



Model Behaviour and Relationships Policy

Essex Youth Build Values

At Essex Youth Build, we believe in the importance of relationships, ensuring children and young people feel valued, safe, and secure. We strive to provide a sense of connection with trusted staff and belonging within the Essex Youth Build community.

Our approach reflects the Essex model of Trauma Perceptive Practice (TPP):

Compassion and Kindness

Hope

Connection and Belonging

These values underpin all Essex Youth Build policies and practice.

Essex Youth Build Ethos

Our aim is for every member of Essex Youth Build to feel respected and supported, in a community built on mutual trust and respect. We promote an environment where all can feel happy, safe, and secure, and able to learn effectively.

We:

Prioritise safety and safeguarding in all situations.

Work with families, communities, and professionals to support every learner.

Recognise the “*window of tolerance*” concept, teaching young people how to widen their ability to manage stress and regulate behaviour through co-regulation and self-regulation.

A Relational Behaviour Model

We adopt the Relational Behaviour Model (TPP). Its key principles are:

Behaviour is communication and must be interpreted.

Behaviour management relies on strong, trusting relationships.

Young people who struggle should be understood and included, not excluded.

Rules and boundaries exist to keep everyone safe and can be adapted where needed.

Consequences are restorative, not punitive.

Most behavioural difficulties stem from unmet need, stress, or environmental/contextual factors.



Effectiveness is measured by wellbeing and the ability to make reasonable adjustments to meet need.

General Expectations

At Essex Youth Build, we expect all learners to:

Show a positive attitude to learning in a safe and supportive environment.

Take responsibility for themselves as independent learners.

Respect others, the community, and the environment.

Follow consistent routines and structures that promote safety and wellbeing.

Staff:

Model expected behaviours at all times.

Support young people when expectations are not met.

Recognise effort and progress through positive reinforcement.

Teaching and Promoting Positive Behaviour

Learning plans are tailored to each trainee's interests in construction to inspire and motivate.

Behaviour is seen as communication; staff act as “*stress detectives*”, asking “why, and why now?”

Staff guide young people through mistakes by co-regulation, teaching strategies for resilience.

We prioritise “connection before correction”.

Responding to Incidents

Essex Youth Build uses restorative approaches supported by logical consequences.

We ask:

What happened?

What were you feeling or thinking?

Who has been affected?

What can we do to make things right?

Apologies or reparations may be verbal, written, or through action.



Logical Consequences (completed section)

Behaviour

Low impact e.g., distracting others, refusal to complete work, swearing, disrespectful comments

Moderate impact e.g., persistent disruption, damaging low-value property, verbal aggression

High impact e.g., bullying, discriminatory behaviour, significant deliberate damage, harmful behaviour

Possible Consequences / Outcomes

- Adult support & co-regulation
- Reflection conversation with trusted adult
- Stress detective questions ("Why, why now?")
- Verbal or written warning
- Opportunity to repair through small positive action
- Reflection time away from activity
- Written reflection / restorative task
- Parent/carer informed
- Recorded on incident log
- Loss of privilege (e.g., workshop break)
- Agreed reparation (cleaning/repairing)
- Formal restorative meeting
- Incident form completed
- Parent/carer/referring agency informed
- Timetable adjusted or withdrawal from activity
- Suspension / exclusion (Centre Manager decision only)
- Individual support plan or risk assessment reviewed

Harm from Dysregulated Behaviour

We prioritise the safety and welfare of all. Harmful behaviour is often a stress response, not deliberate.

Support includes:



Ensuring safety and first aid needs are met.
Considering police involvement where necessary.
Offering trusted adults or independent services for reflection.
Providing reassurance to reduce guilt/anxiety.

Risk Assessment Process

Risk assessments identify likely stressors for vulnerable young people, with strategies to reduce risk and support regulation (see Appendix 5 template).

Physical Intervention (Reasonable Force)

Used only as a last resort, for the minimum force and time necessary, to prevent harm, damage, or disorder.
Recorded and reported to the Manager immediately.
Parents/carers/referring agency informed by phone and in writing.
Follows DfE (2022) Behaviour in Schools and Essex 2022 Guidance on Safe Practice.

Screening and Searching

Staff may confiscate prohibited items in line with DfE Searching, Screening & Confiscation Guidance (2022).
Items may be returned at the end of the day or to parents/carers.
Prohibited items include knives, drugs, stolen items, alcohol, tobacco, fireworks, pornographic images, and anything posing risk or banned by Essex Youth Build rules.

Supporting Young People with SEMH Needs

Essex Youth Build recognises some young people have additional needs. We will:
Make reasonable adjustments in line with the SEND Code of Practice.
Use *One Planning* with staff, families, and professionals.
Understand behaviour as communication of stress or unmet need.
Prioritise strategies that return learners to their Window of Tolerance so they can engage and thrive.



Responsibilities

All Staff

Keep relationships central, prioritising connection before correction.
Use logical, restorative consequences rather than sanctions.
Provide structure, routines, and consistent boundaries.
Model regulation and co-regulate with learners.

Manager

Leads on this policy and models expectations.
Ensures training and clear reporting procedures.
Authorises suspensions/exclusions.
Oversees risk assessments and liaises with external agencies.

Trustees

Monitor policy effectiveness and statutory compliance.
Undertake statutory duties around exclusions.

Office Staff

Communicate regularly with families/referring agencies.
Support personalised planning and wellbeing.

Families / Referrers

Share concerns about changes in behaviour.
Engage with support offered by Essex Youth Build and partner agencies.

Further Guidance (Aligned Documents)

Keeping Children Safe in Education (2024/2025)
DfE Behaviour in Schools (2022)
DfE Suspension and Permanent Exclusion (2022)
DfE Searching, Screening and Confiscation (2022)
Reducing the Need for Restraint (2019)
SEND Code of Practice (2015)
Essex Guidance: *Understanding & Supporting Behaviour* (2022)



- Appendix 1: Tool for Understanding & Reframing Behaviour (template included)
- Appendix 2: STAR Analysis (completed example + blank template)
- Appendix 3: Adult Response Plan (with regulation/dysregulation stages)
- Appendix 4: Environmental Checklist (Safety, SEND, Learning Environment, Social Interaction)
- Appendix 5: Risk Assessment Guidance (with key questions & action plan)