

TEENAGE KICKS

• ENGAGEMENT • PROGRESS • OUTCOMES

Improving Behaviour Policy

Approved by:	Colin Phillips	Date: 24/01/2024
Last reviewed on:	August 2025	
Next review due by:	August 2026	

Teenage Kicks Limited

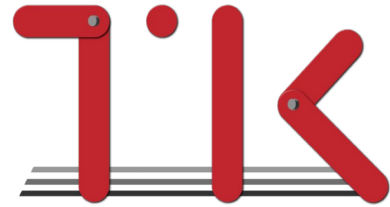
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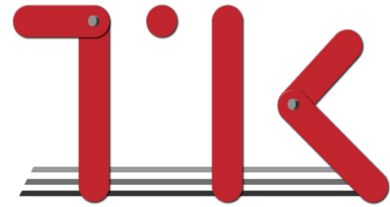
IMPROVING BEHAVIOUR POLICY

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1. Policy Statement

The promotion of positive behaviour is an integral aspect of the work at Teenage Kicks. We aim to create an inclusive caring, nurturing and supportive learning environment that promotes and celebrates individual success. Students learn to accept that they are responsible for their own behaviour in terms of their relationships with others and their attitude and application to the learning process. Behaviour is a way of life, therefore the behaviour policy extends beyond the provision boundaries, beyond lessons and is a vehicle that will help students on the road to becoming successful citizens.



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Teenage Kicks is committed to creating a teaching and learning environment where the learning, social and personal needs of its students are addressed and where students are helped to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning we aim to support the transfer back into mainstream secondary education, further education or the world of work. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same.

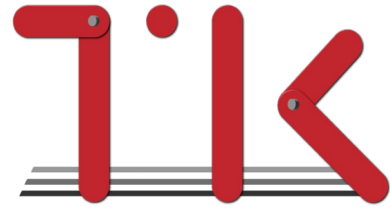
A significant number of pupils who attend Teenage Kicks will have experienced difficulties in meeting the disciplinary demands of mainstream education. Within a structured and consistent educational setting comprising of a clear, explicit provision day we will endeavour to concentrate on rewarding all positive behaviour but reluctantly use sanctions when this is not possible.

2. Legislation & Statutory Requirements

This policy has been devised and updated to reflect Statutory Guidance:

- Behaviour in provisions (DFE) September 2022.
- The Equality Act 2010
- Use of Reasonable Force in Provisions; DFE July 2013.
- Searching screening and confiscation at Provision; DFE February 2014.
- Statutory Guidance for Dealing with Allegations of Abuse Against Teachers or Other Staff
- Working Together to Safeguard Children 2016
- Section 175 of the Education Act 2002, which outlines a provisions duty to safeguard and promote the welfare of its pupils.
- Section 88-94 of the Education and Inspections Act 2006 (requires provisions to publish a behaviour policy and gives the provisions the authority to confiscate pupils property.
- Mental health and Behaviour in provisions ; DfE March 2018

3. Aims



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To provide a simple, practical code-of-conduct for staff, students, associated agencies and parents/carers which:

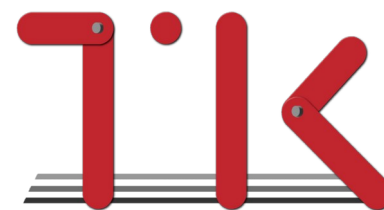
- **Recognises** the right choice of behaviour
- **Positively reinforces** students to make the right choice of behaviour
- **Promotes** self-esteem and self-discipline
- **Teaches** appropriate behaviour through positive interventions

This Policy aims to:

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be **unacceptable behaviour**, including bullying.
- Outline how pupils are **expected to behave**
- Summarise **roles and responsibilities** with regard to **behaviour management**

Teenage Kicks aims to:

- Ensure quality and fairness of treatment for all
- Encourage consistency of response to both positive and negative behaviour
- Promote early intervention
- Provide a safe environment, free from disruption, violence, bullying and any form of harassment
- Have clear embedded procedures in place to deal with safeguarding and child protection issues, which also incorporate possible radicalisation concerns.
- Encourage positive relationships with parents and carers to develop a shared approach which involves them in the implementation of the provision's policy and associated procedures
- Promote a culture of praise and encouragement in which all students can achieve
- Promote positive mental health in provision.



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4. Roles and Responsibilities

If a pupil is being educated at Teenage Kicks it must be assumed that they have found it difficult to conform to the normal expectations of mainstream provisioning. A number of our pupils display SEMH characteristics or Special Educational Needs. Consequently, our job is to manage the challenging behaviour whilst at the same time educate pupils helping them to develop strategies for modifying their behaviour. This is aimed at making the return to mainstream, or the college/training placement, a more realistic possibility.

All staff working with challenging behaviour need to be skilled at managing both the behaviour and the stressful situations that it can create, while at the same time maintaining an orderly working environment where there are high expectations of pupil behaviour.

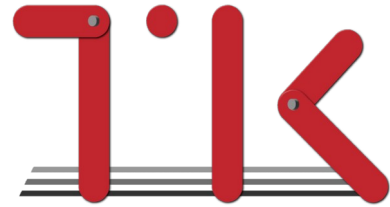
Every teacher or staff member at the provision is mindful of the need to balance the requirement for flexibility, when dealing with challenging situations with the requirement to maintain good order and educate pupils effectively.

This requires a careful balance of flexibility and consistency. These two things are not incompatible and indeed are essential if we are going to deal with the complex emotional and behavioural issues with which we are confronted with on a daily basis.

Flexibility is needed in our approach to dealing with incidents of unacceptable behaviour, in our interactions with the pupils and in making judgments about what has happened and how we should respond to the situation. For example, we must always be mindful of the circumstances when dealing with any situation in the provision including the personal circumstances of the pupil.

We need to consider:

- What events led up to the incident?



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- What is the context?
- Are there external factors which may have influenced the situation?
- Are there SEN issues which need to be considered?

Consistency means that **ALL** incidents of unacceptable behaviour within the provision are addressed. Unacceptable behaviour is not condoned or ignored this includes the use of negative/derogatory language. Action is taken and is recorded on Arbor. It is also important that all staff record incidents and collectively challenge negative behaviour.

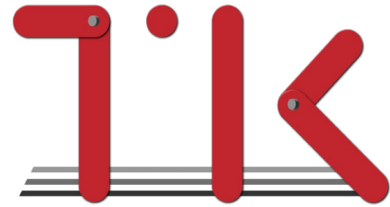
The information held on Arbor, CPOMS, and discussions around pupil behaviour, will be used to create a risk assessment management plan (RAMP), a pupil profile and an individual support plan. This information helps inform all staff of strategies and approaches pertinent to individual pupils. The RAMP should be updated on a regular basis by the SENDCo or other staff working with the pupil, to reflect pupils' behavioural traits. The provision will also hold regular reviews with parents/carers and schools where these documents will be reviewed and updated where necessary.

Flexibility of approach enables us to employ a range of strategies at the point at which we decide to take action.

Sanctions can be, and are used and these are detailed in this policy, but the primary function of sanctions should not be punitive. The purpose of sanctions should be used to encourage pupils to eventually take responsibility for their own behaviour.

5. Provision Expectations

All staff have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the provision rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).



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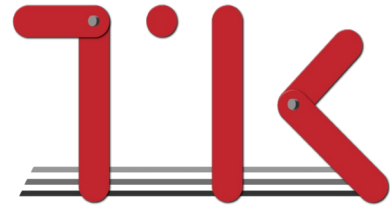
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However, inappropriate behaviour is likely to occur when students lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to provision.

Certain measures can be employed to prevent these and other potentially damaging situations from arising.

The Provision Expects that Staff will:

- Praise students when they see good behaviour
- Advise students clearly what is expected of them
- Encourage students to remember what is expected of them
- Implement the consistent and fair Teenage Kicks Expectations on a daily basis
- Report and record any incidents on the database
- Monitor incidents, patterns and trends and update where necessary the Positive Handling Plans (PHP's)
- Match responsibilities and expectations to individuals and their development, knowledge of individual pupil targets
- Model appropriate behaviour
- Regularly inform parents/carers of exemplary behaviour and achievement (praise, parents meeting, home visit or phone-call)
- Share information about the progress and behaviour of pupils with colleagues and parents
- Complete regular reviews with pupils/parents.
- Maintain high expectations of students
- Recognise and reward positive behaviour
- Treat students with fairness, consistency and respect at all times
- Never leave a child unsupervised or out of class for any reason
- Be on time and prepared for the lesson
- Finish the lesson on time, keep things orderly and escort pupils to break, lunch or to the entrance at the end of the day
- Follow up with a positive listening and learning conversation with the pupil and member of SLT if necessary and take part in restorative work with a pupil or group of pupils where necessary.



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During lessons and recreational times, positive, consistent discipline is used to encourage pupils to interact and behave appropriately. This should be applied by all

staff in all areas including outside the building, on the bus, the kitchen, classrooms and recreation areas.

6. Behaviour Interventions:

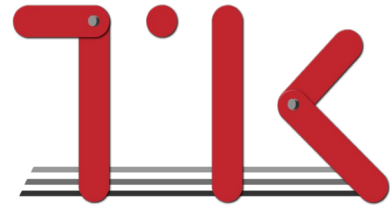
An initial assessment will outline areas for development around SEMH needs and where targeted intervention is required. Targeted interventions will be delivered by staff during school hours where necessary. Areas for intervention include:

- Self esteem
- Respect
- Anger management
- Bullying
- Relationships
- Mindfulness

Should a need be identified pupils could be referred to other professional agencies including counselling?

During the lesson Staff should:

- Plan adaptive learning experiences that are relevant to the students' academic and social needs
- Offer varied tasks that are sufficiently challenging and achievable
- Demonstrate flexibility where planned activities fail to engage
- Teach with appropriate pace; ensuring that there is a clear sense of progression
- Set clear learning outcomes, attainable in the time available



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- Model tasks clearly with explicit success criteria
- Encourage students by offering appropriate praise, help and explanations where necessary
- Monitor progress
- Correct errors in ways that emphasise the learning opportunities they present
- Give personal feedback to students on all progress made academically and socially

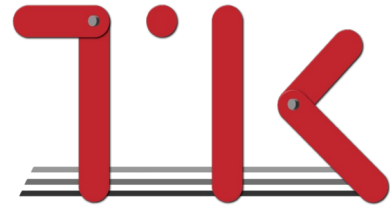
The Recognition of Achievement is important & staff will Reward learning by;

- Using spontaneous praise
- Informing staff and peers of progress in the student's presence
- Asking the student to share their work with others
- Collecting important pieces of work to show schools and parents and to keep in pupil files.
- Displaying work prominently and attractively where appropriate.
- Provide extra-curricular reward activities
- Inform parents of positive experiences and achievements

7. Reward Systems

Praise encourages pupils to give their best; therefore, we celebrate and reward success rather than focus on failures and shortcomings. Good work may be recognised and praised in the following ways:

- Giving positive verbal feedback
- Writing positive comments on pupil's work
- Informing parents
- Taking good work to show a member of the Senior Leadership Team.



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- Taking copies of good work home
- Displaying good work
- Telephoning or writing to parents/carers
- Progress files
- Certificates in assemblies
- Reward Activities
- Positive praise post cards home

8. Expectations of Parents & Pupils

Parent Expectations

- Support our policy on attendance and punctuality by notifying the provision of any absences or lateness
- Notify us of any factors that may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of, and support our Behaviour Policy
- Sign and agree to the working together agreement

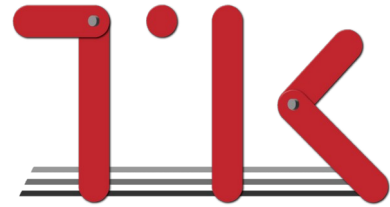
Pupil Expectations:

- Develop responsibility and self-management of their own behaviour
- Follow Teenage Kicks Expectations and rules.
- Understand the behaviour system is fair and actions of their behaviour has consequences – positive and negative
- Sign and agree to the working together agreement

9. Consequences

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the provision rules; or make suitable reparation. Students are encouraged to make safe, responsible and respectful choices. Levels of consequences are as follows:

Level 1



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- Stop and think
- Use another space
- Verbal redirection
- Adult mediation

Level 2

- Breaktime reflection
- Restorative meeting
- Loss of privileges

Level 3

- Phone call home
- After school reflection

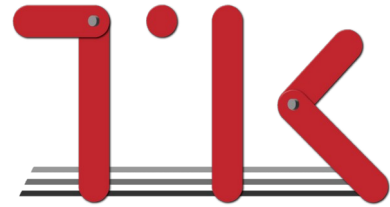
Level 4

- Meeting with Senior Leadership and Parents
- Suspension

Pupil timetables and class groups will be tailored to suit the ethos of Teenage Kicks, but always in the best interests of the pupil.

Behaviours that prevent Pupils doing well will result in Sanctions or a Review of Placement are:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others (Incidents of a racist nature will be fully investigated and reported through the NOHIB protocol)
- Carrying an offensive weapon
- Use or sale of alcohol or other illegal substances
- Deliberate damage or theft of property



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- The repeated deliberate breaking/damage of property
- Inappropriate/unsafe behaviour whilst in provision, off site or on provision transport
- Smoking in or around the building (plus selling/exchanging cigarettes)
- Refusing to leave the provision premises/grounds
- Possession of any prohibited items.

Parent will be notified of incidents that occur in provision relating to the above.

Matters of this nature will be reported to SLT and school will be informed. Each incident will be viewed on an individual basis and a judgement made by SLT as to what action is taken.

Incidents of an extremely serious nature may result in the termination of placement at Teenage Kicks.

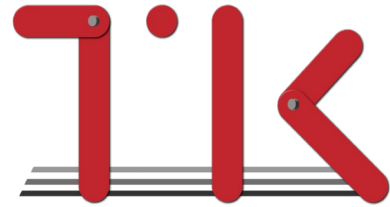
10. Searching, Confiscation & Screening

All pupils undergo screening by a hand held metal detector (wand) even if they are not suspected of having a weapon. This is carried out by a member of SLT upon the pupils arrival to provision.

If a pupil refuses to be screened the provision may refuse to have them on the premises. If the pupil is not allowed into provision this is not an exclusion but will be treated as unauthorised absence.

The Proprietor and members of Senior Leadership Team have the statutory power to search pupils or their possessions, without consent, where there are reasonable grounds for suspecting the pupil may have a prohibited item.

Any **prohibited items** found in pupils possession will be **confiscated**. These items will not be returned to pupils. They can also **confiscate** any item which they consider harmful or detrimental to provision discipline.



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Prohibited items are:

These are;

- ❖ Knives or weapons
- ❖ Alcohol
- ❖ Illegal drugs
- ❖ Stolen items
- ❖ Tobacco & cigarette papers
- ❖ Vapes
- ❖ Fireworks
- ❖ Pornographic images
- ❖ Any article a staff member 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 pupil).

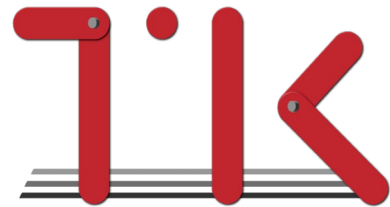
The Proprietor and members of Senior Leadership Team can also search for any item banned by the provision rules and identified in the rules as an item which may be searched for.

Staff can search pupils with their consent for ANY items;

A pupil may be asked to empty/turn out their pockets or a teacher look in the pupils' bag. If there is a suspected banned/prohibited item and the pupil refused to turn out pockets, the teacher can apply a sanction if the pupil refuses to co-operate.

Searches WITHOUT consent:

A decision by the Proprietor and/or Senior Leadership will be made to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his/her possession a prohibited item or an item banned under the provision rules.



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A pupil's possessions will be searched in the presence of the pupil and another member of staff, unless there are exceptional circumstances; there is risk that serious harm will be caused to a person if the search is not conducted immediately.

Use of Force:

Use of Force can only be used as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been used to or could be used to commit an offence and cause harm. Such force cannot be used to search for items banned under the provision rules. Staff authorised to do so by the Headteacher.

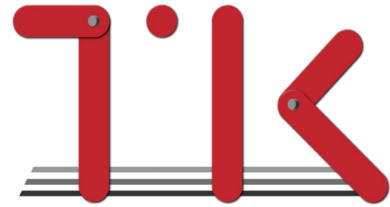
11. Managing Challenging Behaviour

All staff at Teenage Kicks, teaching and non-teaching, are confronted with challenging behaviour at some point. It is essential that all staff are equipped with strategies for managing these situations - therefore all staff are trained in positive handling. The positive ethos in the provision is supported by giving staff regular opportunities to discuss the behaviour of the pupils. This is done informally by encouraging a culture where problems and difficulties can be discussed and staff feel supported. In addition to this, there is a daily staff briefing held every morning or afternoon where possible.

Frequent access to appropriate training is also recognized as being crucial. We believe it is important that we develop good relationships with the pupils and their families. These relationships must be based on trust and mutual respect. Everyone in the Provision, irrespective of their age or position, deserves to be treated with respect. Various strategies are used for "working through" negative behaviour and establishing rapport with pupils, so that satisfactory learning can take place.

12. Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:



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- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents using physical interventions must:

- ❖ Always be used as the last resort
- ❖ Using the minimum amount of force and for the shortest amount of time possible
- ❖ Never be used as a form of punishment
- ❖ Be applied in a way that maintains dignity and safety for all concerned
- ❖ Be recorded and reported to parents

13. Training

Our staff are provided with training on managing behaviour, including the use of physical restraint through Team Teach.

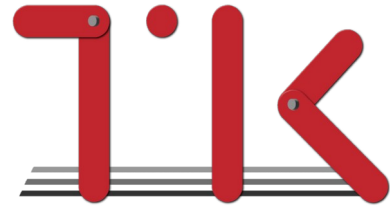
This policy underpins the very ethos of Teenage Kicks and is therefore reflected in all aspects of provision life thus working in conjunction with all other policies including PSHE, Anti-Bullying and Child Protection.

This is fundamental and at the core of our beliefs as through focussing on the causes of disruptive behaviour and building the positive self-esteem of our pupils we will ultimately provide an environment in which pupils can achieve success and manage their own behaviour.

Links with other Policies:

This policy links closely to the following policies:

- Safeguarding Policy
- Staff Code of Conduct Policy



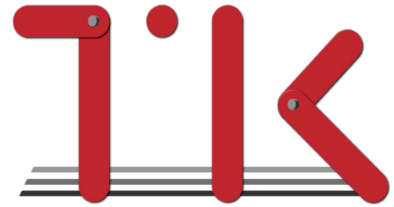
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- Staff Handbook
- Anti Bullying Policy

Review of Policy:

Reviewer: James Docherty Executive Headteacher Reviewed on: August 2025



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Teenage Kicks – Targeted Support

