



Behaviour Policy September 23-24	
AIM:	To provide clear direction to staff and others about expected codes of behaviour for learners
NAMED STAFF/PERSONNEL WITH SPECIFIC RESPONSIBILITY FOR INFORMATION SECURITY	<ul style="list-style-type: none">• Lead – Steve Egan• Deputies – Anita McGreevy• Nominated Trustee – Paul Wallace
DISTRIBUTION:	<ul style="list-style-type: none">• CWP staff, volunteers and learners• Service users• Website
DATE FOR IMPLEMENTATION:	1 st September 2023
DATE OF NEXT REVIEW:	August 2024
AUTHOR:	Steve Egan – CEO
APPROVED BY:	Bill Adams – Chair of Trustees

Behaviour Policy

PURPOSE OF A BEHAVIOUR POLICY

The purpose of this policy is to provide a simple, practical framework.

CWP is committed to the creation of a learning environment where positive working relationships between learners and staff are based on mutual respect. Where the learning and social and personal needs of young people are adequately addressed.

Our aim is to empower learners to achieve in an atmosphere of safety, mutual respect and enjoyment. We believe passionately that learning can and should be fun.

Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

CWP operates a 'human givens' model:

- **Security:** A safe environment which allows us to develop fully
- **Attention:** Giving as well as receiving it
- **Control:** Having a sense of autonomy and control
- **Community:** Feeling connected to a wider community
- **Intimacy:** Somebody who accepts us warts and all
- **Achievement:** A sense of our competence and abilities
- **Privacy:** Opportunity to reflect and consolidate experience
- **Status:** Sense of status within social grouping

Meaning and Purpose

CWP will:

- Recognise acceptable behaviour.
- Positively reinforce acceptable behaviour.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive behaviour management interventions.

It is based upon a commonly held set of values:

- The unique value of each individual.
- Respect for the rights of others.
- Respect for property.
- Honesty.
- Fairness.
- Courtesy.

All Staff will:

- Meet and greet learners.
- Treat them as a person.
- Ask and show an interest in them.
- Help them to learn and feel confident.

- Make the day a pleasant one.
- Be just and fair.
- Have a sense of humour.
- Recognise and Reward.
- Engage and Challenge.
- Not get upset or angry in the face of inappropriate behaviour but remain calm and speak in a clear, calm voice.

Positive behaviour will be recognised by

- Oral and written praise.
- Rewards.

Positive behaviour will be encouraged by

- Listening.
- Guiding and supporting.
- Resolving and reflecting.
- Behaviour Policy

Consequences will be

- Clear.
- Fair.
- Proportionate to offending behaviour.

Behaviour Policy

DISCIPLINARY PROCEDURE**Rewards and sanctions**

At CWP we firmly believe everyone should be always given a chance to improve and any form of exclusion is our last resort.

However, when a learner behaves in an unacceptable way, he/she/they must understand that there will be consequences.

CWP will apply these consequences in a consistent and proportional manner. We have a disciplinary procedure in place that we use as guidance. However, each breach of our behaviour policy will be investigated separately. The outcome of the investigation will be influenced by the nature of the breach and the individual circumstances.

Equally, we recognise and want to reward positive behaviour and attitude. We do this through praise of good behaviour and actions and various rewards as deemed appropriate at the time.

CWP will not accept any form of abusive or threatening behaviour to staff, learners, volunteers and any other CWP centre users or visitors.

If learner's behaviour is considered unsatisfactory, the tutor will explain to the learner any shortcomings and suggest ways of correcting them in the future. This conversation should take place away from all other learners and staff.

This is not part of the formal procedure. However, if the tutor has with the learner something with which they feel may lead to disciplinary procedure being taken, they will discuss it with them and agree the points and the time scale within which improvement is sought in a weekly action plan.

Formal procedure

- **Step 1 - The ethical appeal**

Ask the learner to do something i.e. 'please stop swearing' or 'please leave'.

- **Step 2 - The reasoned appeal**

Reinforce the rules, what should be happening, explain why the request has been made and link it to how they have behaved i.e., 'you should no longer be swearing you are upsetting people around you'.

- **Step 3 - The personal appeal**

An appeal to them – 'do you think it's a good idea to behave like this/speak to me in that way'? Give them an option for what might happen when they calm down i.e., 'we can take some time out once you are calm'.

- **Step 4 - The practical appeal**

This is the final appeal to them before action. Last chance saloon! 'What can I reasonably do to sort this out? 'Get you to leave for now'? This confirms to them their resistance in behaviour and the need to do something. It temporarily gives them a chance of maintaining control.

- **Step 5 – Action**

Which option are chosen will be based on the threat and impact factors.

- First Step: Persistent unsatisfactory behaviour - learner receives first verbal intervention.
- Second Step: learner ignores the first intervention and continues to misbehave - learner receives second intervention.
- Third Step: Final warning. Despite two interventions learner continues to misbehave.

At this third stage the situation should be passed on to the centre manager who in discussion with the tutor will make the decision as to action to be taken. This could involve a discussion with the learner and may result in an exclusion. Only the centre manager or someone specifically delegated on their behalf can exclude a learner.

If an exclusion is to take place the school and parent/guardian will be informed. If the learner presents a threat to themselves or others, school will be informed and asked to collect the young person. If the learner is 18+ they will be asked to leave immediately.

In other situations, the learner will be told at the end of the day that because of their behaviour an exclusion will apply.

Once a learner is asked to leave the premises, they must leave immediately. If a learner refuses to leave the premises the Centre manager or someone delegated on their behalf will call the parent/guardian to come and collect the learner. If this fails, the police will be called.

If a learner is posing any risk to anybody in the premises the police must be called using the 999 service.

Staff should not physically intervene unless the learner poses a direct physical threat to them. A learner damaging property does not constitute a physical threat and should be met by appeals for calm and removing other young people from the area.

CWP are currently developing an escalation procedure which will provide specific, detailed guidance on how to deal with these situations.

Gross Misconduct

In the event of extreme misconduct, such as theft or assault upon employee, learner / volunteer or anyone involved with CWP in any capacity, the learner will instantly be suspended pending investigation of the circumstances.

The learner will be sent home immediately, and parents/schools will be informed. CWP will then investigate to establish the facts.

The investigation will be conducted by the Centre manager, or someone delegated by the Centre manager. The learner will be given every opportunity to put their side of the case. At its conclusion, the learner will either be excluded for a period or may be reinstated. The following are non-exhaustive examples of the sort of offences which, if committed, will normally lead to disciplinary action under gross misconduct procedures:

- Negligence resulting in serious loss, damage or injury
- Fighting, assault or attempted assault
- Abusive or threatening behaviour towards staff, learners, trainees and any other CWP centre

users or visitors

- Theft, fraud, deliberate falsification of records
- Malicious damage to CWP property
- Conduct violating common decency
- Sexual or racial harassment of staff, volunteers or learners
- Bullying
- Being in possession of illegal drugs on CWP premises
- Being unfit for activity through alcohol or illegal drugs

If a learner was sent home/excluded for a period a review will be held on the return. Both tutor and the learner will discuss the incident and agree ways forward. This can be a verbal agreement, or a behaviour contract may be signed when appropriate. For learners under the age of 16 parents and/or school representative may be asked to attend the review meeting.

Appeal

At every stage of the formal procedure a learner has a right to appeal to the centre manager. This can be done by arranging a meeting to discuss the case and the reason for the appeal.

At every stage of the formal procedure a learner has the right to be accompanied by a family member/guardian or a friend.

Repeating or skipping stages

Whilst the procedures, set out above, will normally be followed through all the stages, we reserve the right to repeat or to skip stages where it feels it is inappropriate to proceed to the next stage.

Removal of warnings

Warnings can be removed at the discretion of the individual tutor.

Harassment and bullying

Harassment, intimidation, or bullying is unacceptable and illegal. CWP recognises its responsibilities to deal quickly and effectively with any complaints that arise.

Threatening behaviour

At CWP staff work with young people who can be very challenging at times. Inappropriate language can be quite common, especially using swear words.

Staff will challenge learners at every opportunity. However, there may be times when it can be ignored at the discretion of the tutor. This would include times when learners have a conversation between themselves and are not upsetting anybody's feelings.

Swearing at staff or other centre users, using threatening language i.e., name calling, threats of physical violence, however, will not be accepted and will be dealt with appropriately. This may result in a learner receiving a final warning with no prior warnings and being sent home.

Harassment and threats of physical violence are against the law and may be reported to the police.

According to the law

In this legal guidance, the term harassment is used to cover the 'causing alarm or distress' offences under section 2 of the Protection from Harassment Act 1997 as amended (PHA), and 'putting people in fear of violence' offences under section 4 of the PHA. The term can also include harassment by two or more defendants against an individual or harassment against more than one victim.

Although harassment is not specifically defined in section 7(2) of the PHA, it can include repeated

attempts to impose unwanted communications and contact upon a victim in a manner that could be expected to cause distress or fear in any reasonable person.

Protection from Harassment Act 1997

The PHA includes the following provisions:

- Harassment (section 2): a summary only offence, carrying a maximum of six months' imprisonment and/or a level 5 fine;
- Fear of violence (section 4): an either way offence, carrying a maximum of five years' imprisonment and/or a fine on indictment;

Section 4A (1)(b)(i) - Putting People in Fear of Violence

The elements of the section 4 offence are:

- a course of conduct
- which causes another to fear that violence will be used against him; and
- which the defendant knows or ought to know will cause another to fear that violence will be used against him; and
- the defendant ought to know that his course of conduct will cause another to fear that violence will be used against them if a reasonable person in possession of the same information would think that the course of conduct would cause the other so to fear on that occasion.

FACEBOOK/SOCIAL MEDIA

Learners can use computers for Facebook and any other social media websites in their **free time**. Use of Facebook in the working area must be managed by the staff supervising the room. Because CWP does not have set break times it is up to the tutors to manage breaks around the activities they deliver.

Behaviour Policy

Consistency

All staff members must always adhere to the above behaviour policy. It is important all the rules are applied consistently by all staff members. If a staff member thinks it is appropriate to apply any exceptions due to unusual circumstance it must be made clear to the young person.

Review

This policy will be reviewed on an as needs basis but always annually.