Running Deer Intervention Services
Behaviour Policy

Reviewed: 11.07.2026 | Next date for review: 01.07.2027

Running Deer Intervention Service knows that young people can reach their full potential given time, the right opportunity and the support they need.

Our values are based on respect.

- Respect for self.
- Respect for others.
- Respect for the environment.

We strive to:

- Be ethical in everything we do.
- Be user led and transparent at all times.
- Promote inclusiveness.
- Make a positive difference to peoples' lives.

Rationale

At Running Deer, we recognise that people from all backgrounds access the Intervention Service, both as staff members and as clients, and we believe that at our Intervention Service there are 'No Outsiders' because we are all different and we are all equal. We draw strength from our diversity as a group and use this to ensure the best possible outcomes for all, recognising that people will have different strengths and different needs.

We are committed to a Trauma and Mental Health Informed ethos that maximises the protective factors of our Intervention Service, by creating an environment of safety that has strong, positive and supportive relationships between everyone at its heart. This requires staff and adults, who support the young people at Running Deer, to understand the impact of emotionally regulated and available adults, who can provide calmness and containment of young people, their parents/carers, or each other.

All staff are responsible for adhering to positive practise that promotes a student's ability to engage in, and access, their learning. This is based on the understanding that children best achieve, develop, and reach, their true potential when staff are fair, flexible, trustworthy, respectful, and model positive relationships.

This policy aims to set out a framework through which staff and children can promote and uphold high expectations of behaviour, nurture and repair relationships, and enable everyone to learn and develop.

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Legislative Framework

This policy has been developed with regard to current legislation and statutory guidance including:

- Education Act 1996
- Education Act 2002
- Children and Families Act 2014
- Equality Act 2010
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- Behaviour in Schools: Advice for Headteachers and School Staff
- Searching, Screening and Confiscation: Advice for Schools
- Suspension and Permanent Exclusion Guidance
- Alternative Provision Statutory Guidance (updated February 2025)

Positive Behaviour

At Running Deer Intervention Service, we recognise that all behaviour is communication, and that negative behaviour communicates an unmet need. We aim to support children to understand their behaviour and the reasons behind it. All staff need to understand the children, their needs relating to attachment, trauma, or SEND, and need to maximise opportunities for children to achieve success and have positive outcomes.

Running Deer recognises its duties under the Equality Act 2010 and the Children and Families Act 2014. Behaviour support will always take account of a young person's identified or emerging Special Educational Needs and Disabilities (SEND). Reasonable adjustments will be made where appropriate, and staff will consider whether behaviour may be a form of communication arising from unmet need or disability before applying consequences.

We aim to work closely with children, their families and services in order to best meet their needs and to help them to manage their behaviour. These relationships are paramount and are reflected in our Relationships Policy.

To support long term behaviour change we deliver sessions that include, but are not restricted to:

- Creative interventions or Sandplay therapy
- Sensory regulation exercises ('sensory diet')
- Mentoring time
- Use of therapeutic language

Positive behaviour management strategies we use include, but are not limited to:

- showing unconditional positive regard to children
- emphasising positive behaviour and attitudes, and "catch them being good" (Rogers, 2002) in order to give feedback and praise.

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- setting, monitoring and evaluating the impact of realistic achievable targets for children, referring to positive behaviour support plans where applicable.
- encouraging peers to seek and praise the good in others by giving opportunities to take on roles across the Intervention Service e.g. showing children how to make a mallet, showing new children around etc.
- using a restorative approach to consider behaviour choices and repair relationships, using the restorative script.
- celebrating hard work, effort, and positive behaviour throughout the day and in communication with families
- using individualised PSHE lessons, the Emotional Curriculum, and through our No Outsiders work, to teach children about understanding emotions, managing behaviour, risks, consequences, equality, etc.
- staff acting as emotionally available adult for the children

Rights and Responsibilities

Children have the right to:	Staff in Intervention Service have the right to:
Be treated with respect Be safe Learn Be listened to Achieve success	Be able to teach and support learning without hindrance Feel safe Be supported by colleagues Be listened to
Children have the responsibility to:	**Staff in Intervention Service have the responsibility to:**
Be willing to learn Allow others to learn Cooperate with staff and peers Treat each other, and staff, with respect Try their best	Enable all children to learn Create a positive environment in which student feel safe and able to learn Model, encourage, reinforce and celebrate positive behaviour Treat children with respect

When possible, staff will be consistent between them about the behaviour standards expected for each student, which does not mean treating the children as the same. Our children have different needs, experiences and backgrounds, which will always be taken into account.

Parents or carers and services have the right to know how their child is doing in Intervention Service, through daily 'journey logs', phone calls and other correspondence, official reports to parents/carers, and regular meetings with staff and other professionals.

Parents or carers and services have the responsibility to let Intervention Service know if there has been a change in circumstances which might affect their child. They have the responsibility to support the Intervention Service in upholding standards of positive behaviour, and to discuss any concerns as soon as they arise.
Running Deer works in partnership with commissioning schools, local authorities, parents, carers and other professionals to ensure young people receive appropriate educational provision, safeguarding support and regular reviews of progress throughout their placement.

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The Board of Directors' legal responsibility it is to make sure that the Intervention Service has an effective Behaviour Policy in place and the Board monitors compliance with its implementation. The Board should also ensure that the policy is made available to parents and carers if requested and is on the Intervention Service website. They will make sure the policy is reviewed in line with the review schedule or as new legislation/guidance emerges.

Rewards

Whilst rewards can be motivational for children, those who have insecure attachments, or who have experienced trauma, or have negative previous Intervention Service experiences, may respond to rewards in unexpected ways. They might sabotage the reward or might feel they are not deserving of the reward, leading to insecurity and feelings of shame (Cooper, 2001). To this end, we believe that rewards should be individual, and negotiated with the student, in order to reward and reinforce positive behaviour rather than punish the negative (Kohn, 1999).

All staff are responsible and actively involved in rewarding positive behaviour, and achievements, success and positive behaviour both inside and outside Intervention Service are celebrated.

Rewards used in the Intervention Service are varied and reflect the individual student's needs. Informal rewards at Running Deer may include:

- Smiles, positive eye contact and gestures.
- Positive praise.
- Phone calls, emails, sending photos, or other forms of communication with parents/carers.
- Displaying of work.
- Additional responsibilities.
- Sharing work and/or positive behaviour with other professionals, including social workers, youth workers, SENCos etc.

Consequences

Children are encouraged and supported to make choices about their behaviour and take responsibility for their actions. Choices are guided by their responsibilities and will lead to positive or negative consequences according to their choice. Children will know the consequence of a sensible or inadvisable choice. Responsible choices will lead to positive consequences, whilst, if children choose to behave in an unacceptable manner there will be known negative consequences.

Consequences occur when necessary and as appropriate to the student, the circumstances and the behaviour that has taken place.

Examples of consequences at Running Deer include:

- Directly speaking to the student and remind them to follow the instruction given. Explain what they have chosen to do is not a good choice and why. Be clear about how they should be choosing to act. Explicitly tell or model to the student what they should be doing.

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- Taking the student to their nominated “safe space”, or another chosen area either indoors or outside. Here the supervising adult can establish a positive conversation with the student and defuse the situation.
- Removal of other children if the situation is escalating, and/or the student’s behaviour is becoming dangerous.
- Intervention from Senior staff
- Phone calls home to parents/carers or services

All significant behaviour incidents will be recorded proportionately on CPOMS. This includes serious behavioural incidents, safeguarding concerns, discriminatory incidents, bullying, racist incidents, any use of physical intervention, and incidents requiring searching or confiscation. Records will be used to identify patterns, review support strategies and inform safeguarding decisions. Restorative conversations will always happen after an incident of negative behaviour.

(See separate policy for De-escalation, Physical Intervention and Restraint for serious incidents).

Searching, Confiscation and Screening

Running Deer follows the Department for Education guidance Searching, Screening and Confiscation: Advice for Schools (current edition). Searches will only be undertaken where lawful, necessary and proportionate, by appropriately trained senior staff. Wherever possible, searches will be conducted respectfully, with another member of staff present where appropriate, and recorded in accordance with safeguarding procedures. Parents or carers will normally be informed where appropriate.

In summary, the Director of Intervention Services, or Centre Manager, will search a student where they believe a student may have the following:

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - to cause personal injury,
    - to cause damage to the property or any person (including the young person).

Suspension and Removal

Running Deer aims to avoid suspension wherever possible through early intervention, restorative practice and personalised support. Where a commissioning school is responsible for any suspension or permanent exclusion decision, Running Deer will work collaboratively with the school, parents, carers and other professionals to minimise disruption to education and support successful reintegration wherever appropriate.

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Where a young person requires temporary removal from an activity for safety or regulation purposes, this will be for the shortest possible time, under supervision, and will never be used as a punishment.

Our Intervention Service Rules

Intervention Service rules will shared by staff and children at the beginning of each agreed intervention.

For example:

- *Always try your very best to engage*
- *Follow the instructions given by adults, don't be afraid to ask if you don't understand*
- *Take reasonable care to avoid injury to yourself and others.*
- *No swearing or fighting*
- *Take care of your own and other people's belongings*
- *Take care of our Intervention Service's resources, buildings and grounds*
- *Energy drinks are not permitted at Waterside*
- *Mobile phones are not to be used other than at break times*

References

Cooper, P. (2001) *Understanding and supporting pupils with emotional and behavioural difficulties*. UK: Routledge
Kohn, A. (1999) *Punished by Rewards: The trouble with gold stars, Incentive Plans, A's, Praise and Other Bribes*. USA: Houghton Miffin Company.
Rogers B. (2002) *Classroom Behaviour - A Practical guide to effective teaching, behaviour management and colleague support*.

Statutory Guidance

- Alternative Provision Statutory Guidance (Department for Education, updated February 2025)
- Behaviour in Schools: Advice for Headteachers and School Staff (Department for Education)
- Keeping Children Safe in Education (current edition)
- Searching, Screening and Confiscation: Advice for Schools (Department for Education)
- Suspension and Permanent Exclusion Guidance (Department for Education)
- Working Together to Safeguard Children (current edition)

Policies

This policy should be used alongside our other policies, including, but not limited to:

- Relationships Policy

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- Safeguarding Policy
- De-escalation, Physical Intervention and Restraint Policy
- Equality, Diversity and Inclusion Policy
- SEND Policy
- Complaints Policy
- Health and Safety Policy

Contact Running Deer Intervention Services

Waterside, Berry Pomeroy, TQ9 6LH
Email: ifs@rdcic.org.uk Website:
https://www.runningdeer.org.uk

Appendices

Running Deer - Code of Conduct

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Running Deer Board and those working for or on behalf of Running Deer Intervention Service are required to make a personal and professional commitment to each other and to clients, suppliers and other stakeholders or contacts during their everyday working practice as follows:

- Accept and treat others fairly.
- We have the right to screen and search children.
- We may use reasonable force only where it is lawful, necessary and proportionate to prevent injury, serious damage to property or serious disruption. Staff will always seek to de-escalate situations first and will follow the De-escalation, Physical Intervention and Restraint Policy.
- Respect cultural and personal differences.
- Promote and encourage diversity and equal opportunity principles at all times.
- Support and promote Running Deer as an ethical Equal Opportunity Employer.
- Share information and support work colleagues and managers where possible.
- Be co-operative, helpful and maintain a positive team spirit.
- Provide monitoring information regarding ethnic or majority origins to ensure special needs are catered for.
- Not to harass, victimise, bully or discriminate against others.
- Not to tolerate harassment, victimisation, bullying or discrimination.
- To report harassment, victimisation, bullying or discrimination if it happens.

Restorative Conversations/ Meetings

Facilitator guide and conference script – for acknowledged harm/accepted responsibility.

A key part of the Positive Behaviour Curriculum is in supporting pupils to repair relationships following incidents. Adults should use the following script, amended for age appropriateness.

Introductions

"Welcome, as you know my name is xx and I have been asked to facilitate this meeting. (Introduce participants if necessary). I have spoken to all of you about the incident (briefly outline what happened) xxx (wrongdoer name) has admitted their part. I remind you that you are here to discuss what happened, not the character of anyone involved. I will invite you all in turn to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right. " **Start with perpetrator(s)** – I would like to start by asking …….

- Can you tell us about what happened and how you became involved OR what happened?
- What happened next OR what else? (ask this until their story unfolds)
- What were you thinking at the time?
- What have your thoughts been since?
- How has this affected/upset you and others?
- What's been the hardest thing for you?

Turn to harmed person(s) – I would like to start by asking …….

- Can you tell us about what happened and how you became involved OR what happened?
- What happened next OR what else? (ask this until their story unfolds)

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- What were you thinking at the time?
- What have your thoughts been since?
- How has this affected/upset you and others?
- What's been the hardest thing for you?

Then ask remaining participants in turn the same questions (if necessary, theme in views of those not present)

Go back to the perpetrator(s) – you have just heard how xxxx and others have been affected by what you did

- Do you all see that harm/upset that has been caused?
- Is there anything you want to say at this stage?
- Do you think that something needs to be done to repair that harm/put it right?

Go back to the harmed person – What do you think needs to happen?

Go back to the perpetrator(s) – What do you think of what xxxx has suggested?

Return to person harmed and then other supporters

- What do you think/feel about what has been said?
- What would you like to see come out of today's meeting?

Return to perpetrator(s) – What do you think/feel about what has been said?

Make agreement

Optional questions

- Would you do anything differently now?
- What other choices could you have made?
- What have you learned from the meeting?

Final invitations to speak – before I close the meeting is there anyone else who wishes to say or ask something?

Closing the meeting – Thank you for participating in this meeting, I hope that your time together has helped you deal with this matter.

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