



BEHAVIOUR POLICY

09/26

Review date: 09/27.

Behaviour Policy

‘Behaviour is the way we act and respond to people and to situations we find Ourselves in’.
‘Behaviour is a language’.

One of our aims at Castle Farm Countryside Classroom is to help young people develop personal controls from within. To this end, good behaviour patterns are encouraged and rewarded. To assist this development, an environment has been established which gives both support and security to children and young people, whilst allowing sufficient flexibility for the encouragement of individual development. Adults are role models of considered conflict resolution. Management techniques involve a range of strategies including the use of positive reinforcement and counselling and detailed positive behaviour management techniques. These are –

To provide security for the young people and to aid personal development.

To protect the health and safety of others

To maintain a positive environment

To maintain an emotionally positive and supportive atmosphere.

All students have an individual risk assessment that is completed when they first arrive based on the information given with the referral process, EHCP and conversations with parents/careers and students at the initial visit (individual student risk assessment example included in supporting information) this identifies the level of risk in several areas of behaviour and potential triggers, which features as a key part of our daily working.

PACE is a trauma informed approach that underpins our practice – PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with adults and reflect upon themselves, their thoughts, feelings, and behaviour, building the skills that are necessary for maintaining a successful and satisfying life. The child discovers that they are doing the best that they can and avoids labelling themselves negatively. When children experience adults doing the best they can to understand them and trying to work out together more effective ways for the child to understand, make sense of and manage their emotions, thoughts, and behaviour they start to believe that adults really will keep on trying until things get better for all of them.

For adults, using the PACE model, we can reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of some children. Using PACE enables the adult to see the strengths and positive features that lie underneath more negative and challenging behaviour. Our staff are not trained in Restrictive physical intervention, despite many staff having several years’ experience in Team Teach at either an advanced or instructor level in previous settings, as such we utilise many of the de-escalation approaches, that reduces the need for physical intervention. However, we are aware that if a child is in danger, we will always react in a way that is reasonable, proportionate, and necessary in the circumstances to keep them safe.

Our high staffing ratio allows us to proactively support students that may become anxious or dysregulated and to resolve conflicts promptly and effectively. We use a range of restorative approaches from full restorative meetings to general reflective conversations. Any such restorative approaches and strategies, will be discussed with parents/guardians and with the commissioners.

1. Aims and expectations

1.1 Castle Farm Countryside Classroom (CFCC) rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

1.2 It is a primary aim is that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. This behaviour policy is therefore designed to support the way in which all of our members can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure and enable the learners to progress.

1.3 We have a number of different rules in procedures and practices, but the primary aim of this behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the individual in the community in aiming to allow everyone to work together in an effective and considerate way.

1.4 CFCC expects every member of its community to behave in a considerate way towards others.

1.5 We treat all children fairly and apply this behaviour policy in a consistent way.

1.6 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the community. Staff receive regular training to ensure that this approach is consistent.

2 The Role of the Staff

2.1 It is the responsibility of the staff to ensure that any rules are applied consistently.

2.2 The staff have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

2.3 The staff treat each child fairly, with respect and understanding.

2.4 The staff liaise with external agencies, as necessary, to support and guide the progress of each child.

2.5 The staff report to schools and parents about the behaviour and welfare of each child.

3 The Role of the Directors

3.1 It is the responsibility of the Directors, to implement the behaviour policy consistently and to report, when requested, on the effectiveness of the policy. It is also the responsibility of the session leader to ensure the health, safety and welfare of all children.

3.2 The Directors and management supports the staff by implementing and modelling the policy; by setting the standards of behaviour and by supporting staff in the application of the policy.

3.3 The Directors and Management delegate the record keeping of all reported serious incidents of misbehaviour.

4 The Role of Parents

4.1 CFCC may at times work with parents on-site, so children receive consistent messages about appropriate behaviour.

4.2 The rules are explained where applicable and we expect parents to know and support these rules.

4.3 We expect parents to support their child's learning, and to co-operate with CFCC.

4.4 If parents have any concerns about the way that their child has been treated, they should initially contact the directors.

5. All children are entitled to:

- be listened to again and again and again and again.....
- opportunities to develop self-worth through gaining success and accepting responsibility.
- opportunities to develop self-discipline
- an orderly, caring and supportive environment in which each individual's growth can be nurtured through personalised learning.
- consistency of treatment from staff member to staff member and between staff groups
- know the rules, routines and expectations of the establishment
- praise and reward for positive achievements and endeavour
- open access to support mechanisms within the establishment
- positive role models
- be treated as an individual

- expect their potential to be fully explored in a range of situations and activities
- have any complaints dealt with effectively and speedily, if necessary, through an independent source?
- a de-briefing, repair and reflection process following any incidents or behaviour concerns.



INCIDENT/CONCERN FORM

Time and Date of Incident/Concern:		
Name of Person reporting:	Person(s) to Whom This Form Relates:	
Form Submitted To: <i>(usually directors or manager)</i>		
Explanation and Context of the Incident/concern:		
Signature of person completing the form:		
Date completed:		
Time completed:		
Outcomes:		

Further Action and Implications for Policy, Training etc:			
Resolution/ Comments (include date and times)			
Referring party informed? include names and position			
Date:			
Time:			
Parents/Carers Informed [yes/no, date and time]. If yes include names of those who have been informed. If no, please state why			
Date:			
Time:			
Signed (Director):		Date:	