



**Kingsleighs Equine Education Centre**

*"A specialist post 16 equine college"*

### **Behaviour Management Policy**

| <b>Reviewed</b> | <b>Date of Next Review</b> | <b>Responsibility</b> |
|-----------------|----------------------------|-----------------------|
| March 2025      | March 2027                 | Director              |

#### **Our Mission:**

**'To allow young people equine opportunities to develop aspirations and define a future'**

#### **Our Values:**

- **Teamwork** – we hold ourselves and each other to account and are better when we work together
- **Compassion** – we act with trust, honesty and kindness in everything we do
- **Inclusion** – we treat each other fairly and with respect
- **Innovation** – we encourage thoughtful, creative and aspirational ideas
- **Pride** – we encourage each other to be proud of who we are and what we do

#### **Principles underpinning the Behaviour Management Policy.**

The Education and Inspections Act 2006 requires a written statement of general principles to guide the Directors and staff in determining measures to promote good behaviour. This statement has been adopted by KEEC, following consultation with the staff. Young people, parents and carers are made aware of these principles during their induction following a referral to the Centre.

#### **Aims:**

To support young people to manage their behaviour so that learning takes place in all lessons.

To promote independent behaviour particularly during less structured parts of the day such as lunch times.

To ensure that all young people and staff feel safe at all times.

To prevent bullying so that all young people feel respected regardless of gender, race etc.

To ensure that all staff understand that it is their duty to identify and address all inappropriate behaviours. However, we recognise that changing behaviour does not take



## Kingsleighs Equine Education Centre

*"A specialist post 16 equine college"*

place overnight and so we celebrate small steps whilst accepting that there will be many disappointments and setbacks.

To ensure that all staff own, know and understand the policies for the promotion of positive behaviours and attitudes.

At KEEC we value everyone as an individual, capable of growth, change and development despite previous behaviours associated with their Social Emotional and Mental Health (SEMH) difficulty. Our motto: "Inspiring and supporting young people to make positive choices about the future," guarantees that we work unstintingly with young people to help them achieve their absolute best in terms of academic outcomes. Additionally, staff work closely with students to encourage and support them to take more responsibility for their behaviour so that they can move successfully into either further Education, Employment or Training (EET). Unacceptable behaviour is always challenged in an appropriate and systematic way.

Our relationships are underpinned by the principles of, equality, mutual respect, fairness and consistency. We have high expectations that support the development of young people as effective and responsible citizens.

The purpose of the behaviour policy is to encourage the best possible behaviour from all of our young people and we endeavor to work alongside students and parents/carers to plan individual approaches to maintain positive conduct.

Our priority is to encourage good behaviour by:

- Creating a climate in which the management of behaviour is: "Firm, Fair, Flexible and Forgiving".
- Recognising that low self-esteem is very often the root cause of many of the challenging behaviours that we see at the Centre – although also recognising that young people with low self-esteem can behave in quite different ways – Appendix 1.
- Providing a relevant and appropriate curriculum which is tailored to meet the individual needs and preferred learning styles of the student to promote **independent learning**.
- Teaching students the skills required to moderate and temper inappropriate behaviours.
- Helping students to take responsibility for their own actions and develop a level of accountability and to promote **independent behaviour** management.
- Dealing with unacceptable behaviour promptly and fairly with minimum fuss and in a consistent and logical manner
- Promoting a consistent approach to rewards and sanctions from all staff



## Kingsleighs Equine Education Centre

*"A specialist post 16 equine college"*

- Working closely with families / carers and their child to develop healthier communication strategies which foster improved relationships.
- Ensuring that all staff are appropriately trained to manage the complex needs of young people with significant and complex SEMH difficulties.
- Encouraging young people at the Centre to support each other re self-regulation of behaviour and as such providing opportunities for **independent leadership**.

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- Keeping Children Safe in Education, 2021
- Working Together to Safeguard Children, 2018

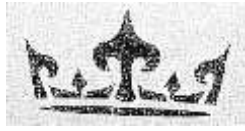
**Sexual violence and sexual harassment between children in schools and Centres, 2021.**

### Definitions

#### Rationale

KEEC Centre provides an education for young people with significant and complex Social Emotional and Mental Health (SEMH) difficulties. It is recognised that as a result of these difficulties, behaviours can be challenging. However, we have a fundamental belief that young people are at their happiest when they are behaving well. When students are behaving, they are ready to learn and when students are learning their behaviour improves. As young people's behaviour and learning improve together, so too do their attitudes and personal development.

Developing positive relationships and providing an engaging and relevant curriculum increases the chance of effectively changing behaviours and promoting self-



## Kingsleighs Equine Education Centre

*"A specialist post 16 equine college"*

management of behaviour and so independent learning, behaviour and leadership. This ensures that young people leaving the Centre are in the best possible place to successfully transfer into further Education, Employment and Training (EET).

Our whole centre approach to behaviour management is central to ensuring that a safe environment is created in which young people can thrive in a structured, supportive environment which enables them to reengage in learning and achieve academic progress on an individual basis.

The principles of restorative justice are used daily when managing conflict between members of the school community and this reflects the Centre's belief that young people can modify their behaviour and learn from their mistakes. The role modelling of appropriate behaviour by Centre staff is crucial to this process and shows the importance of the Centre's recruitment and induction procedures.

If the procedures and policies are consistently followed, the conditions in lessons and around the sites will be right for students to learn to behave appropriately.

## Strategies

### A. Preventative: Creating the Climate

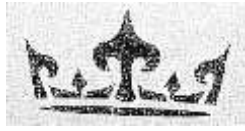
- Relationships: understanding the nature of the behaviours associated with SEMH difficulties helps to determine the care needed in developing relationships with the young people.

When this is a positive one based on mutual respect and trust, it can be the key to supporting a young person to manage their behaviour better. When there is trust and the young person feels safe, challenging inappropriate behaviour is far more effective.

- Language: At its best, the way in which staff speak to young people can encourage positive behaviour. At its worst, inappropriate language (**what** is said and **how** it is said) can escalate a situation and result in a young person's behaviour deteriorating.

The use of humour is an invaluable strategy to engage and build positive relationships. However, sarcasm should not be used as it is not always understood and can lead to a young person feeling humiliated and embarrassed.

- Positive language and the use of praise are powerful ways to support a young person to behave well.



## **Kingsleighs Equine Education Centre**

*"A specialist post 16 equine college"*

- Structure: Young people with SEMHD, often work best when there are well established structures to the learning environment. This reduces the anxieties associated with unexpected change and inconsistency.
- Focusing on learning is essential and improving behaviour means that more effective learning is taking place enabling progress to be made.

### **B. De-escalation.**

When students come into conflict they are likely to: Be very argumentative; Be inflamed by an audience; Speak and shout abusively and irrationally; Interpret innocent gestures as threats; Interpret innocent questions as accusations; Be unable (at least at this point) to recognise their part in the conflict

All staff are trained how to deescalate a situation if a young person is becoming angry either with another student or a member of staff.

Each young person has a risk assessment and a behaviour management plan in which de-escalation strategies for that specific young person will be identified.

How to de-escalate:

- Try to move the student to a quiet area as soon as possible
- Encourage other students to move away and praise them for doing so
- Speak as little as necessary but reassure and encourage
- Acknowledge the anger even if you do not understand why they are feeling as they are.
- Let the student know that you can help them to get to the next step – you *can* move on from the conflict
- Treat the situation as calm and not sensational but don't trivialise it.
- Resist any form of physical contact unless absolutely unavoidable

### **C. Manual handling**

Staff are also trained to use physical intervention. This is only ever used as a last resort and after an incident where a physical intervention has been used, there is always a debrief at which staff reflect on what was done and it is important that staff distinguish between strategy and techniques.

**Challenging behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or yard duties
- Poor attitude

**Seriously challenging behaviour** is defined as:



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- Repeated breaches of the school rules
- Any form of bullying (including cyber-bullying)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

**Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This includes cyber-bullying.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying | Definition  |
|------------------|---|
| Emotional        | Being unfriendly, excluding, tormenting                     |
| Physical         | Hitting, kicking, pushing, taking another's belongings, any |



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|                           |   |
|---------------------------|---|
|                           | use of violence   |
| Racial                    | Racial taunts, graffiti, gestures   |
| Sexual                    | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing   |
| Cyber-bullying            | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites   |

### **Anti-Bullying Strategy**

#### **Rationale**

Everyone in KEEC Centre has the right to feel welcome, secure and happy and therefore more able to achieve their maximum potential. Bullying of any sort creates barriers to learning and prevents equality of opportunity. It is everyone's responsibility to be watchful and prevent bullying from taking place. This policy contains guidelines to support that ethos.

Where bullying exists, the victims must feel confident to take advantage of the anti-bullying systems within KEEC Centre to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied students and help build an anti-bullying ethos across KEEC Centre.

#### **Definitions of Bullying**

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or rumour, cyber-bullying and indirect actions such as spreading unpleasant stories about someone directly or via social media.

KEEC Centre works hard to ensure that all students know the difference between bullying and simply 'falling out.'

#### **Actions to Tackle Bullying**



## **Kingsleighs Equine Education Centre**

*"A specialist post 16 equine college"*

Prevention is better than cure, so in KEEC Centre we are vigilant for signs of bullying and always take reports of incidents seriously. We use the curriculum whenever possible to reinforce our ethos of support for each other and team work and help students to develop strategies to combat bullying-type behaviour.

Students are told to report incidents of bullying to a member of staff within their Centre, and that when another student tells them that they are bullied or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff. There is provision for school members to report incidents anonymously through centre worry boxes or administrative staff.

All reported incidents of bullying are investigated and taken seriously by staff members. A record is kept of incidents. The member of staff is responsible for this and is required to give a copy of the report and action taken to the Centre Manager. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying must be reported to one of the Directors. If bullying includes racist abuse, then it will be reported to the Centre Manager and recorded in the Racial Incident Book.

Upon discovery of an incident of bullying, we discuss the appropriate issues to the incident with the children at a level suited to their age and of understanding. If the incident is not too serious, a problem solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each student must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one student is involved in bullying another. Role-play and other drama techniques can be used as well as restorative interventions. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims will always be supported and their concerns taken seriously. Those who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to talk to a member of staff in private. Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying. Setting up a buddy system, or peer counselling, possibly with students who already hold a position of responsibility or who are held in high esteem by their peers can also be beneficial.

### **Parental Involvement**

The parents of bullies and their victims are informed of an incident and the action that has been taken. They are asked to support strategies proposed to tackle the problem. The bully is also reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may be used, usually incorporating a reward for achieving desired behaviours.



## **Kingsleighs Equine Education Centre**

*"A specialist post 16 equine college"*

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from staff, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. We in KEEC Centre will constantly review this policy to ensure that we are in a position to strengthen our approach to this issue.

### **Cyberbullying**

Cyberbullying can cause physical harm as well as psychological trauma among students. Here are some behavioural changes that can be directly attributed to cyberbullying:

- Nervous after receiving a text or email
- Sudden deactivation of social media accounts
- Secretive about online activities
- Abrupt shutting down of computer in the middle of use
- Avoiding friends and classmates or often seen alone
- Increased stress
- Depression
- Trouble sleeping at night
- Withdrawal from interactive activities at school
- Avoiding social events in real life
- Unexplainable injuries
- Talks about suicide and self-harming practices.

The Centre uses several measure to prevent or disrupt cyber bullies:

1. Maintain existing work with mentors and counsellors to support children's mental health and keep open dialogues which are opportunities to talk about concerns.
2. Maintain a Centre-wide anti-bullying approach which is owned by students and staff.
3. Administrators set strict anti-bullying and anti-cyberbullying rules and ensure that students are aware of the consequences if they fail to comply.
4. Sessions and newsletters to inform parents about how students misuse technology.
5. School staff are trained in anti-bullying policies and appropriate versus inappropriate technological use.
6. Students and parents sign computer contracts at the beginning of each school year, highlighting appropriate and inappropriate uses of Centre computers and inform them about the consequences of violating the rules.
7. Installation of firewalls and check systems on school computers to prevent students from visiting inappropriate sites.
8. Security applications that will monitor students' online activity using machine learning technologies. It will alert staff upon finding any objectionable content.



## Kingsleighs Equine Education Centre

*"A specialist post 16 equine college"*

### **Sexism and sexual harassment, including peer on peer/child-on-child abuse.**

We want everyone to feel included, respected and safe in our Centre. We will not tolerate any form of sexual behaviour, however it is intended. Sexism and sexual harassment can take many forms:

- Sexualised bullying (including cyberbullying, prejudice-based and discriminatory);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element);
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment: sexism, sexual remarks, name-calling, jokes, or online (may be standalone or a pattern of abuse);
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

*All staff should be clear as to the Centre's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it **and responding where they believe a young person may be at risk from it.***

### **Roles and responsibilities**

#### **The Education Director**

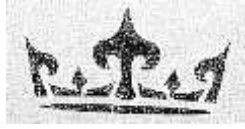
The Education Director is responsible for reviewing this behaviour policy in conjunction with the staff giving due consideration to the school's statement of behaviour principles (appendix 1). The Education Director will also approve this policy.

The Education Director will ensure that the school environment encourages positive behaviour and that staff deal effectively with challenging behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

#### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour



## **Kingsleighs Equine Education Centre**

*"A specialist post 16 equine college"*

- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The senior management team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **Student code of conduct**

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school and its various sites
- Treat all school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

### **Rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Letters or phone calls home to parents
- Special responsibilities/privileges.

Sanctions are used at the Centre to:

1. Provide a consequence to inappropriate behaviour; **and**
2. Support the modification of future behaviour.

There is a range of sanctions available that staff can use to support their behaviour management: low point scores, detentions, phone calls home and something as simple as a member of staff expressing their disappointment. In addition to these, for more serious breaches of school expectations the following may be used.

### **Internal Exclusions – these are used as a consequence for inappropriate behaviour**

- Always consider the supervision of a student who is behaving inappropriately or is unsafe.
- Draw up a timetable as quickly as possible and inform staff who are required to provide supervision or work.



## **Kingsleighs Equine Education Centre**

*"A specialist post 16 equine college"*

- In consultation with the referring staff, agree the requirement and target for return to lessons and inform the student.
- Ensure that internally excluded students have no contact with other students.
- Make separate arrangements for lunch, other breaks and detentions which avoid the student having contact with the rest of the Centre.

### **Fixed Term Exclusions.**

This sanction is only used for serious breaches of discipline or Centre rules. The Director of Equine must discuss with the Education Director and if it is agreed that a fixed term exclusion is required, the student should, if parental permission is gained:

- Leave the Centre premises immediately.
- Be escorted from the Centre premises by the Director of Equine or designated member of staff.
- Be told clearly how and when they are to re-enter Centre via a readmission meeting.
- Be given a letter explaining the exclusion for parent(s)/carer(s) and details of the readmission meeting
- Have no contact with other students on the Centre site until formally re-admitted by the Directors.

*NB: If the young person is a Looked After Child, the fixed term exclusion is managed as an internal exclusion but recorded as a FTE.*

### **All staff must remember:**

- Exclusion is never to be threatened by any member of staff.
- Only the Education Director may authorise an exclusion.
- A returning student has a re-entry meeting and is then to be given a fresh start by all staff and be supported in the case of any provocation from other students.
- Restorative Justice is often a means to rebuild relationships following a conflict. It is also used to role model the language that can be used to demonstrate that remorse is felt and a desire to start afresh is wanted.

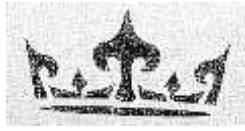
### **8.2 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the minibus on the way to or from school.

### **8.3 Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.



## **Kingsleighs Equine Education Centre**

*"A specialist post 16 equine college"*

The Directors will also consider the pastoral needs of staff accused of misconduct.

### **Behaviour management**

Approach:

- Do you want to resolve the conflict or to win an argument?
- Are you the best person at this time to de-escalate this conflict?
- Are you concerned that the behaviour may be seen as reflecting negatively on your competence?
- Are you trying to move the process along too quickly?
- Are you always willing to forgive the young person – there must always be a consequence to the behaviour, even if the member of staff feels that the student is manipulating the situation, accepting any offer of compliance is likely to be more profitable than rejecting it inappropriate behaviour but are you willing to accept an apology and give them a fresh start?
- All threats become meaningless unless they are carried out. Explaining the inevitable consequence of a particular course of action means that staff must be prepared to follow it through. Do not threaten any sanction you are not prepared to carry out.
- Praise is an extremely effective strategy to support young people to manage their behaviour. This is particularly important during the first ten minutes of a lesson / activity. Ensure that this is genuine and deserved.

Language:

- Is your verbal language helping? Are you using too many words, giving too many instructions?
- Ensure that you do not allow yourself to be drawn into an argument. It is often best not to answer a question asked in anger.
- There is no place for hostility when staff are dealing with students. It may be appropriate to express sadness, disappointment or even anger at something that has happened but never hostility towards the student. If students begin to think you do not like them it is time to change the way you are behaving.
- Are you clear about the best outcome for the young person? Are you offering a 'way out'? "Shall we go somewhere quiet so that you can calm down?" It is up to the adult to do the creative thinking and try to think of ways out for the student. Often students have backed themselves into a corner and cannot think of a way out without losing face.
- Are you concentrating on what students can do well not what they have done wrong?
- Are you acknowledging co-operation? I am pleased to see that you can calm yourself down.
- Are you raking up old ground?
- Are you accusing?



## Kingsleighs Equine Education Centre

*"A specialist post 16 equine college"*

- Are you talking quietly and showing that you are not angry? Shouting is never an effective strategy although a raised voice is, especially if this is rarely used.
- Avoid making threats which are inappropriate and,
- Acknowledge their anger and that they are upset: "I am sorry that you are so upset".

Body language:

- Are you looking calm and in control?
- Are your facial expressions friendly and non-threatening?
- Is your body stance non-threatening: Should you sit instead of stand? Are you avoiding using any form of touch?
- Does your body language say – I can help you?

Teaching and support staff are responsible for setting the tone and context for positive behaviour in and out of the learning environment.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible



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- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **Confiscation**

**Any prohibited items found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **Student support**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The Centre's special educational needs and disabilities co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Student transition**

To ensure a smooth transition to the next year, students have transition sessions with their new tutors (if necessary). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

### **Training**

Our staff are provided with training on managing behaviour, including proper use of keeping students safe (Team Teach) as it is required and safeguarding as part of their induction process.

Behaviour management will also form part of continuing professional development.



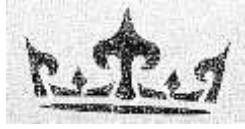
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*"A specialist post 16 equine college"*

All staff training is recorded and dated by the Directors or Registered Manager and forms part of the single central register.

**Monitoring arrangements**

This behaviour policy and the written statement of behaviour principles will be reviewed by the Education Director every 2 years. At each review, the policy will be approved.



**Kingsleighs Equine Education Centre**

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## **Appendix 1: written statement of behaviour principles**

**All students, staff and visitors are free from any form of discrimination**

**Staff and volunteers set an excellent example to students at all times**

**Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**

**The behaviour policy is understood by students and staff**

**The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions**

**Students are helped to take responsibility for their actions**

**Families are involved in behaviour incidents to foster good relationships between the school and students' home life**

The Directors also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved every 2 years.