



Fields and Farms | Behaviour Policy

This policy complies with section 89 of the Education and Inspections Act 2006

The purpose of this policy:

To ensure a consistent approach to positive behaviour management across the provision

What the Law says:

The Law says that the manager at Fields and Farms must set out measures in the behaviour policy which aim to:

- Promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that students complete assigned work; and
- which regulates the conduct of students

When the manager is deciding what these measures should be, she must take account of the Statement of Behaviour Principles.

Fields and Farms Statement of Behaviour Principles is included in this policy as Appendix A.

The behaviour policy must be published on its website (Information (England) Regulations 2008).

NOTE – As this document combines Fields and Farms Behaviour Policy and the Statement of Behaviour Principles, it takes into account the Children Act 1989, alongside the following legislation:

Education and Inspection Act 2006: Section 89 (Behaviour Policy) and

Education and Inspection Act 2006: Section 88 (Statement of Behaviour Principles)

The Positive Behaviour Policy:

At Fields and Farms a consistent approach to behaviour management is key!

For a positive behaviour system to be successful there needs to be consistency in the implementation of the approach. This policy sets out that approach and states that all staff are expected to uphold the principles within.

Our philosophy

Fields and Farms seeks to maintain a positive ethos for all students, with staff providing good role models of behaviour to help develop such an ethos and encourage constructive



relationships with and between the pupils. Students will value relationships, routines and property only when they feel that they themselves are valued. Staff are required to work with and deal with students sensitively and with an awareness of individual need, giving all students the respect to which they are entitled by law.

A primary goal in the provision is to allow the students to develop as much independence as possible, including the right and opportunity to make decisions about their own lives wherever it is safe and practical to do so.

At Fields and farms all staff continuously work to establish positive relationships with all students and seek to acknowledge and promote positive behaviour. We realise that for many students' problems and frustrations in communication can lead to behaviour difficulties, and we seek to develop relationships in which students can interact purposefully, learning positive ways of communicating with others.

Physical contact is used positively and appropriately to reinforce relationships. When it must be used in less positive contexts as a means of control or to avert a potentially dangerous situation, then it should always be the minimum the situation warrants and be reasonable in its application. (DfE: Use of Reasonable Force in Schools, July 2013)

Fields and farms expects all students and staff to be:

Respectful and tolerant of each others' needs and abilities.

Careful and considerate towards each other, and all the provision's property and facilities.

Respectful of everyone's right to equal opportunity.

In order to meet these demands we recognise that many students will require support (physical, verbal, redirecting) and that good role models of adult behaviour will assist learning.

Fields and Farms staff strongly believe that we should seek to understand students through their behaviour and not label them according to their conduct.

The provision always seeks to try and diffuse a potentially violent situation wherever possible.

Strong leadership:

Fields and farms management is committed to supporting high standards of behaviour. The children and young people will be supported in a variety of ways, where able to voice their opinions about behaviour on site. The manager and other staff with responsibilities relating to behaviour management will support all staff in maintaining good discipline and will keep staff and parents up to date with local guidance relating to behaviour in alternative provisions.

Learning environment behaviour management:

At Fields and farms, we endeavour to provide a stimulating and enjoyable learning environment for all students, as we recognise that some negative behaviour exhibited can



be as a result of boredom or lack of interest in the task, or indeed a task being too difficult for the individual concerned.

In order to achieve effective learning and positive behaviour management at Fields and farms the following must be carefully considered, planned for, put into practice and regularly evaluated:

- A positive, calm and purposeful learning environment
- Positive and realistic expectations about learning and learning outcomes which are differentiated for each student
- The appropriate use of timetables, visual aids and/or other suitable tools for enabling each child to know what is happening during the day
- An attractive, tidy, well-cared for environment
- A well-planned environment which students can navigate without unnecessary barriers
- An environment which gives thought to the needs of the children and young people e.g.; visual stimulation levels through displays.
- Developing communication systems between all staff through use of regular meeting times to ensure consistency of approach.
- Actively encourage positive interactions to develop mutual and reciprocal relationships.

Rewards:

Rewards are used to support class and team working as well as providing ideal means of rewarding notably good behaviour, including effective learning strategies and examples of good learning. Within the established positive learning environment at Fields and farms, students should expect to receive regular praise from all they come in to contact with. Where appropriate, managers agree to rules with their groups and use a range of personally favoured strategies as incentives for the pupils to behave well. Such strategies include, but are not exclusive to:

- Verbal praise and encouragement
- Non-verbal praise – facial expressions, gesture and/or signing.
- Written remarks about good work
- Displaying pupils' work and achievements
- Certificates to celebrate children's success

Sanctions:

It is not standard practice to use sanctions at Fields and Farms.

As the students attending the provision are working at early learning levels, we firmly believe that other, non-aversive, strategies are best used and most effective. These can include:

- Distracting, diverting or redirecting the young person



- Ignoring the behaviour (behaviours dealt with in this way may become more severe before improving, but long term results are usually permanent)
- Discovering the cause of the behaviour and removing it
- Teaching an alternative behaviour or skill that achieves the same function, but that is more acceptable
- Reinforcing acceptable behaviours that are incompatible with the problem behaviour.
- Exclusions are the last resort at Fields and Farms – this is not something that we would like to do and this will always be in discussion with the young persons school contact. Exclusion decisions are made on an individual basis.

Continual behavioural issues:

At Fields and farms, we understand challenging behaviour to be that which:-

- Prevents participation in appropriate activities.
 - Isolates the person from their peers.
 - Affects the learning and functioning of other people and themselves.
 - Drastically reduces the person's opportunities for involvement in ordinary community activities.
 - Is persistent and resistant to change.
 - Makes excessive demands on staff and resources.
 - Places the person or others in physical danger.
 - Makes the possibility for future placement difficult and challenges services to meet needs.
- (Adapted from Harris et al., 1993)

Challenging behaviour includes a wide range of behaviours, such as withdrawal, lack of awareness of danger, hyperactivity, obsessive/ritualistic behaviour, self injurious actions and physical/verbal aggression. All types of behaviour are addressed appropriately and we regularly review programmes and methods to ensure that these behaviours do not inhibit progress both socially and academically.

It is important to identify factors which have led to the behaviour such as: pain, boredom, excessive demands, personality clashes, drug side effects, fear, changes in routine and any specific contexts where the behaviour occurs. Our ethos interprets 'challenging behaviour' as that which challenges our resources, and challenges us to find positive ways of responding, not as a label on specific students.

Smoking and vaping:

Students will only be allowed to smoke or vape when permission is gained from the school or parent. This can be through email or phone.



There is a designated smoking/vaping area and a staff member will stand close by during the break.

Break times will be determined by the staff in charge of the session.

Behaviour strategies and teaching positive behaviour:

Specific positive behaviour plans may be drawn up by teams as part of a student's Profile to ensure students' needs are being met, and that there is a consistency of approach by all staff.

Reporting to schools – behaviour plans will be put together with the school contact. Schools will be informed by phone or email the same day if there are any behaviour issues that need addressing or adding to the behaviour plan.

Teaching and Learning approaches:

The role of teaching and learning in positive behaviour management is to present to students a positive image of themselves. The emphasis is on giving students plenty of opportunities to become more effective communicators, enabling them to monitor and regulate their own behaviour wherever possible, and help them establish consistency in their relationships and in their interaction with the learning environment.

Staff place great emphasis on proactive, preventative measures in the management of challenging behaviour. This policy recognises four major approaches that are key in the prevention or reduction of challenging behaviour:-

1. The adopting and use of a student-centred approach

- Focusing on the student's individual needs in relation to the activities on offer.
- Creating a balance between individual and group needs.
- Responding to and acknowledging children's communications.
- Developing positive relationships with others through interactive teaching approaches.
- Finding people and situations to which the young person responds positively.

2. Students being enabled to develop autonomy and self-control

- Expanding opportunities for making choices, and having those choices respected.
- Seeking to encourage students to be responsible for their own behaviour.
- Staff maintaining clear boundaries for behaviour, so students have the security and consistency.
- Being given responsibility and independence during the daily class routine.
- Having achievable rewards



3. Developing a system for staff support (see below for details)

4. Developing a positive home link with parents/carers (see below for details)

Staff development and support:

Fields and farms are committed to developing a system of staff support which:

- Offers training for all staff in order to develop expertise in knowing when to intervene or not intervene, how to intervene without being confrontational, and how to manipulate the environment to reduce risk of behaviour occurring.
- Recognises that all staff need to build confidence and be valued.
- Offers a thorough programme of induction for all new staff, including peer mentoring.
- Provides regular access for all staff to support/supervision.
- Provides mutual support through meetings and discussion in teams and as a whole provision.
- Recognises staff have different thresholds of tolerance to different situations and enables staff to be aware of their own reactions and how to overcome them and be able to discuss these with senior staff openly in order to resolve the difficulties satisfactorily for all parties. (This is not an opt out clause, and staff must remember that they are employed by the provision to work with ALL the children.)

Student support systems:

We recognise that many students will require support (physical, verbal, redirecting) and that good role models of adult behaviour will assist learning. Some students may require different levels of physical prompting.

Liaison with parents and other agencies:

Fields and farms acknowledges that all positive behaviour management strategies must be developed in consultation with parents, staff and, where appropriate other professionals.

At Fields and farms, we are committed to developing positive home-provision links through:

- Regular consultation about student progress and strategies being employed in the management of behaviour.
- Realistic target setting and management strategies that can be used in home and provision settings effectively.
- Providing mutual support for all parties through discussions, developing practical strategies and opportunities for training sessions.
- Providing advice on resources, procedures, outside agencies etc.

It is important that ALL staff are made aware of plans/strategies

Organisation and facilities:



Fields and farms has limited learning spaces which may be used as part of a student's individual timetable or positive behaviour management plan included in their Pupil Profile. There will have been prior agreement and a rationale for the use of these resources/areas.

The Education Act 1986 has made the use of corporal punishment in school unlawful. This includes all physical chastisement such as slapping, hitting, punching, prodding, throwing missiles and other forms of rough handling, such as insensitive wiping of noses or putting on of coats, dragging or pushing a child, poking with finger, subjecting them to torment, ridicule or fear etc.

At Fields and Farms, the following actions are prohibited:

- Corporal punishment in any form, to include deliberate acts that cause pain or injury
- Manhandling of pupils
- Shouting at pupils, other than in an emergency in order to ensure the safety of the pupil, another child or member of staff
- Using a threatening physical presence, gesture or tone of voice
- Depriving pupils' access to food and drink which is normally available during the school day (eg; dinner, pudding and snack)
- Deprivation of basic rights as a punishment
- Use or withholding of medication
- Intentional deprivation of a period of sleep normally taken within school time
- Forcing a child to wear distinctive or inappropriate clothing
- Removing clothing, other than in an emergency or to prevent injury to self or others
- Intimate searches

Screening and searching:

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE: Screening, searching and confiscation – Advice for Headteachers, Staff and Governing Bodies, 2014.

(www.education.gov.uk)

Cyber bullying

Please refer to our Bullying Policy.

See also: DfE: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies July 2013

Appendix A: Statement of Behaviour Principles:

The Law states that the Statement of Behaviour Principles may include the following:

- screening and searching pupils;



- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

Fields and Farms - Statement of behaviour policies:

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body).

The purpose of this statement is to provide guidance for the Manager in drawing up Fields and Farm's Behaviour Policy so that it reflects the shared aspirations and beliefs of directors, staff and parents for the students in the provision, as well as taking full account of law and guidance on behaviour matters.

It is intended to help all provision staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the directors' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the manager to draw up the Behaviour Policy for Fields and farms, though she must take account of these principles when formulating this.

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and students each year. It must also appear on the website.

Principles

- Every student has the right to learn but no student has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption or abuse.
- Fields and Farms is an inclusive provision; all members of the provision community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- It is expected that all adults – staff, volunteers and directors – will set excellent examples to the students at all times.
- We seek to give every student a sense of personal responsibility for his/her own actions.
- The Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst students; it also provides guidance on use of reasonable force.



- Where there are significant concerns over a student's behaviour, the provision will work with parents to strive for common strategies between home and provision.
- The provision will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
- The Behaviour Policy will clearly reflect the provision's approach to exclusions.
- The provision will fulfil its' legal duties under the Equality Act 2010 in respect of Safeguarding.
- The provision will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

This policy will be reviewed annually

Next review date Jan 2026