# Behaviour Policy

Reviewed: 20.09.2023 | Next date for review: 01/09/2024

Running Deer School 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 school, both as staff members and as students, and we believe that at our school 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 school, 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 students 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 students can promote and uphold high expectations of behaviour, nurture and repair relationships, and enable everyone to learn and develop.

## Positive Behaviour

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

We aim to work closely with students and their families 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:

- Art or Sandplay therapy
- Sensory regulation exercises ('sensory diet')
- Case worker/mentoring time
- Use of therapeutic language
- Board game club (priniclples based therapeutic interventions)
- Relaxation/Yoga/mindfulness

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

- showing unconditional positive regard to students
- emphasising positive behaviour and attitudes, and "catch them being good" (Rogers, 2002) in order to give feedback and praise.
- setting, monitoring and evaluating the impact of realistic achievable targets for students, 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 school e.g. showing students how to make a mallet, showing new students 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 school day and in communication with families
- using individualised PSHE lessons, the Emotional Curriculum, and through our No Outsiders work, to teach students about understanding emotions, managing behaviour, risks, consequences, equality, etc.
- staff acting as emotionally available adult for the students

## Rights and Responsibilities

| Students have the right to: | Staff in school have the right to: |
|---|---|
| Be treated with respect<br>Be safe<br>Learn<br>Be listened to<br>Achieve success | Be able to teach and support learning without hindrance<br>Feel safe<br>Be supported by colleagues<br>Be listened to |
| Students have the responsibility to: | Staff in school have the responsibility to: |

| | |
|---|---|
| Be willing to learn | Enable all students to learn |
| Allow others to learn | Create a positive environment in which student |
| Cooperate with staff and peers | feel safe and able to learn Model, encourage, |
| Treat each other, and staff, with respect | reinforce and celebrate positive behaviour |
| Try their best | Treat students with respect |

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

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

**Parents and carers** have the responsibility to let school know if there has been a change in circumstances which might affect their child. They have the responsibility to support the school in upholding standards of positive behaviour, and to discuss any concerns as soon as they arise.

**The Board of Directors**' legal responsibility it is to make sure that the school 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 school 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 students, those who have insecure attachments, or who have experienced trauma, or have negative previous school 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 school are celebrated.

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

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

## Consequences

Students 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. Students will know the consequence of a sensible

or inadvisable choice. Responsible choices will lead to positive consequences, whilst, if students 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.
- Taking the student away from main camp, or to their safe space, or another chosen are of the woods. This not only closely supervises the student but also allows good behaviour to be modelled. It also means that the supervising adult can establish a positive conversation with the student and defuse the situation.
- Removal of other students if the situation is escalating, and/or the student's behaviour is becoming dangerous.
- Intervention from Senior staff
- Phone calls home to parents/carers

**Serious incidents will always be logged on our CPOMs system. Restorative conversations will always happen after an incident of negative behaviour.**

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


## Our School Rules

**School rules will be agreed upon by staff and students at the beginning of each academic year.**
*For example:*

- *Always try your very best to learn*
- *Follow the instructions given by adults, don't be afraid to ask if you don't understand*
- *Complete all assigned work, including homework in the required time*
- *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 school's resources, buildings and grounds*
- *Energy drinks are not permitted at school*
- *Mobile phones not to be used other than at break times*

The agreed school rules will be displayed in public areas. Students will sign an agreement and copies will be sent home.


## 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.*
## Policies

This policy should be used alongside our other policies:

- [Relationships Policy](#)
- [Anti-Bullying Policy](#)
- [De-escalation, Physical Intervention and Restraint](#)
- [Equal Opportunities Policy](#)
- [Equality and Diversity Policy](#)
- [searching-confiscation-and-exclusions-policy](#)
- [Safeguarding Policy](#)
- [SEND Policy and Information Report](#)

## Contact Running Deer School

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# Appendices

# Running Deer - Code of Conduct

Running Deer Board of Directors, the Running Deer Managing Director and those working for or on behalf of Running Deer 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 students.
- We have the right to use reasonable force. Please refer to [De-escalation, Physical Intervention and Restraint](#) policy for further information. Details of Devon's Guidelines [http://www.devon.gov.uk/inclusionreasonableforce.pdf](http://www.devon.gov.uk/inclusionreasonableforce.pdf)
- 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)
- 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.