



Behaviour Policy

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Policy Principles

The Blue Lighthouse ed believes that to enable effective teaching and learning to take place, good behaviour in all aspects of centre life is necessary. The Blue Lighthouse ed seeks to create a caring, calm and therapeutic learning environment and promotes that all staff and learners are entitled to work in a safe, fair and orderly environment and have appropriate access to support, guidance and training on behavioural matters.

Learners who attend The Blue Lighthouse ed will often display a range of behaviours that create barriers to their learning and progression. For this reason, The Blue Lighthouse ed's ethos is to enable learners to manage their behaviour through a therapeutic approach to remove their barriers to learning, which in turn will allow learners to engage in meaningful education.

The Blue Lighthouse ed has the general health and wellbeing of learners embedded in its ethos which includes supporting learners to manage their behaviour appropriately when onsite ensuring that they are ready for their next steps into full time education or employment.

The Blue Lighthouse ed promotes equal opportunities and anti-discrimination and does not discriminate or support discrimination against either learners, their parents and carers or staff and volunteers on the grounds of any protected characteristic under the Equalities Act 2010.

The ethos is designed to give young people, who have trouble accessing education or have a range of difficulties or disabilities, the chance to engage in a therapeutic learning environment, which will ensure that they have skills and knowledge needed to access education, employment or further training. Therefore, for all who attend The Blue Lighthouse ed, equality of opportunity underpins the value of everything we do; valuing and respecting diversity and building community cohesions.



These principles are achieved through combined holistic approaches which:

- Promote positive behaviour, self-esteem and mutual respect
- Ensure consistency and fairness of treatment for all
- Promote early intervention via proactive and targeted behaviour work with learners
- Seek to help learners understand their behaviours and enable positive changes

This policy therefore sets out the guiding principles and strategies of how The Blue Lighthouse ed effectively supports and assists learners to manage their behaviour to be able to meaningfully engage in education and with the wider community. In doing so, this policy also works to tackle anti-bullying (for more detail see Anti-Bullying Policy), promote anti-discriminatory practice and ensure fair treatment for all by providing a clear framework on our approach to managing negative behaviours from learners.

Roles and Responsibilities

The Blue Lighthouse ed Leadership team (LT) has established this policy for promotion of positive behaviour and will keep it under review to ensure that it is communicated to all learners, parents and carers, is non-discriminatory and that The Blue Lighthouse ed's expectations about behaviour are clear. The LT has responsibility for ensuring that this behaviour policy is implemented and appropriate training as necessary is provided to enable all staff to be able to follow and apply the policy and associated procedures.

All who work at The Blue Lighthouse ed have a shared responsibility for ensuring that The Blue Lighthouse ed Behaviour Policy and associated procedures are followed consistently and fairly applied.

The Blue Lighthouse ed expects that all staff and volunteers model positive behaviour as part of their professional responsibilities and ensure that any incidents of disruption, violence, bullying and any form of harassment are addressed appropriately, reported and recorded. The Blue Lighthouse ed also promotes that all staff including volunteers take responsibility for their own personal barriers to effectively manage behaviours.

The Blue Lighthouse ed encourages and supports staff to regularly reflect and discuss their own actions and responses to learners' behaviour and incidences. This is to identify any inadvertent contributory factor to a situation escalating and any areas of behaviour management that staff have difficulty with. This helps The Blue Lighthouse ed to ensure appropriate support and training is delivered and that staff and volunteers can confidently and objectively develop and utilise effective strategies with learners to promote the best possible outcomes.

Parents and carers also have an essential role to play in assisting The Blue Lighthouse ed to maintain high standards of behaviour. Regular liaison with parents and carers and external agencies regarding learners' behaviour is therefore paramount and proactively initiated by The Blue Lighthouse ed.



The Blue Lighthouse ed learners are encouraged to take responsibility for their own behaviours and will be made fully aware of this policy, procedure and expectations of their behaviour. This will always be carried out in a differentiated way to ensure that each learner is able to understand the expectations in a meaningful way. The Blue Lighthouse ed understands that behaviour is often a key aspect to the learners' barriers to learning and typically linked to their circumstances or specific condition. As such, ongoing support and guidance is provided by The Blue Lighthouse ed to enable learners to take responsibility for their behaviours and to learn to manage them effectively.

Staff Training and Support

The Blue Lighthouse ed provides and promotes a variety of training and support processes to enable staff to effectively manage challenging behaviour, promote the Blue Lighthouse ed therapeutic ethos and tackle discriminatory practice. All staff and volunteers receive an individual induction programme including the familiarity with The Blue Lighthouse ed policies and procedures.

Mandatory training is also on the following areas relative to behaviour management:

- Professional Boundaries and Responsibilities
- Effective Communication in the sessions
- Safeguarding / Child Protection (all areas required in KCSiE)
- Managing Challenging Behaviour & Assessing Risk
- CPI training

Where relevant The Blue Lighthouse ed will support staff to attend relevant external training related to behaviour management and will provide further training. There also exists a high level of support processes and systems for The Blue Lighthouse ed staff and volunteers regarding effective behaviour management relative to their role.

These include the following:

- Daily morning briefings and end of day debriefs where behaviour management is discussed, effective practice is shared, and behaviour strategies are agreed as a team and overseen by a member of the Leadership Team
- Regular opportunities for co-working
- Regular team meetings
- Supervisions
- Open door policy
- Teachers and Key worker observations and feedback
- Individual shadowing / mentoring as appropriate



Procedures and Framework for Managing Behaviour Standards and Expectations

The Blue Lighthouse ed has high expectations of the standards of behaviour displayed by learners. However, learners' behaviours may be linked to learners' diagnoses and as such there must be great understanding, sensitivity and skill when dealing with behaviour.

Inappropriate behaviours or responses are often embedded, learnt behaviours, which have manifested due to disrupted personal backgrounds and experiences. As such, high levels of support and input are required for the learners to be able to meet the standards within this policy.

The Blue Lighthouse ed therefore works extensively with learners in a consistent, person centred and intentional manner to help them to be able to display the following positive behaviours:

- Treating others, the environment and the animals with respect and consideration
- Being helpful and kind to others
- Using appropriate language
- Contributing to a calm, imaginative and inclusive learning environment
- Informing staff when having difficulties

Where learners display unacceptable and or inappropriate behaviour, The Blue Lighthouse ed works with them through various processes to help them learn and understand why their behaviour is unacceptable or inappropriate and helps learners learn and develop strategies for managing their behaviour and responses more appropriately.

Unacceptable and inappropriate behaviour includes:

- Absconding
- Physical Aggression / Violence to others
- Damage to property
- Verbal aggression including swearing directed at others
- Disruptive (stopping others from learning)

The Blue Lighthouse ed does not expect learners to display these unacceptable behaviours, however where learners have had historic difficulties and or incidents displaying these types of behaviours, The Blue Lighthouse ed understands that there is an increased likelihood of incidences of these behaviours occurring. To effectively manage this, pre-emptive structured processes are put in place through Individual Learner Risk Assessments, which will consider their Individual Education Plans/EHCP, Individual Learning Strategies or any such other documents from the learners' current academic placement. This, along with the use of appropriate learning environments with high staffing levels to ensure as much as is practically possible, learners are educated in an environment and manner that is conducive to displaying positive behaviours and is safe for all other learners, staff and volunteers.

The nature of the farm environment lends itself to imaginative ways of managing behaviour and allowing a sense of space for learners struggling with their behaviour.



Learner Ground Rules

To present and foster a culture where behaviours are addressed promptly and openly, staff will discuss with learners what is expected of them and why and how The Blue Lighthouse ed will work to support learners to achieve this.

Learners are given the opportunity to and encouraged to question and engage in discussion regarding the ground rules in order that they are accepted and clearly understood. Ground rules are then revisited at various times throughout the centre year as necessary.

Non-negotiable The Blue Lighthouse ed ground rules will include the following:

- Follow instructions, particularly safety instructions around the farm
- We are kind because bullying is not tolerated
- We do not leave the farm site without permission
- We do not smoke or bring smoking-related items to The Blue Lighthouse ed
- We do not have mobile phones or devices on site
- We are not violent or aggressive to others or animals

Early Intervention (including Preventing Bullying)

Due to the needs of our learners, The Blue Lighthouse ed operates intensively on pre-empting behaviours and early intervention. The Blue Lighthouse ed employs processes to achieve effectiveness in this area and promote environments and methods of teaching conducive to supporting learners to display positive behaviours.

Early intervention methods rely on the following processes which direct the work of all The Blue Lighthouse ed staff on an individual learner basis and work to prevent bullying.

- Knowledge of learners' needs, prior behaviours and incidents and any known triggers
- Risk Assessments
- Personal Education Plans
- Education, Health and Care Plans
- Individual Education Plans
- Relevant curriculum work
- Regular Learner Behaviour Review processes

If any unwanted behaviour occurs, reflection will be encouraged so that responsibility can be addressed in a safe manner and any further support strategies needed can be put in place. Reflection will happen as soon as possible after the event.

The Blue Lighthouse ed does not believe in the regular use of physical interventions and will ensure that every possible strategy will be used to avoid this. The use of any physical intervention will only



be implemented as an absolute last resort to stop a learner harming themselves or someone else, or any serious damage to property.

Knowledge of Learner Needs / Prior Behaviours

The Blue Lighthouse ed staff are made aware of, and proactively seek information on learners' previous behaviours and incidents and current needs through use of the following:

- From learners themselves
- The Blue Lighthouse ed Admission Information and Consent Form
- EHC Plans
- Personal Education Plans
- Previous centre reports
- Discussions with learners / parents / carers
- Agency reports as appropriate Risk Assessment Based on information gained about previous behaviours, incidents and current needs, a robust risk assessment is drawn up which details the potential risks a learner may present for certain activities around the farm.

The risk assessment then directs the learning environment and methods of working with the learners by agreed action and detail in the following areas:

- Strategies for managing behaviours
- Staffing Ratio / work with peers
- Most appropriate learning environment as appropriate
- Timetable most appropriate to needs
- Assessment regarding use of sharp objects in sessions
- Assessment regarding hot food / drink

All staff and volunteers sign up to working under the direction of the behaviour management strategies for each learner which will be reviewed and updated on termly basis and or following an incident or near miss and whenever there is a significant change with the learner.

Task specific risk assessments are also carried out and used in conjunction with learners' individual risk assessments to support The Blue Lighthouse ed to provide the most appropriate environment for learners to display positive behaviours throughout the day.

Structured control measures for staff include:

Learners are supervised always whilst at The Blue Lighthouse ed; this includes breaks and lunch times

All staff are made aware in briefing meeting which learners will be in and out of the farm



All staff are made aware in briefing of any expected meetings or visitors to The Blue Lighthouse ed. Should the Leadership team not be available, staff will be made aware of an alternative contact for advice / guidance on behavioural management.

The Blue Lighthouse ed also expects staff to employ the following approaches throughout all their work with learners to promote positive behaviour:

- Display good pro-social modelling
- Use active listening
- Stay as calm as possible
- Use appropriate tone and level of voice to the situation
- Use appropriate body language
- Be aware of your own triggers
- Use positive reframing
- Follow any psychology report recommendations
- Give clear firm boundaries
- Give clear instructions
- Give regular praise after instructions have been followed
- Ignore behaviour where appropriate
- Offer time out or 1-1 support where necessary
- Call for help from other staff if behaviour escalates to unmanageable level

Relevant Curriculum work

This includes work relevant to early intervention of behavioural concerns and bullying prevention through the following curriculum areas, where appropriate:

- Emotional Wellbeing
- Healthy lifestyles
- Relationships behaviour and practices in the workplace
- Personal Safety
- Diversity prejudice and discrimination
- British rule of law
- E-safety and cyber bullying
- Sex and relationships education Actions and Consequences



The Blue Lighthouse ed uses a variety of generic and individual strategies for managing learners' behaviour and promoting positive behaviour. Positive behaviour will be promoted by pro-social modelling by all staff and volunteers, discussions with learners on expectations, reflections on previous incidents, ongoing work on behaviour management, encouragement and praise and use of appropriate learning environment and methodology relative to the learners' individual needs. Unwanted behaviours will be dealt with on an individual basis.

The Blue Lighthouse ed does not promote the use of sanctions or punishments of any kind. However, staff do apply natural and logical consequences, dependent on the challenge faced. For example, a learner who absconds from the farm has shown that they cannot keep themselves safe and may therefore be stopped from attending without additional support. The Blue Lighthouse ed does not work in a punitive way but aims to support the learners to take responsibility of their actions and to learn that there are always consequences to the actions they take and decisions they make.

Consequences agreed for any significant behaviours will be recorded on CPOMs. However, in the event of more serious behaviours e.g., intentional harm to others or intentional serious damage to property, exclusion may be a consideration.

Exclusions

A decision to exclude a young person, either internally, for a fixed period or permanently is seen as an absolute last resort by the Blue Lighthouse ed. The physical and emotional health of our young people and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted.

The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of The Blue Lighthouse ed non-negotiable behaviours.

Exclusion may be the result of persistently challenging behaviour or a serious single incident. Any exclusion will be at the decision of the owner, usually in consultation with other members of the leadership team (particularly if they were involved in debriefing the incident).

Types of exclusion

Internal Exclusion/Reflection Time

Internal exclusion or Reflection Time is when a learner has time away from their usual group and must work and reflect, away from their group for a fixed amount of time. An internal exclusion/reflection time is a discretionary measure, where a young person's behaviour is escalating and more serious measures need to be taken, but there are not yet grounds for an external, fixed term exclusion. Typically, a young person receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the teacher and or the therapist, meetings with parent/carers etc).

Temporary / Fixed-Term exclusion

A temporary / fixed term exclusion is when a young person is excluded from The Blue Lighthouse ed and must remain home for a fixed amount of time. This should be for the shortest time necessary to



ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy. Wherever possible, a reintegration meeting with an appropriate staff member from the school and child(ren) should be held on or before the day of return to The Blue Lighthouse ed. However, the period of exclusion must not be extended to accommodate this.

Permanent exclusion

If a series of incidents, repeated misbehaviour or a serious incident occurs, or behaviour puts the safety of the learner or other learners at risk, it is at the owner's discretion to exclude the young person temporarily or permanently.

The Decision to exclude a young person, they will:

- Ensure that there is sufficient recorded evidence to support the decision.
 - Explain the decision to the children, if the children are in a state of mind to listen to the decision.
 - Discuss our reasoning with the young person's placement school
 - Contact the parents, explain the decision and ask that the child be collected or be at home to receive them.
 - Send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary/fixed term exclusion. A copy of the letter will also be sent to the school.
 - The length of the exclusion and any terms or conditions agreed for the children's return.
 - Plan how to address the children's needs and integration back into The Blue Lighthouse ed site on their return.
 - Plan a meeting with school, and children on their return to be conducted by a suitable member of staff, prior to their return wherever reasonably practical. This may also happen over the telephone.
- Involvement with school/college and other Agencies

The Blue Lighthouse ed seeks to involve school/college and other agencies in many aspects of behaviour management and decisions are shared through the following processes:

- ILPs
- Risk Assessments
- Evaluations
- Multi agency meetings
- Regular phone and email updates
- Termly reports where necessary, relative to a specific highlighted risk or following an incident, a member of Leadership will arrange a meeting with school, parents/carers and involve all other relevant agencies to discuss and agree specific behavioural strategies which will be reviewed regularly throughout the year.



Sharing Good Practice

The Blue Lighthouse ed will seek to share good practice and seek best practice from others in behavioural management with school, and other agencies in order that effective practice can be consistently employed for the benefit of the learners.

Monitoring and Review

This policy will be reviewed annually to ensure it remains current, effective, and aligned with organisational objectives. An earlier review will be undertaken if there are changes in relevant legislation or regulations that impact its content or application.