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# Behaviour Policy



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## 1. Purpose

This Behaviour Policy sets out the expectations, standards, and responses that guide conduct within the organisation. Its aim is to create a safe, respectful, and positive environment where all young people, staff, and volunteers can participate fully and confidently. The policy promotes positive behaviour, prevents harm, and ensures a consistent and fair approach to managing challenges.

## 2. Principles

Our approach to behaviour is based on the following principles:

- Positive relationships are the foundation of good behaviour
- Clear expectations help young people understand what is required
- Consistency ensures fairness and predictability
- Positive reinforcement is more effective than relying solely on sanctions
- Restorative practice helps repair harm and rebuild trust
- Proportionate responses ensure sanctions match the behaviour
- Inclusion and understanding recognise that behaviour may be influenced by additional needs, trauma, or external factors

## 3. Behaviour Expectations

All young people, staff, and volunteers are expected to:

- Treat others with respect and kindness
- Follow instructions from staff and volunteers
- Use equipment and the environment safely and responsibly
- Contribute to a welcoming, inclusive atmosphere
- Resolve disagreements calmly or seek adult support
- These expectations are communicated clearly at the start of sessions and reinforced throughout.

## 4. Promoting Positive Behaviour (Rewards)

We actively recognise and encourage positive behaviour. Rewards are used to reinforce what we want to see and to build confidence, motivation, and a sense of achievement.

Examples include:

- Verbal praise

- Recognition points, stickers, or tokens
- Certificates or shout-outs
- Responsibilities or privileges
- Positive messages home
- Celebration boards or weekly highlights

Rewards are applied consistently, fairly, and in a way that is appropriate to the age and needs of the young people.

## 5. Reward Ladder (Positive Behaviour Ladder)

### Level 1 — Immediate Praise

- Specific verbal praise
- Positive body language

### Level 2 — Recognition

- Stickers, tokens, points
- Name on “Well Done” board
- Shout-out during the session

### Level 3 — Responsibility Rewards

- Choosing the next game or activity
- Helping lead an activity
- Session helper roles

### Level 4 — Celebration

- Certificates
- Positive message home
- Weekly “Star of the Session”

### Level 5 — Special Privileges

- Invitation to reward activity
- Priority access to a resource
- End-of-term celebration recognition

## 6. Responding to Challenging Behaviour (Sanctions)

When behaviour falls below expectations, staff and volunteers use a graduated, proportionate response.

Sanctions are designed to help young people reflect, repair harm, and re-engage positively.

Sanctions must always be proportionate, explained clearly, applied consistently, and free from humiliation or ridicule.

## 7. Sanction Ladder (Graduated Response Ladder)

### Level 1 — Reminder

- Calm, clear reminder of expectations

### Level 2 — Second Reminder / Choice

- Clear explanation of consequences
- Offer a positive choice

### Level 3 — Time Out / Pause

- Short time away from the activity
- Opportunity to reset
- Staff check-in before returning

### Level 4 — Restorative Conversation

- Discuss what happened
- Explore impact
- Agree how to repair harm

### Level 5 — Escalation

- Speak with senior staff
- Contact parents/carers if needed
- Temporary removal from session if risk is present
- Incident recorded in line with safeguarding procedures

## 8. Restorative Practice

Where harm has occurred, we encourage restorative approaches that:

- Allow young people to reflect

- Support those affected to express how they feel
- Help rebuild relationships
- Promote accountability and empathy
- Restorative conversations are facilitated by trained staff or volunteers.

## 9. Additional Needs and Reasonable Adjustments

We recognise that some young people may display challenging behaviour due to:

- Special educational needs or disabilities
- Trauma or adverse childhood experiences
- Communication difficulties
- Mental health challenges

Where appropriate, staff will make reasonable adjustments, seek guidance from parents/carers, and work with external professionals.

## 10. Recording and Reporting

Incidents involving risk, harm, or repeated challenging behaviour must be recorded in line with safeguarding and incident-reporting procedures. Serious incidents are escalated to senior staff and, where necessary, external agencies.

## 11. Staff and Volunteer Responsibilities

All staff and volunteers are responsible for:

- Modelling positive behaviour
- Applying this policy consistently
- Using de-escalation techniques
- Ensuring young people understand expectations
- Recording and reporting incidents accurately
- Seeking support from senior staff when needed

## 12. Review

This policy is reviewed annually or sooner if required by changes in legislation, safeguarding guidance, or organisational needs.