

POSITIVE BEHAVIOUR POLICY

Next Gen
Support
Services

Approved by: Omar Salahuddin **Date:** 08/08/25

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INTRODUCTION

MISSION STATEMENT

Our aim is to provide each of our young people/adults with a No Young Person Left Behind concept, by valuing and respecting them as individuals; developing their self-esteem, relationships and attachments; encouraging their individual abilities to their full potential in a caring, orderly environment.

We will:

- Promote high standards of achievement and behaviour in a rich and stimulating EET support services.
- Nurture self-confidence and positive attitudes to lifelong learning by providing a range of opportunities for learning and the development of life skills.
- Value and respect each person as an individual striving to meet their needs, developing their skills and talents and celebrating their achievements.
- Work in effective partnerships with home, therapeutic services and the wider community.
- Create and maintain a positive and safe EET support services climate where effective learning can take place and all young people/adults can grow socially, emotionally and academically, with mutual respect between all members of the EET support services provision

At Next Gen Student Support Services, we endeavour to provide opportunities for young people/adults growth_and development, both in and out of the face to face and online interactions. We use personal, social and health education alongside citizenship to empower young people and develop a local and global sense of identity and responsibility by involving them in their path to education, employment or training.

We believe behaviour is determined by the inner experience of thoughts, feelings, beliefs, wishes and desires. Simply put, how a person thinks and feels determines how they behave. Developmental trauma can negatively impact on a young person/ young person's views about themselves, others and the world; and can lead to pervasive feelings of mistrust, anxiety and fear. Trauma impacts on the young persons' ability to emotionally regulate, to reflect, to problem solve, and to form emotionally connected relationships with others. Consequently, the young person/adult may present with complex and challenging behaviour. At Next Gen Support Services we follow a Dyadic Developmental Practice (DDP) informed approach to working with young people. We promote an emotional connection between the young people and the adult before using behavioural correction (teaching of prosocial behaviours with warmth, appropriate limits and boundaries). This is achieved through a stance of Playfulness, Acceptance, Curiosity and Empathy (PACE).

CLARIFICATION

PACE is an approach devised by Dan Hughes for young people who have experienced developmental trauma and disrupted attachments. A PACE approach means that staff will:

ACCEPT what the young people is saying by reflecting back to him what has been understood, and through matching his energy in the moment (NB matching emotional energy is NOT the same as matching aggression). When emotionally aroused/distressed, young people will find it much harder to process language, so staff will use simple language at these times.

Be **CURIOUS** and wonder with the young people about the meaning behind his behaviour (e.g. I wonder why you are doing/saying that - it seems to me that you are really upset/worried etc.) Staff will help him to figure out what he might be feeling in the situation.

EMPATHISE with how he may be experiencing it. Staff can make 'best guesses' at what might be going on, using the clues they observe in what the young person says/ does/ how he/she appears.

A light-hearted, relaxed and **PLAYFUL** attitude can be used to develop a connection in the relationship at the appropriate time. Stopping to be curious, accepting the inner life of the young person, and understanding how this influences the more externally revealed behaviour means that we build the trust and security in the relationship that has previously been missing for them. With this connection the young person will cope better with the boundaries and expectations that are put in place. Accepting and understanding why a young person is behaving in a particular way is NOT the same as tolerating it. Once staff have expressed empathy for the young persons' thoughts, feelings and experiences and there is an emotional connection between them, they can then provide guidance, feedback and limit setting. Our staff will provide the young people with consistent and predictable experiences with clear routines and structure. The staff will control the emotional rhythm of the provision and classroom, not the young person.

This means that the adults will adopt a consistent and calm way of managing each young person's behaviour that steps aside from confrontation or coercive interactions, without ignoring their need for attention. Staff will develop an understanding of their own reactions and triggers so they can remain reflective even when the young person are in crisis. This is encouraged through daily handovers, supervisions, group meetings and team meetings.

Good Behaviour All behaviour has a purpose and as a community we aim to create an environment where young person consciously want to demonstrate good behaviour. Good behaviour is when an individual's actions, words and deeds allow a positive working environment to flourish. Good behaviour positively impacts on self and others by building self-esteem and allowing all to take responsibility for their actions.

All staff at Next Gen Support Services aim to foster positive connections with the young people based on mutual trust and respect. With establishing such a connection, we believe that young people will begin the process of building positive attachments in the provision and give the ideal conditions for learning to take place in order to achieve the best possible outcomes.

We believe that thinking of a young person as behaving badly disposes you to think of punishment. Thinking of a young person as struggling to handle something difficult encourages us to help them through their crisis

The most important aspect in young person feeling valued, safe and secure is the sense of connection with the member of staff. For most young person, they achieve this by simple acknowledgement of the young person and the young person having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and young person are vital. Staff must be fair and consistent with young person, taking into account individual needs and young person need to understand that the staff member at all times is in control enabling young person to feel safe. Equally, staff must be approachable and there to help (not only there to discipline) and young person must understand this. If a member of staff is having difficulties with an individual or group of young person, we expect them to seek support in order to make a positive change.

POLICY AIMS

We developed this policy to ensure guidance for staff in order to promote positive behaviour in the provision. The procedures and guidance in this document provides a consistent approach across the Support Services and enables students, and staff to understand our approaches to the management of behaviour in the Support Services. We also recognise that for some young person, we will vary these procedures in order to meet any specific social, emotional, learning or other needs that require a personalised approach and can discuss approaches with the pastoral leader or member of the senior Learning team (SLT).

OUR APPROACH

At Next Gen Support Services, we believe:

- All young person should be able to thrive at Next Gen without the fear of harm or intimidation.
- All young person must be treated with "unconditional positive regard" at all times.
- Young person are to be treated fairly at all times.
- Staff model the behaviour we expect of our young person-including in relation to conflict resolution and correction of young person's behaviour.
- We provide a nurturing environment, using Dan Hughes' PACE (Playfulness, Acceptance, Curiosity, Empathy) approach to foster appropriate behaviour.
- Any challenges should be met using PACE approach, using playfulness, acceptance, curiosity and empathy to connect with the young person. Recognising it is not always appropriate to use playfulness when a young person becomes heightened but acceptance and empathy are always present in our interactions. Staff also need to be aware of maintaining boundaries and promoting a sense of 'being safe and predictable to the young people'
- We recognise that when a young person is dysregulated, they will find it hard to listen to instructions, be open to learning or take in new information and accept support from adults, at this time staff will be mindful to follow the young person's IBSP and support plans.
- A key part of the Support Services mission is to teach young person the British Values of respecting others, tolerance of diversity, and respect for the rules of appropriate organisations and institutions.
- A central part of our mission is to guide young person to interact effectively with others in order to maximise their life chances.
- That young person need boundaries consistently and fairly applied with compassion and respect and with their best interest in mind in order to develop connections with appropriate adults.
- Our young person are not fully responsible for their 'behaviour difficulties' and are certainly not to 'blame' for them. It is up to the adults to change the circumstances around the young person to teach them the best way to conduct themselves.
- That 'challenging behaviour' is a learning need where our young person experience behaviour difficulties adults are there to provide support, co regulation and help the young person develop more effective ways of interacting and managing their emotional and habitual responses.
- We believe that it is the role of the adult in leading any restoration of relationship work with the young person.
- All young person should be given support to learn from the consequences of their actions, and where possible undertake restorative work in order to learn from natural consequences as opposed to imposed consequences.

PROMOTING POSITIVE BEHAVIOUR

Next Gen Support Services fosters an ethos which is motivating, supportive and friendly in order to promote positive behaviour, through a safe, structured and welcoming environment.

The following strategies will help us to achieve a positive atmosphere and high standards of behaviour:-

- Effective guidance on the preparation where work is matched to the ability of the young person
- Provision of appropriate and user-friendly learning resources to steer young people to EET status
- Actively involving young person in learning which includes a range of varied and relevant activities.
- The continuous development of positive behaviour support plans that reviewed with other professionals in order to support to be in education, employment or training.
- Acknowledge the importance of understanding the young person, their life history, trauma, experience, cognitive ability and emotional development.
- Establishing clear routines for classroom management.
- Setting attainable and realistic targets each lesson and promoting young person's understanding of these
- Providing constructive feedback through involving young person in their career pathways and allowing for purposeful discussion.
- Promoting positive behaviour and work consistently through praise and encouragement, sharing good practice with others, displaying feedback and use of the reward system for engagement.
- Maintaining attractive and stimulating careers sessions.
- Listening and taking appropriate action where young person express concern.
- Setting appropriate and relevant extensions.
- Allocation of appropriate Lead adult to each young person in order to offer an identified staff member to give support to the young person and that person will act as home visit partnership link.

MANAGEMENT OF CHALLENGING BEHAVIOUR

Staff intervention by verbal encouragement and a sensitive reflective approach, which focus on the expected way to behave, should be the first stage of supporting a young person and is the responsibility of the class teacher in the first instance and not to be immediately referred to pastoral staff, where their behaviour falls below the standards expected. Staff should make it clear that such behaviour is unacceptable and will not be tolerated and allow opportunities for young person to be re-integrated into lessons. Staff should also be mindful that praise for the positive opposite is often more effective e.g. praising every time a young person is polite to staff is often more effective than reminding them not to be rude to staff. Unacceptable young person behaviour requiring this intervention could include:-

- Rudeness to staff
- Unacceptable behaviour towards staff or other young person including spitting, physical threats or intimidation
- Rude or abusive language
- Non-compliance with staff instruction
- Behaviour likely to disturb the learning of others
- Behaviour likely to cause harm to others
- Behaviour likely to cause damage to property or equipment

Empowering young person and helping them to develop a respect for their peers and the environment is one of our main aims and all staff should promote this as much as possible whilst demonstrating the characteristics of a positive role model, through highlighting and addressing the behaviour as the problem, rather than being critical of the person involved. **(Unconditional positive regard)**

We will also be aware of signs of emotional dysregulation and consider if young person is emotionally and physically regulated with reference to their IBSP and positive behaviour support plan, if not we will refer to positive behaviour support plan and consider for example, are they hungry, thirsty, hot, cold, tired and address these if possible

We will offer sensory regulation- cold glass of water, warm drink, walk around, mindfulness, sensory box items, quiet space use of pastoral support hug where appropriate

In the case of leaving the site without permission (absconding) due to the huge potential risks inherent this will trigger a plan within this policy ,this is:

- Communication made to parent/carer, LA, social worker via incident form.
- Incident to be discussed and recorded at de brief.
- Young person will be schooled at home via a combination of outreach and home study
- Urgent professionals meeting to take place to review the risk management plan and risk assessment prior to the young person being returned to education.
- Work done with lead adult, parent/carer, LA, social/family worker team to consider reasons for absenting and consider ways to positively avoid this behaviour
- All plans put in place to be communicated to staff team via e mail, briefings and placed in young persons electronic files via our CRM.
- All new staff to read and understand risk assessments, management plans and safe system of work on induction

Whilst young person are encouraged to play an active part in the life of the support services and opportunities are taken to empower them, there are occasions when the rules must be enforced. A consistent response from all staff is required so that young person understand the set boundaries and natural consequences and to foster a sense of the adults being safe and predictable to help build a safe secure base. By setting clear and concise guidelines, Young person know what to expect and are encouraged to reflect on their actions and further develop their personal and social skills

At times where rules are broken, staff will discuss the specific behaviour that was unacceptable with the young person and consider the severity and frequency of its occurrence before making an informed decision on action to take.

Where a young person continues to breach the expected standards of the provision and as a follow up to initial staff intervention as highlighted previously, further action should be initiated.

This stage of proceedings should involve the Head/Deputy of Services for each LA who will need to know all of the facts before any further action is taken. It is hoped that the Head of Services intervention can bring about a change in the unacceptable behaviour of the young person. Once all the facts have been clarified, there may be a need to take further action, depending on the response of the young person, IBSP and risk assessment. If the young person responds in a positive way to the meeting with the Head of Services no further action will be required, although good practice should ensue and the Head of Services will discuss the events with the case management staff in order to plan strategies to further support the young person. Where the young person does not respond in such a way, but continues to present a risk to themselves or others or disrupt learning , then the head teacher will immediately inform the

young person's parent/carer and seek an urgent meeting with them. This should occur within 3 working days.

When meeting the parent/carer, the Head of Services will express the concerns and the case management staff have over the continued issues raised and the next stage of action should be initiated.

Consultation with a young person's parent/carer must be undertaken to establish any reasons outside supports from other professionals which may have adversely affected the young person and to establish whether alternative action can be taken to support the young person. The following are examples where a senior manager may be used to support the young person, but the decision must take account of the context and any earlier decisions on a period of external factors:

- Violence or intimidation towards staff and/or other young person including bullying
- Serious vandalism
- Sexual or racial harassment
- Possession of, abusing or supplying drugs, alcohol or solvents
- Stealing
- Carrying offensive weapons
- Unauthorised leaving of site

A decision should not be made until the Head of Services is in possession of all the relevant facts and the young person's involvement in the incident is clearly established. The exception to this being where there is an immediate safety risk to the young person, other young people or staff.

Due to the challenges faced by the young person who interact with Next Gen Support Services as a result of their multiple and complex social, emotional and behavioural needs, it is considered as a last resort to use a senior consultant young people from Support Service

Prior to a young person returning to the Support Services following a period of outreach provision, the Head of Services and parent/carer should consider a risk assessment to highlight any necessary changes to the level of support within Support Services. This may involve changes to the supervision to keep the young person away from another young person, or an increase in staffing whilst the young person is at Next Gen Support Services.

In addition to the above action, all staff retain the right, without prejudice, to notify the police authorities following incidents of assault, theft or vandalism to their personal property by a young person. The policy on 'Reporting Young People to the Police' should be consulted before any police involvement is initiated.

GENERAL RESPONSES TO INCIDENTS

Young people have to have the opportunity to reflect on their actions and the impact this may have had on others. Below are examples for some situations that may occur in provision and the types of response that are appropriate.

INCIDENT	TYPE OF RESPONSE
Incident against another person	<p>Show the person that has been affected by the young person's action that they are sorry. This can be in the form of verbal, written, picture, or an action.</p> <p><u>We do not force young person to say sorry</u></p>

Incident relating to theft, damage to property etc.	<p>Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item.</p> <p>Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the young person – the young person should then give time to complete a site task which enables the site person to fix the problem.</p> <p>Where there is a cost for replacement of an item that has been damaged this cost may be sought from the young person following discussion with the home.</p>
The particular activity has been causing issues e.g. Damage to borrowed equipment	<p>Work with staff needed in order to ensure subsequent participation can be successful. E.g. change of face.</p>
Young person being disruptive in sessions	<p>The need for a discussion with case manager regarding behaviour and how to improve this in the next session.</p>

PATHWAY OF NEEDS

Using an example of a young person having some difficulties in class – these are the key considerations and actions to be taken:

CONCERN LEVEL	UNIVERSAL	ADDITIONAL	COMPLEX AND SIGNIFICANT
Description	<p>General low level concerns or single significant incident</p>	<p>Ongoing concerns</p>	<p>SEND / SEMH underlying specific needs OR Ongoing concerns – little or no improvements</p>
Approach	<p>If you don't already know - explore the history of the young person including any previous incidents or key information – by checking Core Young person information, Young person chronology, talking to previous staff, key adult.</p>	<p>If you don't already know - explore the history of the young person including any previous incidents or key information – by checking Core young person information, Young person chronology, talking to previous staff, key adult.</p>	<p>Strategy meeting held with:</p> <ul style="list-style-type: none"> - Case manager - Key Adult - Any external agency in place - Pastoral Leader - Parents / Carers - Young person

CONCERN LEVEL	UNIVERSAL	ADDITIONAL	COMPLEX AND SIGNIFICANT
	Talk to the young person to establish any issues – including the use of 'wondering' questions.	Case manager arranges a meeting with parents / carers, to include a key adult. Discuss issues and agree a plan of action/ support	Further support plan put in place with clear actions and timelines for review.
	Set and agree expectations. Case manager contact parents / carers where appropriate.	Action plan completed if needed and implemented (Possible use of external support)	
	Regular monitoring and discussions with young person (and parent / carer if appropriate) including praise for success.	Regular monitoring and discussions with young person (and parent / carer if appropriate) including praise for success.	
	If not improved enough – move to 'additional needs'	If not improved enough – move to 'significant needs'	

SUPPORTING UNIVERSAL NEEDS OF ALL YOUNG PERSON:

Key principles in supporting the universal needs of all young person:

- All behaviour (positive or negative) is a reflection of a person's emotional state.
- Understand brain development and impact of stress and fear on behaviour.
- Young person have different 'stress windows of tolerance'.
- You can't always see the 'trigger'.
- Behaviours communicate a need.
- Scared young person can do scary things.
- Don't take things personally.
- Negative behaviour mostly comes from an unconscious place.
- In times of stress young person's thinking process is distorted and confused and short term memory is suppressed.
- Young person who are dysregulated are unable to access the thinking part of their brain.
- Young person without the strategies and skills need to manage their emotions need to be supported.

HOW WE SUPPORT THE UNIVERSAL NEEDS OF ALL YOUNG PERSON:

- High Structure (Strong routines and boundaries) High nurture.
- The use of PACE (Playfulness, Acceptance, Curiosity, Empathy).
- Use wondering in order to explore the potential cause of the behaviour.
- Giving young person time, space and support when dysregulated BEFORE attempting to deal with the behaviour.

- Engaging young person at an emotional level.
- Regulate our own emotions
- Time in not time out?
- Using staff presence to help regulate
- Naming need
- Empathetic Commentary
- Access to learning mentors
- Understand that any traumas in a young person's life can impact on behaviour

APPROACH	WHAT LOOKS LIKE	PURPOSE
Regulation times	Access to: <ul style="list-style-type: none"> - A quiet area/member of staff - Pastoral Room - Physical / Sensory activities - Support of friends 	Enable young person to regulate before going into class before Support Services/ after break/dinner etc.
Self-Elected withdrawal	Young person can ask teacher to leave the room to go to a specific place e.g. pastoral office, Learning mentor room. NB: Young person may be angry – use limited talk or discussion. This is a strategy that has been discussed and planned for.	Enable young person to develop skills to recognise their own dysregulation and remove Themselves from the situation. Enables an adult to be close by and support the young person to regulate – where needed and when the young person is ready.
Support groups	1 to 1 or small group work working with key adult or other support staff. Looking at specific issues for young person, identifying triggers and areas that cause stress/anger for the young person.	Support young person in developing approaches to managing these feelings.
Key Adult Support	<ul style="list-style-type: none"> - In class support - Transition support from activities/ break etc - Small 1 to1 or focus groups - Daily / regular check ins - targeted support in the playground - Pastoral room 	Provide overall support for young person's mental health and emotional needs in order to reduce anxiety.
Support Plans	Formal written support plan written by class teacher/ key adult / parents / carers and Key adult. Exit plans prepared and agreed	Identifies the emotional needs for the young person and the actions needing to be taken by the provision in order to support their emotional needs.

APPROACH	WHAT LOOKS LIKE	PURPOSE
Individual Support Targets	Short term targets for young person to address a specific issue. Written with the young person and usually reviewed at the end of each Lesson / break.	This approach is not suitable for all young person – especially those with more complex needs or trauma and should only be used following discussion with the pastoral leader.
In class amended provision	<p>Busy boxes, stress balls, fidget toys, social stories, drawing pads, self-withdrawal, specific 'safe' places (e.g. tent) or other activities specific to the young person. Young person working on floor rather than at a table.</p> <p>Classrooms well-planned with clearly defined visual boundaries designating where different types of activities will take place. Boundaries need to be as visually clear as possible. Clutter is kept to a minimum to maintain specific spaces and to ensure all spaces are welcoming and attractive. Colour coding using rugs, mats or coloured tape on the floor may be used to define different spaces.</p> <p>There is a wide range of strategies in every classroom to support executive function:</p> <ul style="list-style-type: none"> a) Language - check understanding frequently; use minimal speech; allow extra time for processing b) Verbal & non-verbal working memory - visual supports; consistent, structured environments and routines; checklists c) Organisational challenges - chunking, writing frames, checklists and multi-sensory cues <p>Time concepts – calendars, days of the week displayed & referred to facilitate temporal understanding</p>	To help young person remain regulated in order for them to access learning.

APPROACH	WHAT LOOKS LIKE	PURPOSE
External Support and assessments	<p>A range of support:</p> <ul style="list-style-type: none"> • Emotional Health Support • Forward Thinking Birmingham (Previously CAMHS) • Educational Psychologist Clinical Team 	<p>To provide a range of assessments and support for more complex needs – including individual assessment and family support.</p>

USE OF REASONABLE FORCE (RESTRICTIVE PHYSICAL INTERVENTION) AND SCREENING YOUNG PERSON

As a result of our approaches to supporting the needs of young person with additional needs it is very rare that the use of force is required. If a situation does occur, staff will use every possible solution to deescalate the situation and avoid having to resort to any physical contact in terms of managing a behaviour. Early help from a member of SLT/ key adult is vital in supporting a difficult situation.

The law states that it is permissible to use reasonable force to prevent young person committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a last resort and will only ever be used in the most extreme circumstances.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded on the Incident Form and must be reported immediately to the head teacher. A record of these incidents is kept by the Head Teacher.

SCREENING AND SEARCHING YOUNG PERSON

Taken from the Behaviour and discipline in schools - Advice for headteachers and school staff (January 2016), there are two sets of legal provisions which enable school staff to confiscate items from young person:

'The general power to discipline' and the **'Power to search without consent'**

At Next Gen, staff may confiscate items that are of high value, deemed inappropriate, are against the provisions policies or are causing an issue. Where a specific policy does not exist, the teacher should use their discretion, whether the item is returned to the young person or to the parent/guardian/carer. Items returned to the young person should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian/carer the teacher should ensure that the parent/guardian/carer is made aware that an item has been confiscated – either through the young person or via text/phone call; where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the Support Services rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

PROPRIETORS' STATEMENT:

As required by the guidance from the Department for Education on “**Behaviour and discipline in schools - Guidance for governing bodies**”, the following is a statement of general principles in ‘determining measures to promote good behaviour and discipline amongst young person’ DFE, p2

The **NEXT GEN GOVERNANCE** believes that children behave well when they feel safe and secure and believe that behaviour is an expression of need. We strongly guide the school to develop approaches that reflect this belief and support the pupils to develop their emotional well-being. We also expect the school to provide effective support for pupils with difficulties.

In addition we ask school to provide clear guidance for their staff on:

- a. Screening and searching pupils
- b. The power to use reasonable force or make other physical contact;
- c. Pastoral care for school staff accused of misconduct; and
- d. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

RECOGNITION:

Next Gen Support Services celebrates the success of its young person through a number of incentives:

- Verbal praise
- Written praise
- Telephone call
- Mentor award
- Community award

Over the last year, we have been using a collective Class Dojo target to reward young person across the class with a mutual prize/gift card.