



# **Behaviour Management Policy**

## **Lets Make Change**

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# Our Core Values

Lets Make Change, seek to create an environment in which effective teaching and mentoring can take place. For this to be upheld the key aspects our policy focus on is Respect, Understanding & Persistence

1. Respect for self and others
2. Understanding of strenghts & struggles
3. Persistence to continue to work towards our objectives

## Respect

Everybody should:

- Adopt a sensible and appropriate manner whilst participating in all activities
- Work towards achieveing their full potential
- Practice patience
- Be willing to take instructions from tutors
- Show respect to members of the general public & their peers
- Be aware of their safety & the safety of others around them

## Understanding

Everybody should:

- Approach each session with an open mind
- Be willing to listen to their tutors as there tutors will to them
- Be considerate of other peoples views & belifes that may differ from their own
- Show a willingness to learn & be open to differnet methods of learning

## Persistence

Everybody should:

- Be working towards a common goal of improving the quality of their life
- Never give up (understand that intensity may differ from sessions to session but to keep working with tutors)
- Be willing to push themselves out of the comfort zone with the support of tutors
- Strive to make a positive impact on their environment and community through learning and positive behaviours

## Rules

Lets Make Change believe in high standards of behaviour, and these are achieved through:

1. Creating a safe & secure environment for children to work in that supports the positive aspects of their behaviour & challenges the negative aspects.
2. Delivering an engaging & interesting program of intervention & sports that allows children to gain skills & express themselves in a controlled manner.
3. Reinforcing the positive aspects of children's identity & working with them to create a healthier identity

At Lets Make Change we look to build a strong positive relationships with children to encourage an influence them in their educational journey. We look to create strong positive relationships so children can identify these in other areas of their lives.

This enables the setting of clear and consistent expectations and positive reinforcement of good behaviour. Tutors will praise positive behaviour and be equipped to challenge bad behaviour.

The positive management of behaviour is underpinned by the adoption of a number of key principles and simple rules, flexibly applied:

- Setting boundaries early within development of relationship
- In a positive manner consistent reminder of boundaries
- Clear expectations for behaviour
- Praising & rewarding positive behaviour
- Creating a safe environment for children to learn
- Meeting the needs of the learners in accordance to their plans

## Learning Boundaries

- Students must respect members of the public & their environment
- Students must not bring any prohibited items to the sessions (such as weapons, drugs or vapes) this will be reported to the police & relevant referrals will be made
- Students must only use their technology devices within their break times with tutors
- Students can not leave tutor sessions within the session time frame unless authorised by parent
- Students are made aware that anything discussed in the session will remain confidential between tutor & pupil unless this is considered as information that requires safeguarding (tutor explain to pupil what is safeguarding is and why it is important to share this information)

## Incentives

All rewards are organised & guided by tutors, bespoke to a child journey with our provision & the progress that they are making. Rewards can be a good tool to be used to keep learner engaged & should be used to this appropriate scale

### Star:

Stars can be giving out weekly to students this would prompt the tutor to make a phone call home & allow parents/guardian to get an insight into the great work their child has done that week

### Merit:

Merits are given out at the end of each school term, merits are certificate of achievements bespoke to each individual that highlight a skill or set of skill tutors have seen pupils demonstrate over that term. Any learner that receives a merit will also be offered the opportunity to choose a safe & appropriate place to eat at lunch time at the end of each term.

### Outstanding:

Outstanding is given to pupils who have really excelled, we offer the opportunity for parents/guardians to have a sit down with their child tutors & go over their report card for the year that details the work they have done & the progress we have made. We also offer learners who have reached the progress of outstanding over the academic year the opportunity to work with a tutor to highlight a trip would want to partake in that is appropriate & safe with parental consent. Learners can work towards incentives such as vouchers throughout each term where positive behaviour & progression has been shown.

## Challenging Behaviour

At Lets Make Change (LMC), we recognise that learners may sometimes display behaviour that can affect their engagement, participation, or the safety of others during sessions. Our approach is **positive, supportive, and structured**, aiming to help learners recognise and modify behaviour that may impact their learning or the learning of others.

## Positive Reinforcement and Engagement

- Tutors are encouraged to use **positive reinforcement** strategies to encourage desirable behaviour, participation, and motivation.
- Learning boundaries are pre-agreed with learners, and tutors may **remind students of these boundaries** in a supportive and non-confrontational manner.
- Encouragement and support should be tailored to the **individual needs** of learners or the group as a whole, helping them to build confidence and self-regulation skills.

## When Encouragement is Used

Encouragement and intervention strategies should be considered when learners:

- Demonstrate behaviour that falls **below pre-agreed learning standards**.
- Show **lack of motivation** or reluctance to participate in sessions.
- Begin to engage in **disruptive behaviour** that may interfere with the session or the safety of others.

## Positive Engagement Strategies

All practitioners working with learners are expected to model **positive engagement**. Tutors should avoid strategies that may negatively impact learners' wellbeing or confidence. Specifically, tutors must refrain from:

- Making negative comments or personal criticism.
- Using aggressive behaviour, including shouting or aggressive body language.
- Embarrassing or shaming learners.
- Highlighting previous incidents that may cause distress or agitation.
- Challenging learners in community or public settings in ways that could escalate risk. Tutors should remain patient and find a **safe, controlled space** to address concerns appropriately.

## Managing Challenging Behaviour Appropriately

When a learner's behaviour is challenging, tutors should follow structured, safe strategies:

- **Clearly communicate expectations:** Calmly and clearly explain to the learner that their behaviour is inappropriate and outline the expected behaviour.
- **Safe removal if needed:** If necessary, move the learner to a different, safe setting to have a private conversation about behaviour. This allows discussion without escalating disruption or distress.
- **Offer support and alternatives:** Use encouragement, positive reinforcement, and problem-solving discussions to help the learner understand the impact of their behaviour and explore alternative choices.
- **Document and monitor:** Record incidents of challenging behaviour and any strategies used. Management should review patterns and provide guidance for consistent approaches.

## Goals of Behaviour Management

- Maintain a **safe learning environment** for all learners and staff.
- Support learners in developing **self-regulation, social skills, and confidence**.
- Promote **positive relationships** between tutors, learners, and peers.
- Ensure interventions are **consistent, fair, and in line with safeguarding responsibilities**.

## Repercussions

At Lets Make Change (LMC), we recognise that, in rare cases, a learner's placement may not be suitable or may need to be ended due to safety or behavioural concerns. Our approach is **structured, transparent, and supportive**, ensuring that learners, parents, and commissioners are involved appropriately.

### Delivery of Repercussions

Repercussions for challenging or unsafe behaviour are delivered **progressively and respectfully**, with the aim of helping learners understand the impact of their actions and supporting positive change:

#### Initial Informal Conversation:

- The tutor will first have an **informal conversation** with the learner to address the behaviour.
- The focus is on reflection, understanding, and encouraging the learner to take responsibility in a safe and supportive manner.

#### Formal Conversation:

- If the behaviour continues or is more serious, a **formal conversation** will take place with the tutor.
- Clear boundaries and expectations will be outlined, and the learner will be reminded of the agreed learning standards and the consequences of repeated behaviour.

#### Discussion with Parents/Carers:

- Where necessary, parents or carers will be **invited to a meeting** to discuss the learner's behaviour, the strategies used so far, and next steps.
- The aim is to involve parents in supporting the learner and ensuring consistent approaches between home and sessions.

### Parental Involvement

Parents/carers are actively involved throughout the process, informed of concerns, and engaged in decision-making regarding interventions or potential changes to the learner's placement.

#### Commissioner Oversight

- The commissioning school or local authority is kept informed of ongoing concerns and progress.
- Significant safeguarding or behavioural issues are reported promptly to ensure compliance with statutory responsibilities.

## Notice Periods and Immediate Action

- **Notice Period:** If a placement is not working despite interventions, LMC may serve a **four-week notice period** to end the placement, giving parents, the learner, and the commissioning school time to make alternative arrangements.
- **Immediate Removal:** In cases of **serious risk to safety**, the placement may be **terminated immediately**. Parents and commissioners are informed promptly.

## Key Principles

- The focus is always on **safeguarding, learning, and wellbeing**.
- All decisions regarding placement changes are **documented**, including actions taken, communications, and reasons for escalation.
- LMC supports learners to **transition safely** to alternative provision or back into mainstream education wherever possible.

## Bullying Policy

At Lets Make Change (LMC), bullying is defined as the **deliberate intent to harm, threaten, or intimidate someone**. We take a proactive approach to prevent bullying, promoting a strong anti-bullying ethos to learners and parents.

## Our Approach

- **Prevention and Awareness:** We equip learners with strategies to address bullying and encourage them to seek support from adults. Policies are regularly reviewed to cover technological developments, including social media, internet, and email safety.
- **Reporting and Response:** Every reported incident is followed up using our **SIRF process**, involving parents/carers, caseworkers, and external agencies as required, with interventions graded as low, medium, or high.
- **Parental Involvement:** Parents are informed of our **zero-tolerance approach** and the procedures for reporting bullying.
- **Learner Engagement:** Pupils are made aware of LMC's anti-bullying approach and the steps to take if they experience or witness bullying.
- **Consistent Consequences:** Bullying behaviour is addressed consistently, using **restorative practices** where appropriate to support reconciliation.
- **Open Discussion:** Sensitive topics such as race, religion, disability, and sexuality are discussed openly to prevent bullying from arising.
- **Positive Environment:** Learner achievements are celebrated to reinforce anti-bullying values and a positive community culture.
- **External Agencies:** Incidents involving physical violence, sexual violence, or gang-related activity are reported immediately to safeguarding leads and external agencies such as police or social services.
- **Online Safety:** LMC follows **UK Council for Internet Safety guidance** when handling disclosures related to youth-produced sexual imagery.

This policy ensures that learners feel safe, supported, and empowered, while LMC maintains a **zero-tolerance stance** on bullying.

**I agree I have understood & read this document**

**Signed:.....**

**Date:.....**