they created, but must never be physically or psychologically harmful;
- Reparations are a choice that the individual makes and are not imposed without prior knowledge or warning;
- Reparations do not have to be severe to be effective, very often the tokenistic consequences which merely gives a signal and is not resented is the most effective;
- Reparation must be able to be carried out on every occasion without fail;
- Reparations are chosen so that they form a hierarchy, the first being a warning and the last being more severe

Reparation (Repair and Reflect) can take many forms, including:

- Time outs
- Not earning a privilege
- Cleaning up (where appropriate)
- Performing an appropriate task
- Writing a letter of apology
- Time-limited withdrawal of positive approval
- Verbally reprimanding
- Withdrawing permission to participate in an activity (activity must be soon after the unacceptable behavior)

## **Reflection Process**

Reflection is not a form of consequence but a time for the young person and staff to listen to and understand each other's opinions and repair any damaged rapport. A reflection follows the Antecedent –Behaviour -Consequences rule, where the young person will be helped to identify what preceded the behavior and the emotions involved. It will be a time to identify

what the challenging behavior was, and the consequences for those involved, this period allows the young person to identify where it went wrong and what could be done differently next time they are faced with a similar situation.

Reflections are not an immediate action following an incident, there will be a period of cooling-off. Our approach to reflection is centered around the young person's preferences and understanding and may be an informal conversation over a game of basketball, a walk around the grounds or other appropriate method.