



# MINDJAM BEHAVIOUR POLICY

*Approved by: Dan Clark, Leo Worsdale*

This policy applies to all members of MindJam (including mentors, mentees, volunteers, parents and carers, and community users) who have access to and are users of digital systems pertaining to MindJam.

**Reviewed February 2024**

**Next Review Date: February 2025**

## **Scope Of The Behaviour Policy**

MindJam operates a flexible, individualised behaviour policy that clearly sets out the expectations we have of our students, and appropriate restorative approaches should these expectations not be met.

We work in line with existing school policy where the young person is attached to a mainstream school. We do however believe that a structured individual behaviour support approach is the best approach for our students, in line with the bespoke nature of the provision that we offer.

## **Mindjam Expectations**

We expect all mentees to try, and in return we will respect their efforts.

We are mindful that many of the young people that we work with are not in school for reasons linked to behaviour and SEN, and as such, adopt a flexible approach to the application of this within our own setting, allowing time for reflection and restorative work.

In our setting, we achieve success by:

- Valuing Others
- Encouraging high aspiration and a love of learning
- Creating a safe learning environment
- Showing tolerance, respect and fairness
- Providing rewarding learning experiences
- Listening to and respecting others' views
- Offering diverse opportunities
- Appreciating and embracing diversity
- Recognising and celebrating all achievement
- Preparing for independence and future challenges

Good behaviour forms the basis of high quality sessions. We, therefore, ensure that the children and young people that we work with feel secure, and know where they can seek support should they need it. As staff, we help provide this security and knowledge, and as parents and guardians we ask you to do the same. We have a collective responsibility to ensure that we maintain the wellbeing of the young people we work with. All we ask in return is that you, as a student, treat the people you interact with respectfully.

During the course of our sessions we encourage the use of all forms of technology safely. It is the responsibility of all staff to reinforce this message. This is to ensure that you are not at risk from external influences whilst undertaking education with us.

Communication with parents will be made in the event of serious or persistent breaches of our expectations. We have a duty to ensure our tutors have a happy and safe working environment.

We endeavour to offer a holistic service which takes into account all of the needs of the individual, including their behaviour, which is why all behaviour support is compiled on an individual basis.

The application of these stages should be done in relation to the individual behaviour support plan and risk assessment that exists for each student, and therefore the guidance contained in this document should always be done in conjunction with additional advice.

## **Encouraging Positive Outcomes**

### **Restorative Approaches Where We Can**

We take the approach of using restorative justice rather than punitive sanctions for our students. A restorative approach focuses on mediation and agreement rather than punishment. As many of our students are with us because of the complexity of their needs, this first step to addressing behaviours of concern is vital to maintain the trusting relationships that we build.

### **Severe/Dangerous Acts**

There are however some things that we have to take a firmer approach to, for example, violent or threatening behaviour, or being under the influence of controlled substances. We will endeavour to support you, but we are here to provide an opportunity to continue education, and have a duty to ensure that our staff feel safe.

If we believe that the risk is too great, we will ensure that we complete a risk assessment to enable us to continue providing education.

The table below is illustrative of some of the pathways that could be taken when we encounter behaviours of concern. As we focus on an individualised approach, all sanctions should be taken with that in mind. Involvement of external services is a last resort, and only if we have exhausted all other avenues or the behaviour warrants such involvement.

Behaviour or Concern	Sanction/Consequence/Actions
Violent or aggressive behaviour	Restorative initial approach/mentoring. Communication with parents/guardians. Termination of session if persistent, referral to management team,
Swearing/Inappropriate language directed towards mentor.	Restorative initial approach/mentoring. Communication with parents/guardians
Refusal to participate in planned session	Restorative initial approach/mentoring

Please note that this is applicable for online tuition