

BEAT Positive Behaviour Policy

This policy sets out a Positive Behaviour approach to teaching/learning and to managing behaviour for all BEAT-run activities. Where BEAT staff are working in schools, they are ambassadors for BEAT and should work according to the ethos embodied in this document, whilst also making themselves aware of the school's relevant policies and procedures.

Vision

Every young person, whatever their background, circumstances or individual learning needs, has the right to a rich and diverse music education. BEAT is committed to providing high quality music education and to creating a musical community where everyone is valued, included and enabled to achieve.

Mission

BEAT aims to create a learning environment which is caring, challenging and rewarding for all by:

- treating every pupil fairly and with reference to their individual needs;
- respecting and listening to every pupil;
- fostering tolerance and respect for the rights and beliefs of others.

At BEAT we believe that a Positive Behaviour approach is the best way to achieve this.

Rationale

A Positive Behaviour approach will promote and lead to:

- pupils responding positively in BEAT activities, with encouragement leading to enhanced self-esteem;
- pupils taking pride in their music making and showing respect for the music making of others;
- pupils developing independence of thought and action and an appreciation of responsibility;
- staff delivering well prepared sessions which take into account the differing needs of their students;
- staff acting as appropriate role models for positive behaviour;
- staff being supported in their management of challenging behaviour so that they can act appropriately as necessary in accordance with agreed procedures.

Equality and Inclusion

We expect all children to meet our expectations but we recognise that some children at some times will occasionally find this difficult. We will therefore make reasonable adjustments in order not to disadvantage any pupil. If additional support is needed to facilitate this, line management are the first port of call to organize this (eg. Music Academy leaders).

Rights and Responsibilities

Identifying individuals' rights and responsibilities helps to create a positive learning environment, by providing a framework for understanding that although there may be competing needs, choices made have consequences for others. This table summarises rights and responsibilities across BEAT's activities.

	Rights	Responsibilities
Trustees, teachers, support staff	To enjoy a stress-free and productive working environment.	To seek to create a positive stress-free environment for all young people.
Pupils	To be treated with respect and dignity and to be educated in a safe and stimulating environment.	To respect the rights of others and allow a productive atmosphere to pertain in BEAT activities.
Parents and other members of the BEAT community	To have their children educated to the best possible standard and to be kept informed of their progress and any issues that may arise.	To promote positive behaviour at home and to work together with BEAT to support their children's learning.

Expectations

The following expectations flow from these rights and responsibilities, and from our mission to create a positive learning environment.

Expectations for Pupils

These expectations are intended to create a safe learning environment, to foster tolerance and respect for others, and to help pupils develop their own self-discipline.

Pupils are expected to:

- attend regularly;
- bring the required equipment to all lessons, ensembles or other BEAT activities
- give of their best effort at all times;
- be polite, respectful and kind to other members of the BEAT community and promote their wellbeing;
- respect British values¹ and allow others to live by these values without interference;
- wear their concert uniform with pride;
- behave in an exemplary manner when representing BEAT at events or on trips;
- care for their environment and advocate social justice;
- report any behaviour which could harm the BEAT community.

Pupils must not:

- disrupt the learning of others;
- prevent the teacher from teaching;

¹ This refers to schools' duty to promote the "fundamental British values" of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smssc>

- put at risk the health and safety of others.

We do not accept:

- bullying (including cyberbullying),
- disrespectful comments referring to protected characteristics under the 2010 Equality Act²
- stealing,
- fighting,
- bad language,
- destruction of property.

Expectations for Staff

Staff should recognise a child's life in BEAT as a period of great importance. We are committed to securing good order, not by authoritarian or laissez-faire approaches, but by creating that atmosphere which has a positive effect on behaviour.

Staff are expected to:

- deliver well planned and structured sessions;
- give of their best effort at all times;
- communicate positively and offer praise and recognition;
- show sensitivity to the different emotional and learning needs of their pupils;
- lead by example.

The section *The Positive Behaviour approach – a guide for staff* later in this document unpacks the principles of the approach and gives practical examples of how to do this.

Expectations for Parents and Carers

BEAT has a life and purpose which concerns many people beyond parents of the current students, including parents of future students, staff, and all others involved in the provision and the continuance of BEAT.

It is essential, not only for the benefit of individual students but for BEAT as a whole, that parents support the educational efforts of BEAT, use the structures offered for parental involvement and promote positive behaviour at home.

Parents are welcome to discuss any problems or difficulties their child may be experiencing at BEAT. We encourage parents to share their problems so that they can be resolved as soon as possible and with the minimum of distress to the young person. When having what can be sensitive discussions, BEAT expects respectful behaviour to be shown by all parties.

Appointments can be made directly with the teacher.

² These are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

The Positive Behaviour approach – a guide for BEAT staff

Positive behaviour needs to be planned for, modelled, taught and acknowledged; it does not happen by accident. Where work is successfully underpinned by a positive behaviour approach, this provides a foundation for the running of groups, reduces the chance of challenging behaviour occurring, and helps ensure that activities are fun, engaging and safe for everyone.

How can I promote positive behaviour in my teaching style?

Offer praise and recognition

- Praise raises students' self-esteem and creates a purposeful, positive environment. Get into the habit of providing age-appropriate encouragement and praise. 'Thank you' and 'well done' need to be heard and meant when talking to young people and between staff too.
- Fostering a culture of praise and not blame has also been shown time and time again to encourage good behaviour. Praise (and direct your attention to) those doing the right thing rather than criticising those doing the wrong thing (and allowing negative behaviour to be the focus of your attention).

Be positive in your communication style

- To gain the attention of your group, learn to project your voice so that everyone can hear, but do not shout. Speaking quietly will eventually get the group to be quiet and listen. Once you have their attention, they have to try harder to listen. Be assertive without shouting.
- Allow young people to speak without interruption; listening to what they are saying is one way to gain their respect.
- When young people are engaged in an activity do not expect an instant response - with many young people it takes a period of time for them to register and process an instruction, or even that you are speaking. It can be beneficial for you to make the request, stop and silently count to six and then repeat the same statement or instruction.
- Plan your session thoroughly, considering the importance of clarity when giving instructions. Establish good routines and systems – pupils will respond positively to a session which is purposeful and well-run.

Lead by example

- The role of teacher is not confined to the communication of knowledge and skills. The teacher teaches not just their subject but their own enthusiasms and values. Staff should remember that they are an influential role model for young people.
- Be courteous and patient in your dealings with students, colleagues and parents/carers.
- You do not have to be perfect; admit to your own mistakes and be prepared to apologise if it's the right thing to do.

How can I promote positive behaviour in my group?

- Know the young people that you teach, and where possible their parents/carers. See each young person as an individual, find out about any additional needs, and establish an open and positive relationship with parents/carers. This will help with insight into the cause of any behaviours and how best to respond.
- Encourage friendships and facilitate communication between your students. Support from other young people can be particularly valuable for a new young person so that they don't feel alone or isolated.
- Set the standards of behaviour for the group with the young people. Challenging behaviour can mean different things to different people, therefore it is important that acceptable standards are created and agreed, and that everyone knows what behaviours are acceptable and unacceptable.
- **In Academies**, a good way to do this is to actively involve young people in creating a Code of Conduct.
 - Young people are more likely to remember and stick to something that they themselves have played a part in creating.
 - Make it short, simple and clear – young people will not retain a complicated list of rules.
 - Refer to it positively, as part of praise/reward as well as in response to challenging behaviour.
 - Make it a "living" document which is reviewed regularly (eg each term).
 - Share it with parents/carers and new students.
- **In school settings**, remember that you are entering an existing classroom with its own culture and rules.

- Make yourself aware of the class rules (the children will tell you!)
 - Agree specific expectations for your sessions (eg. rules for when you touch and play instruments).
 - The class may have existing strategies you can use to help you: for achieving silence (eg. 1-2-3, shake a tambourine, ring a bell, clap a rhythm to be repeated); for managing low level disruption (eg. traffic lights, names under smiley/sad faces); or for rewarding good behaviour (eg. house points, marbles in the jar).
- It is also important that appropriate behaviour is discussed before events such as concerts and trips, where there may be additional boundaries needed.
 - Remember, one size doesn't always fit all, and as part of making reasonable adjustments for young people with additional needs, a separate plan may be needed to manage any challenging behaviour.

What causes challenging behaviour?

Every young person at some point will probably behave in a challenging way. It is a natural process of growing up and testing boundaries, as young people learn more sophisticated ways to communicate and express themselves. The reasons for challenging behaviour can be many and varied and may well originate outside of BEAT activities. As a music leader it is important to distinguish between those causes you can influence and those you can't.

- The way you plan sessions can have a big impact on behaviour. Some challenging behaviour can be a result of boredom or inactivity; conversely it can be caused by too much energetic activity.
- Some behaviours may be linked to medical conditions, disabilities or additional needs – in these cases it is important to work with the parent/carer to put strategies and reasonable adjustments in place. There may already be support in place at the pupil's school to which to refer – consistency of approach between different settings can be very useful and spreads knowledge and expertise.
- There may also be factors in the student's wider experience in school or at home that impact their behaviour in a group e.g. bullying, family and social situations, or other issues that are personal to them that they may not have expressed to you. It is vital to be alert to safeguarding issues that may affect behaviour (see BEAT Safeguarding Policy and training in which all staff should be up to date).

What if standards are not met?

It's important to be positive but also realistic. Even with everything put in place, it is likely that at some point, you will have a challenging session.

- Teachers should agree with their line manager (or colleagues in school) what the boundaries of behaviour are and what the consequences will be. Everyone involved, including the young people, staff, and parents/carers, should be aware of the consequences of breaking the Code of Conduct.
- Consequences should focus on learning and development, rather than punishment, and what is appropriate will vary depending on the behaviour itself and the circumstances, including the age and needs of the student.
- When talking about challenging behaviour, focus on the behaviour, not the young person. Take care in your use of language - it is the behaviour that is unacceptable, not the pupil themselves.
- Ensure that the pupil understands why they have been sanctioned. No young person should be publicly disciplined; rather it is good practice to remove them from the group for a quiet conversation.
- For young people with additional needs, other pupils may need support in understanding their difficulties and any different ways in which their behaviour is being managed.
- If challenging behaviour does not stop as a result of warnings or consequences, or action needs to be taken to prevent further incident, first use any additional adults in your session to help you, then ask for help from line management.
- Any intervention should aim to diffuse, not inflame the situation, and to encourage quiet communication, removing the young person from the situation if necessary.
- After the event, it is important to discuss what has happened with the student, establish why it happened and how it can be resolved.

Escalating incidents

Any behaviour that represents a serious threat to the welfare of others should be reported to line managers immediately. With all other instances of challenging behaviour, if you are in any doubt, it is better to report an incident to the relevant person.

- This helps ensure that you are adequately supported – prevention is better than cure, and there may be light-touch help a manager or colleague can provide to help things go more smoothly next time.
- Recording incidents can help establish a pattern over time which is helpful in managing problems.
- Subsequent conversations with parents are easier if problems have been reported and discussed.

In BEAT Academies – talk to your Academy head at the end of the session.

In school settings (WCET) – talk to the class teacher. Depending on the issues, it can be helpful to consult the school's SENCO, but always talk to the class teacher first. Be sensitive to the many demands on their time during the school day, and offer to communicate via phone or email if that is easier. Serious incidents should also be discussed with your BEAT line manager who may communicate with SLT in school.

In school settings (individual tuition) – talk to your BEAT line manager in the first instance, although a conversation with the class teacher may also be useful.

The relevant person can then formulate a plan, which might include communication with parents/carers, communication with other professionals, or putting support in place for future sessions.

How can I discuss behaviour with the parent or carer?

Below are some suggested questions to help frame a conversation with the parent/carer of a young person who has been displaying challenging behaviour. However this must be discussed with the relevant teacher/head of academy in advance. These questions could also be used to help plan ahead for a new student who you are aware has behaviour difficulties.

Remember that this is a sensitive topic, and it is important to try to maintain a positive and open relationship with the parent/carer, working together to support the young person.

Focus on the behaviour rather than the young person, and the impact this is having on the young person's ability to access, enjoy and develop in the group. Stick to the facts of what has happened and focus on planning ahead, to support the young person to manage their behaviour in the future.

- [Name] seems to struggle at times with their behaviour. Does this happen anywhere else?
- Are there any recognised triggers for the behaviour at home or school?
- Are there any situations where [name] will find it difficult to cope?
- What methods/strategies have worked well at home or school, to discourage the behaviour?
- What support strategies have worked well at home or school, to encourage positive behaviour?
- What do you do at home when the behaviour occurs?
- What happens at school when the behaviour occurs?
- Is [name] on any medication?
- How do you think we can best support [name] to manage their behaviour?

If this conversation becomes difficult, or where there is repeated challenging behaviour or the challenging behaviour is severe, remember that you can seek additional support from your line manager.