

Behaviour & Rewards Policy

Date: 1st September 2025

Review Date: 1st September 2026

Approved and Lead by: Mark Aitken, Head of Provision

1. Statement of Intent

ElevatEd AP Ltd is committed to creating a safe, respectful, and supportive environment where every young person can thrive. We recognise that many of our learners face significant challenges and may display behaviours that reflect unmet needs, trauma, or disengagement from education.

This policy sets out how we promote positive behaviour through:

- Clear expectations, consistently applied.
- Restorative practices that repair relationships.
- Therapeutic interventions that address underlying needs.
- High aspirations for all learners.

We believe behaviour is a form of communication. By responding with compassion, structure, and consistency, we help young people develop self-regulation, resilience, and responsibility.

2. Guiding Principles

- **Respect and Dignity:** Every child and adult is valued and treated fairly.
- **Restorative Approach:** Incidents are opportunities to repair harm and rebuild trust.
- **Consistency with Flexibility:** Expectations are clear, but responses are tailored to individual needs.
- **Trauma-Informed Practice:** We understand behaviour in the context of life experiences.
- **Partnership:** Parents, carers, and schools are engaged in supporting positive behaviour.
- **Celebration of Success:** Positive behaviour and achievements are recognised and rewarded.

3. Scope

This policy applies to all staff, students, visitors, and volunteers at ElevatEd, across:

- On-site provision.
- Off-site trips, visits, and workshops.
- Online interactions related to ElevatEd.

4. Roles and Responsibilities

Staff:

- Model respectful behaviour at all times.
- Use positive language and restorative approaches.
- Apply consistent expectations.
- Record and report behaviour incidents using agreed systems.
- Engage in professional development around behaviour management.

Students:

- Show respect to themselves, peers, staff, and the environment.
- Take responsibility for their actions.
- Engage with restorative conversations.
- Work towards their personal behaviour goals.

Parents/Carers:

- Support ElevatEd's ethos and policies.
- Engage in dialogue with staff around behaviour.
- Encourage and reinforce positive behaviour at home.

Leadership:

- Ensure staff are trained in behaviour management and restorative practice.
- Monitor and evaluate the effectiveness of this policy.
- Provide adequate resources for interventions.

5. Expectations and Standards

Our "3 R's" guide all behaviour at ElevatEd:

1. **Respect** – for self, others, and the environment.
2. **Responsibility** – for learning and actions.
3. **Readiness** – to participate and engage positively.

Practical expectations include:

- Using kind and respectful language.
- Following staff instructions first time.
- Looking after equipment, resources, and property.
- Behaving safely at all times (no violence, bullying, or unsafe behaviour).

6. Behaviour Support and Interventions

We recognise that students may need tailored support to meet expectations. Interventions include:

- **Mentoring sessions** (1:1 with staff).
- **Therapeutic activities** (breathwork, yoga, digital/art therapy, nature-based work).
- **Individual Behaviour Plans** (with clear, achievable targets).
- **Parental involvement** (workshops, meetings, family support).
- **Restorative meetings** following conflict or harm.

Where necessary, sanctions may be applied in a proportionate and fair way, such as loss of privileges, limited access to activities, or supervised reflection time. Exclusion is only used as a last resort (see Exclusion Policy).

7. Recognition and Rewards

ElevatEd places high value on celebrating progress, effort, and achievement. Recognition may include:

- Verbal praise and encouragement.
- Certificates, awards, or tokens.
- Displaying work.
- Sharing success with parents/carers.
- Opportunities for leadership and responsibility.

8. Serious Incidents

Incidents involving violence, bullying, drug/alcohol misuse, theft, or persistent disruption will be dealt with promptly and proportionately. In such cases:

- A senior leader will investigate.
- Parents/carers will be informed.
- Restorative processes will be prioritised.
- Risk assessments and behaviour plans may be updated.
- Where necessary, the Exclusion Policy may be applied.

9. Monitoring, Evaluation and Review

- Behaviour data will be recorded and analysed regularly.
- Patterns will be identified to inform interventions.
- The policy will be reviewed annually (or sooner if needed).
- Student and parent feedback will be considered in reviews.

10. Related Policies

- Child Protection and Safeguarding Policy
- Fixed-Term/Permanent Exclusion Policy
- Anti-Bullying Policy
- Data Protection and Information Management Policy
- Code of Conduct
- Attendance and Absence Management Policy