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# Behaviour Management Policy

### 1. Introduction

South Brockwells Farm (SBF) is committed to a nurturing and therapeutic approach towards behaviour management. This policy should go hand in hand with SBF's Farm Risk Assessment, that states that the behaviour management of any child(ren) is to be dealt with by the child(ren)'s parent or group leader. The staff aim to establish a consistent and positive approach permeating all activities for all age groups based on mutual respect and consideration for each other, staff, parents, carers, children and young people alike.

### 2. Purpose

Our shared aims and vision place strong emphasis on South Brockwells Farm being a place for children and young people to explore, be inspired, reset and develop as individuals and in doing so, we encourage qualities such as respect, responsibility, self-discipline, co-operation and consideration.

This policy is therefore based upon the following rationale:

- a nurturing, inclusive and therapeutic approach, established by all members of staff.
- clear procedures that are fairly and consistently applied and appropriate to the age and environment
- the encouragement of children and young people to make positive choices about their conduct, using various methods of communication
- information provided by parents/carers and schools relating to a child or young person's behaviour is followed at all times
- we reward good behaviour and celebrate achievements

### 3. Aims

This policy aims to protect children and young people by endorsing and reinforcing good behaviour. We also aim to present a model of good behaviours.

All staff to follow the principals below:

- all staff have a responsibility to ensure that the Behaviour Management Policy is adhered to.



- good behaviour is constantly kept as a high-profile issue by ‘catching’ children and young people doing the right thing.
- the enhancement of self-esteem and positive role modelling is kept at the heart of our approach and incorporated in all activities involving staff, parents, carers, children and young people.
- children and young people’s feelings and emotions are acknowledged, and constructive help and support is given to resolve difficulties
- under no circumstances may a child/young person be shaken and/or physically punished
- all staff must ensure that the environment and activities are as safe as possible to avoid personal injury and the need for intervention
- if it is deemed necessary to withdraw a child or young person from a particular activity, the Director of Education and Events should be informed who will communicate with parents/carers/schools as required. A restorative conversation should take place before the next session to avoid a repeat incident.
- staff should avoid discussing a child or young person’s behaviour with another person with the child or young person present.
- recurring problems will be tackled by the Director of Education and Events and SBF will communicate regularly with schools/parents/carers on progress.
- Boxall profiles may be completed to help identify students’ gaps in learning and development which will support staff in managing some kinds of behaviour that may arise.
- Staff will be aware that some kinds of behaviour may arise from a child or young person’s additional needs and the Director of Education and Events will lead training with all staff on reading documentation and planning for a child’s additional needs.
- staff will not shout, or raise their voices in a threatening way
- in any case of unacceptable behaviour, it will always be made clear to the child or young person in question that it is the behaviour that is not welcome and schools/parents/carers will be made aware of the poor behaviour.
- staff will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people

#### 4. Expectations

All children and young people, parents, carers and staff are expected to follow simple expectations concerning acceptable behaviour:

- be kind to each other.
- support each other in avoiding stressful and possible explosive situations
- take care of your own and others property and equipment
- listen to and respect each other by various methods of communication

#### 5. Policy Status and Review

<b>Written by:</b>	Director of Education and Events
<b>Owner:</b>	Director of Education and Events
<b>Status:</b>	V1 = Submitted to Partners 1/3/22
<b>Approval date:</b>	V1 = 14/03/22
<b>Review Date:</b>	August 2023

