



Behaviour Policy

Yew Tree Farm School
Bredgar and Wormshill Light Railway
Swanton Street
Sittingbourne
ME9 8AT

Date - 23/01/24

Reviewed by - Stephen Grix

Next review date - 23/01/25

Behaviour Policy

Introduction:

Yew Tree Farm School is an independent special school for children that are struggling within other settings, either specialist or mainstream. We cater for students that are unable to access an education within a conventional classroom setting due to additional needs, social emotional or mental health problems or trauma. Therefore, our behaviour policy is not a one size fits all document and each student is treated in a manner that will most benefit their education, and always with respect and kindness.

Our school's fundamental values are as follows:

Students and staff will -

- Be kind above all else, demonstrating understanding and compassion to create a caring and safe environment
- Have high expectations of themselves and of each other and work together to achieve these
- Demonstrate perseverance when challenged
- Strive to discover their identity and interests and build confidence in themselves as individuals
- Be engaged and committed to their learning and subscribe to the emphasis on outdoor practical learning

Students and staff will subscribe to the fundamental values and their behaviour will be shaped around them.

Behaviour Expectations:

Yew Tree Farm School is a working farm, for this reason a certain standard of behaviour from students is necessary when on site. Student, staff and animal safety is paramount. Students will be supported to understand the standard of behaviour required, and gain an understanding of why some behaviours are not appropriate. Students and staff will work together to regulate potentially dangerous behaviours and find safe ways for students to express their emotions and calm themselves. We understand that for some children and young people regulating behaviour can be difficult.

Students will follow the guidelines in our safeguarding policy regarding safe use of technology.

Our behaviour policy will be set out in a child friendly document that students are introduced to upon starting at the school and referred to frequently. This includes our rules and expectations and what will happen if students are not meeting these. Our Learning Behaviours are set out in Appendix A.

Pupil Responsibility:

Pupils at YTFS are expected to take responsibility for their behaviour when they are able to. By learning to recognise their emotions and environmental triggers students will be better equipped to meet the behaviour expectations.

Each student will be provided with a traffic light system to display how comfortable they are feeling within a setting and how well they feel able to meet the Learning Behaviours. These will be portable so students can carry them with them at all times.

Green - I am feeling comfortable, I can follow the rules, I can stay safe.

Orange - I am feeling something big, I'm not sure I can follow the rules, I need some help to stay safe.

Red - I need help now, I am not able to stay safe.

Students will be taught how to use the traffic light system to ensure help is provided quickly when needed. This will include learning how to read their own emotions and recognise that they are beginning to struggle. This process is ongoing and students will be supported throughout. Awareness that it is the responsibility of the individual to show self-discipline comes with maturity and time; staff continually reinforce this with pupils.

Staff Responsibility:

All staff at Yew Tree Farm School will work to support students to meet the Learning Behaviours . This will be done through:

- Responding to traffic lights quickly and respecting students' assessment of their emotions
- Sharing the behaviour policy and Learning Behaviours with students frequently
- Teaching and supporting students with their emotional growth and understanding where their inappropriate behaviours may stem from
- Learning student triggers and helping students to cope and anticipating poor behaviours
- Challenging students to allow them to grow
- Praising students for not only following the rules but for recognising when they cannot and taking action themselves
- Ensure students are safe and implement positive handling when necessary, following the procedures outlined later in this policy
- Recording and reporting on student behaviour to ensure behaviour plans are up to date and there is a consistent approach across the staff team
- The Executive Board, Headteacher and staff are responsible for ensuring that all aspects of the school's behaviour policy and its application promote equality for all pupils

Headteacher and SENCO Responsibility:

- Writing individual behaviour plans and risk assessments for every student and ensuring they are regularly updated and reviewed with the learner, parents/ carers, relevant school staff and the Executive Board
- Ensuring all staff are trained in Team Teach and understand when physical intervention is necessary and feel confident implementing the strategies
- Talking to parents about behaviour within and outside of school
- Dealing with serious behaviour incidents and keeping records of reported serious incidents
- Responsibility for giving exclusions and notifying parents, Executive Board and the Local Authority on these occasions in accordance with Local Authority guidelines. For very serious acts of anti-social behaviour, the Headteacher in consultation with the Executive Board and Local Authority may permanently exclude a pupil
- The Executive Board, Headteacher and staff are responsible for ensuring that all aspects of the school's behaviour policy and its application promote equality for all pupils

Parent and Carer Responsibility:

- Reading and sharing with their child the Learning Behaviours which parents will receive a copy of during the admissions procedure
- Supporting students to attend and enjoy school
- Working alongside school staff to ensure students have an understanding of the Learning Behaviours and the importance of maintaining these for theirs and others' safety
- Engaging with staff for parents evenings, open days and other events

Rewards and Sanctions:

- When struggling with regulating behaviour students will be supported to remove themselves from the setting and have a time out to calm down and return to a state in which they can keep themselves safe.
- Discipline represents an opportunity to teach and nurture. At Yew Tree Farm School the emphasis is placed on restoration, not punishment or blame and feelings of guilt are minimised.
- Students are seen as separate from their behaviours, and any consequences are in place to reduce future inappropriate behaviour and not to punish the student.
- Consequences are always proportional, consistent across all staff, clearly address the behaviour and are not applied to a group for the activities of individuals.
- Maintaining relationships, empathy and feeling safe take precedence over other means of discipline.
- Consequences are not meant as punishment but should be used to 'make things right'.
 - If a student has offended, hurt or upset another pupil or staff member they should repair that relationship by offering an apology, either verbally or through a letter or a card.
 - If they have made a mess or destroyed a display they can assist on the tidy up or help repair the damage they have done.
- We do not believe in the concept of punishment, because it focuses pupil's minds on the punishment, rather than what they did. This most often leads to pupils feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Students will be verbally praised for exceeding the expected standards of behaviour.

Rewards will include postcards home, head teacher awards, stickers, class rewards and being trusted with extra responsibilities on the farm. We will have regular celebration assemblies to reward students and staff that have gone above and beyond to meet the school values.

Fixed Term Exclusions

Fixed term exclusions will only be used as a last resort in response to serious or persistent breaches of the behaviour policy and when there is a clear benefit to the student. For example:

- If the school needs time to implement further safety measures and risk assessments due to the inappropriate behaviour of the student
- The student requires time away from school to help them with behaviour regulation

Exclusions can only be authorised by the Headteacher.

Permanent Exclusions

The school will do its utmost to avoid permanent exclusion, using the annual review process to address instances where the school is unable to meet the needs of a pupil. Therefore, it is not anticipated that any pupil will be permanently excluded, however there are some occasions when the Headteacher may reluctantly exercise the right to do so.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

The Headteacher will follow the guidance and procedure set out in:

https://www.kelsi.org.uk/_data/assets/pdf_file/0020/62165/Kent-LA-exclusion-guidance-for-schools-and-governors.pdf

Physical Intervention Policy:

All staff working directly with the children are Team Teach trained. They refer and apply all principles associated with Team Teach. Please refer to the Team Teach Handbook for full guidelines and principles.

Key principles are:

- Staff should avoid physical contact with pupils unless there is a risk of personal injury or injury to another pupil, self-harm, serious damage to property, serious disruption to the learning of others.
- Unless there is an immediate risk, staff should always ensure that a colleague is present if physical contact is deemed necessary.
- All children will have a Positive Handling Plan agreed with school and parents/carers. Following any changes in a child's behaviour, positive or negative, their positive handling plan should be reviewed and updated. Any Physical Intervention should be recorded on CPOMS.
- A member of SLT should be informed if a Physical Intervention has taken place.
- Parents/Carers should be informed by telephone if any physical intervention has taken place.

Absconding

Definition: To abscond is to 'leave without permission'

Students at Yew Tree Farm School must be in staff members' sight at all times when on site. Unless using the toilet when they should tell a member of staff where they are going and the staff member should keep the toilets within their sight.

If a student attempts to leave the farm without permission then the following actions must be taken:

- Member of staff to blow whistle or shout. Any members of staff not with a student to come to staff member's aid
- As active pursuit may encourage a child to leave the site and may also cause the child to panic; possibly putting him or herself at risk by running onto a busy road, staff will not chase but will try to keep a child in sight at a distance
- Staff must follow the child to the school fence or gate and must try to persuade the child to stay in the school. During this time Team Teach training to be used to deescalate the situation and attempt to calm child.
- If by leaving the school the child is known to be putting themselves in danger, adults must exercise their duty of care and stop the child, physically if necessary – using Team Teach techniques.
- The SLT lead will contact the child's parents/carers/headteacher

- If the child has left the immediate vicinity of the school grounds and is no longer visible then the Police must be informed.
- If the child returns of their own volition, parents/carers and the police will be informed as soon as possible.
- Upon his or her return to farm, and when the child is calm, the child must be seen by the SENCO or headteacher so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions
- A meeting with parents/carers will be arranged
- A written report will be filed on the incident and recorded.

To be read in conjunction with:

Anti bullying policy

Safeguarding policy

Risk Assessment Policy

Site Access and Security Policy

Appendix A - Learning Expectations

	End of Lower Key Stage 2	End of Upper Key Stage 2
Keeping Safe	<p>Listen to instructions and do as asked straight away</p> <p>Have a clear understanding of what is and is not allowed on the site</p>	<p>Remember the rules and gently remind peers if they forget</p> <p>Be able to explain our site rules to others and the rationale behind them</p>
Being Kind	<p>Always be kind to others in what you say and do</p> <p>Give others space when they need it</p> <p>Be kind to our animals in the way we care for them</p> <p>Be kind to our planet and care for the world around us</p>	<p>Recognise when people need extra care and go out of the way to give it</p> <p>Demonstrate an understanding of the welfare needs of animals</p> <p>Raise awareness of environmental issues and take steps to find solutions</p>
Let's Learn	<p>Show a willingness to learn</p> <p>Listen to the staff and peers</p> <p>Do not disturb others when they are learning/ working</p> <p>Have a good night's sleep on school nights</p>	<p>Develop own interests, learning and sharing knowledge on these topics</p> <p>Work together collaboratively, coping with disagreements and all taking an active role</p>
Perseverance and Resilience	<p>Always try your best</p> <p>Be ready to try new things and not fear failure</p> <p>Keep going when a task is difficult</p>	<p>Encourage others when they need support</p> <p>Make mistakes and learn from these errors</p> <p>Take risks and overcome obstacles</p> <p>Set personal targets and evaluate own progress</p>
Respect	<p>Treat peers and staff with respect</p> <p>Respect own, other people's and farm property</p> <p>Be honest and trustworthy</p>	<p>Help to protect and repair the site, farm tools and other property</p> <p>Show pride in our farm</p> <p>Understand the value of telling the truth even in difficult situations</p>
Independence	<p>Be confident to make good choices alone</p> <p>Arrive with the right clothing and equipment for the day ahead</p> <p>Apply new skills with less assistance</p>	<p>Develop a sense of self, avoiding peer pressure and making own choices and articulating own needs</p> <p>Be proactive in learning and farming, not being afraid to take the lead</p>