



Behaviour & Discipline Policy

Policy issue date: November 2020

Policy review date: November 2021

This policy takes account of:

a) legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:

- Education and Inspections Act 2006, Section 93;
- Education Act 2002;
- Equality Act 2010.

Refer to Department of Education guidance November 2011 "Behaviour and discipline in Schools – a guide for headteachers and school staff" for an overview of the powers and duties for school staff.

b) The underpinning values and ethos which are most appropriate for children and young people placed within the Independent School as outlined below:

Underpinning Values and Ethos

4 Strides Equestrian main ethos is:

- To work with every student based on the needs and interests of each individual and guide them in a more open mindset to develop self belief and a desire to develop and progress.

Additionally 4 Strides Equestrian strives to:

- Develop and improve each student to engage and cooperate in and out of their lessons
- Increase student's enjoyment and interests in their education
- Promote a positive learning environment whereby the student feel safe, included and assured that their needs and difficulties are met.
- Support teacher/student relations to breakdown any interpersonal barriers which are impacting on a student's desire to progress.
- Increase parent/carers confidence and assurance in the school and our aims to support their child
- Encourage ownership and personal responsibilities in every student
- Educate pupils that it is acceptable to make mistakes in order to fulfil their potential.

Policy Aims

Our policy aims to guide students towards high self-esteem, self-regulation and self-management. Positive, effective discipline arises from positive relationships and from setting consistent expectations of good behaviour.

This policy aims not only to promote a set of values for the Centre, but a set of values that our students will take into the community both while at our Centre and after they leave. Our curriculum which promotes the spiritual, moral, social and cultural development of the students will support this philosophy.

We acknowledge that positive behaviour is a prerequisite for effective teaching and learning, to which all students have equal access and with equal regard.

General Rights

- All teachers have the right to teach
- All students have the right to learn
- Everyone has the right to be and feel safe
- Everybody has the right to be listened to
- Everybody has the right to dignity and personal respect

Responsibilities and Expectations of Staff

- Consistency and the regular maintenance of high standards is highly important
- Students have a clear understanding of the expectations and will be regularly reminded of the rules and expectations.
- Instructors/teachers will be expected to outline learning environment etiquette using a pro social model approach and make it clear to students what is expected of them within a learning environment using systematic, consistently applied behaviour management approaches.
- Routines will be in place throughout the day to create a safe, familiar learning environment.
- Recognise their duty to work together with students to ensure they can achieve their potential, whilst promoting mutual respect
- Instructors/teachers will ensure lessons are adequately prepared and resourced
- To have high expectations of the students in terms of behaviour
- To treat each student fairly and ensure that the Centre's expectations are applied consistently

Responsibilities and expectations of Parents/Carers

- Parents/Carers will ensure their child attends regularly and informs the centre promptly of any reasons for absence
- Parents/carers will support the rules and expectations of the centre
- Parents/carers will attend any meetings called to support their child
- Parents/carers will ensure the centre is informed promptly of any concerns they have regarding their child, or any events outside school which might have a negative impact on the child's progress
- Parents/carers will be active partners in their child's education and work together with 4 Strides Equestrian to ensure all children have the best chance of reaching their full potential

Responsibilities and expectations of students

- Students will attend regularly and promptly
- Students will try their best in all lessons
- Students will treat all staff and other students with respect and politeness
- Students will take responsibility for their own learning
- Students will let staff know if they need help in any format

The above expectations will be discussed with the student during the induction process and throughout their placement on the provision.

Encouragement of Positive Behaviour

We strongly believe that positive behaviour should be continually reinforced at all times. Positive behaviour covers any isolated positive action which the student presents and/or where the student continues to demonstrate positive developments within their social, emotional and behavioural difficulties as well as their educational and personal journey.

As well as raising awareness of the student's positive behaviour within the Centre, this awareness will be shared with parents and carers on a regular basis.

Additional encouragement and praise will be given for the following behaviour:

- Prompt attendance

- Following instructions
- Showing appreciation and understanding for others, their needs and difficulties
- Staff should remain professional at all times and promote an encouraging and active environment.
- This should include informal, yet essential rewards such as:
- Welcoming students at all times when they arrive into the learning environment with a friendly, engaging attitude
- Using positive gestures, eye contact and body language
- Consistently recognising milestones and personal targets
- Targeting praise with other students
- Sharing good efforts and positive behaviour with other staff, parents and carers.

Students are encouraged and continually praised and motivated through positive reinforcement.

4 Strides Equestrian also reward students through positive contact to parents/carers and ongoing encouragement during their day.

4 Strides Equestrian do not use materialistic rewards as we believe students begin to conform and present positive behaviour for materialistic goals and move away from the desire to succeed for their own personal benefit.

Challenging Negative Behaviour

At 4 Strides Equestrian, we are keen to remain positive and focus on positive behaviour. However to remain consistent and present a pro social model, we must challenge negative behaviour to establish clear expectations both within the learning environment, and also within the local community.

It is an essential aspect of the behaviour policy that all staff, students and parents/carers are aware of challenging negative behaviour. The purpose of the policy is to challenge negative behaviour to allow the student to gain an understanding of their behaviour and how it impacts on themselves and those around them. We encourage self-management and self-regulation whereby the student learns from their behaviour and there is a desire to make personal judgements and alterations rather than rules being externally imposed.

Instructors/teachers should encourage students to understand that negative behaviour impacts on themselves as well as others, rather than seek a disciplinary stance as this can be counterproductive and can impact on a young person's trust and stability. Students should, at no point feel unsafe, rejected and weakened by their presence within the centre; therefore staff should always have a clear understanding of the students' individual needs and monitor any effect this may have on the student's behaviour prior to following disciplinary procedures. This does not excuse challenging negative behaviour, but staff should have clear considerations for the students needs prior to making judgements regarding behaviour.

Students should not be asked to leave the learning environment at any point unless the following factors occur:

- A student is persistently disrupting the learning of others and clear attempts have been made to allow the student to make alterations in their behaviour .
- The tutor is unable to continue with the progress of the lesson.
- There is a clear display of bullying

- There is a serious incident which requires immediate action to be taken and/or individuals are at risk of injury

Restorative of Justice

Restorative practices will be used to prevent conflict, build relationships and repair harm by enabling people to communicate effectively and positively.

A facilitated restorative meeting will be used in these circumstances. This enables individuals and groups to work together to improve their mutual understanding of an issue and jointly reach the best available solution. But in many cases a less formal approach, based on restorative principles, may be more appropriate.

4 Strides Equestrian follow and enforce the 6 principles of restorative practice:

1. Restoration – the primary aim of restorative practice is to address and repair harm.
2. Voluntarism – participation in restorative processes is voluntary and based on informed choice.
3. Neutrality – restorative processes are fair and unbiased towards participants.
4. Safety – processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused.
5. Accessibility – restorative processes are non-discriminatory and available to all those affected by conflict and harm.
6. Respect – restorative processes are respectful to the dignity of all participants and those affected by the harm caused.

Behaviour Support System

Our behaviour support system can be used to support a person or persons to aid in the construction, maintenance and repair of relationships within the centre.

Stage 1 – Verbal Concern

This is a recognition that the students negative behaviour is in need of challenging. This should be made brief to prevent significant focus on the student and their behaviour. The tutor must make efforts to understand any reasons for the student's disengagement and place effective classroom strategies in place to prevent any escalation into an 'agitation' phase. A 'verbal concern', should not be seen as a *verbal warning*. The negative connotation of the word 'warning' can be judged as a threat.

Stage 2 – Secondary Concern

If a student persistently impacts on the learning of others and the tutor's ability to teach, additional intervention will take place in a separate area. This is further recognition of the student's negative behaviour but allows effective intervention to take place to understand the cause of behaviour and put in additional support based on the intervention outcomes.

Staff should recognise and/or consider any difficulties the student has in understanding the work provided, inabilities to complete a task, triggers which have occurred prior to attending the centre or within the lesson or inabilities to complete a task prior to continual 'concerns' being raised prior to continual 'concerns' being raised.

Stage 3 – Reflection Room

If a student shows excessive inability to remain focused or shows signs of stress, anxiety and anger, they should remain relocated to 'Quiet Place' as an opportunity to focus on their current state.

In the 'Quiet Place', staff should support and encourage the student to share their emotional state by describing their feelings and physical reactions.

The 'Quiet Place' is not a punishment place, but a nurturing environment with an opportunity for the student to self-regulate or co-regulate in a safe, calming environment.

If the behaviour of the student is perceived as dangerous and harmful to themselves or others whether physically or mentally then the Centre Manager will decide if the situation requires further escalation.

Stage 4 – Behaviour Contract

If a student is displaying ongoing, persistent behavioural difficulties and is having a broad impact on the provision as a whole and requires more intensive support, they will be placed on behaviour contract. A Student Behaviour Contract aims to allow the student to recognise and become more aware of their behaviour and deescalate any ongoing patterns of negative behaviour.

It is essential that parents/carers and the student's mainstream school are included within the Specific targets will be set for the student to work on which is beneficial to them, their learning. The Behaviour Contract must be agreed between the student, the parent/carer and the Centre Manager as a mutual understanding and joint effort. Outside agencies and services who support the student will be invited to attend and have input. All behaviour contracts must be shared with tutors to allow for consistency throughout the provision for that student.

Staff observations and a behaviour report is recorded to evidence and highlight areas of concern which will set the foundation for the agreed targets in which the students should focus on. These targets are regularly tracked for three full session allowing the student to demonstrate any improvements, but allows and recognises possible lapses in behaviour.

A behaviour contracts can run for a period that is decided by the Centre Manager, but should be tailored to the student in question. The Performance Contract should be reviewed regularly throughout its timeframe to make any necessary adjustments or support to the student.

A final review and summary will be created and shared with the student, parent/carer and the referring school. This will detail any additional concerns and or successes. Where a student has achieved the Agreed Targets they will be removed from the Student Performance Contract. Where a student has failed to meet the Agreed Targets, they will proceed to a Behaviour Action Plan and/or their placement at 4 Strides Equestrian will be reviewed.

Stage 5 – Behaviour Action Plan

A Behaviour Action Plan will be introduced where a student is not meeting the agreed targets set out in the behaviour contracts. This will emphasise the support required and enforce necessary targets.

Stage 6 – Permanent Exclusion or removal of placement

If the student fails to meet the targets and expectations laid out in their Behaviour Contract and then their Behaviour Action Plan, then a permanent exclusion will be considered, or the removal of the student from their place at the establishment. The Centre Manager will focus on the students' efforts throughout their entire contract period rather than one isolated incident, unless the incident is particularly severe. 4 Strides Equestrian will work alongside all agencies involved include the Local Authority in support the students next placement.

Fixed Term Exclusions

4 Strides Equestrian believe that fixed term exclusions should not be used as an opportunity to relieve themselves of the burden of a student. Fixed term exclusions, should only be used when the student requires time away from the provision to refocus and where there is a danger of causing possible harm to themselves or others.

Lapses in performance and behaviour are expected and should be incorporated into their support strategy and Performance Contract. The Centre Manager should make a judgement alongside the supportive framework of outside agencies as to whether the student is going through a lapse or whether this is a more serious breach of the policies and procedures.

The final decision for fixed term exclusion rests with the Centre Manager following consideration of all available evidence of each individual case. The Centre Manager will liaise with the referring body i.e. the student's mainstream provider or the contractor prior to any exclusion to meet their exclusion policy. A student can be only be excluded by the Centre Manager.

On return from a fixed term exclusion, a meeting should be held to welcome the student's return. This meeting should be kept brief but emphasise the reasons behind the student's exclusion. A set of positive targets should be introduced which the student should work towards throughout the rest of their placement; further discuss the reasons behind the exclusion and put coping strategies in place to prevent similar incidences occurring.

Removal of Placement

4 Strides Equestrian believe that a removal of placement should be used as a very last resort and where every element of the behaviour scaffold, support strategy, targeted intervention, and involvement from parent/carers and outside agencies have been implemented, but have not had a positive impact upon the student's behaviour/performance.

Where a very serious 'one-off' incident occurs or where a student's behaviour is seriously persistently disruptive the Centre Manager may decide that a removal of placement is appropriate.

As with Fixed Term exclusion, a discussion with the students' mainstream school or the contractor will be scheduled to discuss the student's placement and alternative options.

Cases where this decision would be taken might include instances where allowing the student to remain within the provision will seriously harm the education or welfare of students or others.

An internal consult will take place with The governors to ensure all efforts have been made to support the needs of the student. The final decision for removing a student from the provision rests with the Centre Manager following consideration of all available evidence of each individual case.

Isolated Behaviour Incidences

Mobile phones

4 Strides Equestrian recognise that mobile phones and electronic devices are a significant part of a young person's daily routine and a useful security item, but with them become significant problems.

Mobile phones are prohibited during learning time. Students will be able to access their devices during their lunch break.

The taking of photos of any kind requires prior permission from the Centre Manager. Any student found to be taking photos within the Centre, of staff and of other students will have their phone confiscated whereby they will be required to demonstrate to the Centre Manager that the photos have been removed before the mobile phone leaves site at the end of the day.

Damage to internal and external property

If a student has made deliberate damage within or outside the Centre or facilities, the student will be required to assist in the repairs of the item or area in which damage was caused as part of the Restorative Justice practices. Parents/Carers may be required to contribute to the cost of repair or replacement to any damaged items of furniture or equipment.

The Centre Manager will look at the individual circumstances of the incident and if required will implement a Performance Contract to put in support strategies with an aim to prevent a similar incident occurring.

Smoking

Students who are found to be smoking on site will be challenged accordingly.

Illegal Substances

- Drugs
- Alcohol
- Offensive weapons
- Sharp implements such as knives

Illegal substances are prohibited on site, and any such items will be confiscated. Possessions and use of these may result in a serious sanction. In the most serious cases, the police will be contacted.

Drug and alcohol related incidents

Any student who is believed to have an alcohol substance issue and/or is believed to be under the influence of alcohol on site will enter stage 4 of the behaviour support system.

Violence

The Centre has zero tolerance for any violent or threatening behaviour. All staff and students have the right to work in an environment free from intimidation or fear. The safety of students and staff is our primary concern, and we will ensure that the environment is safe and secure at all times.

All aggressive behaviour, including verbal threats and bullying will be treated seriously. This applies to all visitors and parents: the Centre is an environment where respect and trust is shown for all people at all times.

Approved by

Signed: Name: Date:

Director