



Behaviour, Discipline and Anti-bullying Policy

Our Mission

To transform young lives and build resilient communities through high-quality alternative education

Our Vision

“An empowered generation of employable young people making a positive contribution to society”

Our Core Values

Here at Employability Solutions, we have shared values that guide us as we live, learn, and work together;

“Living Our Values Everyday”



Transformation

“inspiring a culture where transformation is possible”

Inclusion

“creating a community where everyone feels included”

Motivation

“being responsible for instigating a culture of possibility”

Education

“gifting an education that is individual, meaningful, and right for our students”

Signed by CEO :	Approved :	Review by :
	Sept 2022	Sept 2023



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1. Introduction

At Employability Solutions (ES), it is our aim that our students achieve their academic potential and lead independent and fulfilling adult lives.

We enable this by building mutually respectful relationships with them and modelling how to have respectful relationships with each other and with other people.

This helps them to reflect and take responsibility for themselves and is a form of coaching that is constant, immediate, and consistent.

This document explains our restorative approach. The warmth, humour, and pleasant firmness with which staff engage with students from the moment they arrive in the centre each day demonstrates the way in which we set safe boundaries on behaviour and is reflected throughout the centre.

Regular school attendance is essential if young people are to make the most of the educational and extra-curricular opportunities available to them at ES.



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2. Aims

- To provide a structure that supports and enables effective teaching and learning throughout the learning community.
- To maintain clear expectations and a code of conduct that revolves around mutual respect and that is adhered to consistently by everyone in the learning community.
- To create a safe and caring environment in which all students are valued equally.
- To encourage students to reflect.

2.1 Our ethos

Our ethos revolves around awareness, understanding of trauma and attachment, consideration of others' needs including SEND, compassion, equality, tolerance, and inclusion. Acceptable standards of behaviour are those which reflect these principles.

Every member of staff is responsible for creating this environment, which enables students to engage with effective learning.

We believe that by treating our students as individuals and providing them with comprehensive support they will be able to fulfil their potential.

We also believe that education can and should be fun, and that our students benefit from the sense of playfulness that permeates the centre, and the creative opportunities we offer.



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Our ethos aims to:

- encourage mutual respect throughout the learning community;
- help each student to develop a sense of responsibility for their behaviour;
- foster each student's emotional wellbeing, including their ability to express their feelings and emotions;
- develop each student's social and communication skills;
- develop a sense of social and moral responsibility within the centre and the wider community.

2.2 Our practice

2.2.1 Building relationships and using praise

At ES, everything we do is based on building mutually respectful relationships with our students.

We explain our practices to students, offer them reasons to work with us and encourage reflective dialogue and self-regulation.

We use a PACE (playfulness, acceptance, curiosity and empathy), approach.

Our tone can be light-hearted and playful which can be liberating and enabling for students who may previously have felt stifled by authority figures and does not in any way dilute our messages.



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We treat students as individuals, ensure that the curriculum is appropriate for each student and that teaching styles are varied, and we use praise as our main tool.

There is a lot of encouragement in this organisation, and because we are equally quick to challenge behaviour that doesn't work, we constantly reinforce the boundaries that differentiate this from behaviour that does work.

2.2.2 Teaching

At ES, teaching is delivered through structured classroom activity and through the social curriculum, which enables students to learn in a physical, creative, and practical way.

Our students have long histories of failing to engage with education.

Their complex emotional needs, and their inability to focus on formal learning for long periods of time, mean that it would be inappropriate and unhelpful to expect them to meet the National Curriculum framework by engaging with many hours of formal learning each day.

Our alternative curriculum is designed to meet their needs and includes a strong element of learning through play and enrichment within the hours of contact time between students and staff.

This means that effective teaching depends on the relationship and attachment each member of the teaching staff has with each student, and on the staffs' ability to manage behaviour with consistent boundaries, rather than the blanket use of authority.



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These techniques combine to deliver consistent behaviour management throughout the day in all settings.

2.2.3 Conflict resolution

Conflict resolution is the verbal process through which staff address any conflicting situation in which a student has been involved.

Staff point out immediately that the student's behaviour is not working and encourage them to reflect and consider the impact of their behaviour and how they might make different choices.

Our use of conflict resolution is an open discussion facilitated by an objective and impartial member of staff.

Our aim is not to punish but to help students understand why they acted as they did and encourage accountability and self-responsibility; we regard conflict resolution as a learning strategy.

Whilst we believe that punishment merely reinforces authority and does nothing to encourage students to reflect on their behaviour, we do teach that students will experience consequences to every decision they make, and we support them through whatever those may be.

We are also clear that consequences can be both positive and negative; consequences are merely 'the things' that happen following an action or decision.

We want to empower our students, not reduce and humiliate them.



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If appropriate, we will bring together all parties involved in the conflict to the discussion and encourage students to take responsibility, apologise, make amends and commit to making different choices in the future.

2.2.4 Pastoral Interventions

The coaching staff member will support with conflict resolution and will work with individuals to devise strategies that serve them within the context of the learning community.

During these conversations there may be underlying issues that are disclosed.

Staff will be there to determine a personalised course of action for each student, which may be around personal issues, needs and circumstances.

This could include referring to local or external agencies to support the student, this will always be discussed with the student before any referral is made.

2.2.5 Suspension

At ES, suspension from the centre is used as a last resort and for the shortest time possible; a student may be sent home during the course of the day and return the next day.



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This is not a punitive measure, but a planned intervention initiated by the Student Services Manager or Pastoral Lead, or in their absence, the Director of Student Services, when it is felt that it is unsafe for a student to be in the building, and when other strategies have not worked.

It is done in the interests of a student's own health and safety, and the health and safety of others because we feel that, at that time, the centre is not an appropriate environment for the student.

When a student is sent home, we immediately plan how best to support them and get them back to the centre.

If the student is to return the following day, arrangements are made to reintegrate them. This involves the student and their parent or carer attending a meeting with a member of the Student Services Team.

If the suspension is for more than part of a day, we support them at home so that our work with them continues.

Home visits can be made by the Student Services Manager, Pastoral Lead, or other staff who may work with the student off-site for example, at a library or a suitable location/environment as deemed appropriate.

A reintegration meeting will be held as soon as is appropriate.



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2.2.6 Exclusion/Termination of a placement

At ES, exclusion/termination of a placement is a decision that will be made when all other strategies have been exhausted and our provision is unable to meet the needs of the individual.

An admissions panel will be convened to consider a number of factors when making this decision and will not exclude/terminate a placement lightly.

The factors that may be considered when making this decision include:

- Student commitment to learning
- Attendance
- Punctuality
- Behaviour
- Health and wellbeing
- Health and safety to themselves and others
- Safeguarding

The Proprietor will need to be in agreement and sanction the termination of any placement.



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2.2.7 Criminal activity

If a student commits a criminal act in the centre, we do not hesitate to involve the police.

We regard this as part of the process through which they learn about the boundaries of acceptable and respectful behaviour both inside and outside the centre. At the same time, we immediately put together a plan to support the student within the criminal justice system, as well as continuing to support them in the centre and at home.

2.2.8 Physical restraint

We do not use physical restraint because it conflicts with our ethos, which revolves around mutually respectful relationships.

Displays of power would damage these relationships and be at odds with the safe and productive environment we strive to create.

2.2.9 Rights

The rights of students are outlined in the Principles of Every Child Matters. These are:

- Being healthy
- Being safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being



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We also promote British Values and have a student-devised set of values that are borne directly out of this agenda. They are: 'Get Involved, Follow the Rules, Be Kind and Be Yourself'.

2.2.10 Rewarding Students

This policy acknowledges that good behaviour hinges on secure attachments and the belief that encouraging and rewarding students has a strong association with positive outcomes and relationships.

The intention is to focus on rewarding the positive. The aim of the rewards system is to provide a structured system in which different types of achievement can be recognised, and to foster a culture in which praise and rewards become more widely used, and in which rewards are accessible to all students.

ES rewards system is designed to encourage a consistent and wider use of rewards throughout the centre.

All staff will be involved in celebrating diverse student achievements across the organisation.

Rewards may be in the form of simple verbal (praise), a positive behaviour log on Eduspot (MIS), written feedback on work, certificates, emails or letters of praise, phone calls home or reward trips.



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3. Aims of our Anti-bullying policy

At ES we actively promote a culture of awareness, tolerance and inclusion.

We encourage students to welcome difference, embrace diversity and strive to provide them with a safe and supportive environment that is free from intimidation.

We regard all forms of bullying as unacceptable and always challenge them.

Bullying can involve ageism, racism, sexism, homophobia, disability, gender, gender identity, religion, lack of faith and other issues relating to identity or difference.

It can happen at the centre, off-site or online.

Staff are vigilant and because the centre is an open community, we ensure that students feel both physically safe and comfortable to report and discuss any bullying, including cyber-bullying.

We work with both perpetrators and victims and use conflict resolution when appropriate.

We also recognise that students' attitudes and aggression can be rooted in cultural influences, such as computer games or music videos.

We challenge gender-based stereotypes and encourage students to build relationships based on mutual respect.



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3.1 How do we define bullying?

Threats of physical violence, assaults, verbal abuse, and any verbal attack that targets a sense of difference are all forms of bullying because they cause distress to another person or group. We discourage play-fighting and other physical games that can be a route for bullying.

3.1.2 Bullying can include:

- teasing;
- humiliation;
- swearing and shouting;
- horseplay and play-fighting;
- threats;
- whispering;
- inappropriate touching;
- sexist, racist or homophobic remarks, or taunts relating to appearance or family circumstances;
- exclusion from groups or activities;
- not talking to someone because of their race, colour, religion, gender or disability;
- damage to or theft of personal belongings;
- cyberbullying: threats, harassment and abuse by email, text, using social networks or any other form of digital technology.



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3.2 Preventative strategies

At ES we:

- Create an inclusive ethos;
- Ensure that students are supervised at all times;
- Raise awareness of what constitutes bullying through discussion;
- Give students opportunities to talk about bullying in all forums, including tutorials;
- Educate students on bullying both formally in curriculum sessions and informally at break times and in 1:1 discussions;
- Liaise with parents;
- Promote anti-oppressive practice at all times;
- Ensure staff are on purpose at all times, listening and noticing at all times even when not engaging with the students;
- Challenge bullying immediately;
- Ensure staff always take responsibility for what they see, not disclosing sources by saying it was the victim who said it, for example;
- Ensure students hand mobile phones in during lesson time.

We deal with incidents immediately.

We ask students whether they understand what they are saying and support them to understand why their language/action constitutes as bullying and how it may have had a negative impact on other people.



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We talk about bullying constantly, which means that it is easy for our students to discuss it, and that acts of bullying can be contained.

4. Risk assessment

Safety is always our prime consideration: neither students nor staff must be placed in situations that expose them to an unacceptable level of risk. For this reason, risk assessment is knitted into our practice.

We constantly monitor and assess our students' behaviour and our responses to them, ensuring that they have appropriate levels of supervision and striving to find the most effective ways to reduce and manage potential risk.

If a student becomes angry and leaves the site alone, a member of staff will follow at a distance and at no more than a brisk walking pace; running after them could jeopardise the student's safety. This enables us to supervise the student until they have calmed down and are able to return.

We simultaneously operate a policy of inclusion. To maximize our students' learning opportunities, we manage potential risk so that we can involve them in educational opportunities that could otherwise be closed to them. The process for students to take part in educational visits is one of continued risk assessment and involves careful planning.

ES has a commitment to involving students in their own safety plans, which we are calling Individual Risk Assessments.



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This is to empower them and to enable them to learn strategies to keep themselves safe when they are both on and off site.

Not all risk assessments can be pre-planned. Staff follow a dynamic risk assessment process which involves the continuous process of identifying hazards, assessing risks and taking action to eliminate or to reduce risk.

If we become aware that a student is at risk because of issues outside the school, we follow our school Safeguarding and Child Protection Procedures as well as those of the Local Authority.

4.1 Problematic sexual behaviour that requires intervention

All staff working at ES have a responsibility to respond to behaviour that could be considered sexually inappropriate in a public place.

Staff receive regular training and updates around the Keeping Children Safe in Education guidance, and how to identify and challenge any unacceptable or harmful behaviour.

Steps that should be taken are as follows:

- Stop the behaviour – remove the student away from others to speak with them;
- Describe the behaviour - to avoid any misunderstandings;
- Point out the impact on others;
- Remind student of what is acceptable and appropriate in the context of their environment and the potential risks associated with their behaviour;



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- Report the incident to the Designated Safeguarding Lead and follow the school's Reporting Procedure;
- Record the incident in the behaviour log on Eduspot. A support plan will be created and followed if necessary.

4.2 Monitoring and reviewing

We are always striving to maximise the support we give to our students and to define new, creative ways to engage them and we review students' progress constantly.

This policy is reviewed for relevancy and accuracy (annually as a minimum), but as frequently as is necessary to incorporate new practice and ensure that it meets statutory obligations as defined in Part 7 of the Education and Inspections Act 2006.

5. Related policies and guidance:

Safeguarding, Child Protection and Children Missing in Education Policy

Curriculum Policy

Keeping Children Safe in Education 2021

Education and Inspections Act 2006



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