

Behaviour Management Policy

Aim and Principles

This policy is designed to promote a positive ethos of acceptable behaviour in which all children, young people and individuals can grow and develop cooperatively alongside each other. There is a high expectation of behaviour in all aspects of the seeds of change sessions which places the child at its centre.

The seeds of change will support all children and young people including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that all behaviours are a form of communication and seek to understand the meaning behind the behaviour in order to remove barriers to education or learning and support the individual to succeed.

Aims:

- Provide a consistent approach to behaviour management
- Define what we mean to be unacceptable behaviour, including bullying and discrimination
- Outline how individuals are expected to behave
- Summarise the roles and responsibilities of different people within the organisation

Guiding Principles

At the Seeds of Change we aim to create a community which is built on our core values of **self-awareness, consistency, respect** and **compassion** and this is embedded in all that we do and helps all members of the TSoC community to enjoy a nurturing and supportive learning environment.

Self-Awareness



Through the unique interaction and relationship that develops between the individual and the horse, we are well placed to support them to explore their ability to focus on oneself and discover how to objectively evaluate and manage their emotions and understand their values with their beliefs and begin to recognise how others may view them.

Consistency



Consistency is the cornerstone of our approach, it allows the individual to feel secure in the boundaries and what is expected of them and enables us to create a secure environment to support the child or young person to build a deeper connection every session.

Respect



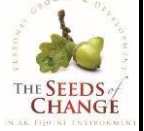
A respectful culture helps us to feel empowered to make our choices knowing that we have the space to reflect and the understanding of our peers

Compassion



We recognise that poor behaviour is a demonstration of a need and so aim to understand the drivers for undesirable behaviour to support children and young people to engage in a compassionate way. Using a trauma informed, person centred approach, we prioritise positive relationships, building trust and respect through a consistent approach to help individuals develop the self-awareness to understand and regulate their emotions.

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Mission and Vision:

By embedding the Seeds of Change guiding principles, we are ensuring that we are focused in our mission of 'Assisting the individual in the many spheres of personal development, growth and learning, through the unique interaction between human and horse.'

We can remain true to our vision, 'planting **the seeds** that will give every individual the opportunity of growth and development, empowering them to make the positive **change** they need to succeed.'

Expectations

Giving clear and consistent boundaries and expectations means that all adults and children know what is expected of them. Because of this the seeds of change has three clear aims which all adults are expected to model and hold young people accountable to them clearly and calmly. **Space, Regulate, Reflect.**

Without holding consistent and clear boundaries around **Space, Regulation, and Reflection**, we cannot create an environment where everyone can excel and demonstrate our core values of **self-awareness, consistency, respect, and compassion**. All adults are expected to demonstrate relational interventions specifically designed to bring down stress hormone levels (eg, from toxic to tolerable) in vulnerable children and young people, enabling them to feel calm, soothed and safe.

Working with horses as our co-coaches can create opportunities for co-regulation and reflection in a non-judgmental, trusting environment, learning to recognise the responses and non-verbal communication mirrored from the horse to the individual to create learning opportunities for self-reflection.

Staff training and development in the art of good listening, open ended dialogue, empathy and understanding (instead of asking questions / giving lectures) will enable young people to share experiences and fully engage in the seeds of change programme offer.

Staff are expected to consider the opportunities that the space our learning environment can lend to them, understanding the different needs of individuals and how to best utilise this space to best meet their needs. Effective planning of the sessions in collaboration with the Head of Centre and having a shared understanding of other individuals on site will enable the best outcomes for everyone attending their sessions.

This will look different at different times and in different sessions and locations around the site, however the consistency of the boundaries (**space, regulate, reflect**), will be held to support young people in understanding what is expected of them.

We expect all adults involved in the seeds of change to demonstrate positive, respectful behaviour through their interaction with each other and young people, utilising the 'positive TSoC parenting' approach to model positive social skills that we want our young people to develop.

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Responsibility

The overall responsibility for the Policy is overseen by the Head of Centre but day to day charge of behaviour management lies with the Seeds of Change coaches. All coaches will consistently implement and follow the policy. If it is felt that a child or young person's behaviour is causing growing concern, we would contact the referring organisation to share these concerns and work in collaboration with them and the young person to find a solution.

The Seeds of Change coaches are expected to commit to the following:

- Prioritise safeguarding and welfare of the young people, all service users and the horses
- Be compassionate, consistent and respectful
- Be willing to listen and enable young persons to express their feelings in an appropriate way
- Provide a personalised approach to the specific behavioural needs of individuals in line with this policy

Young people are expected to commit to the following:

- Abide by the coach client contract, health and safety guidelines and equality and diversity policy
- Assist in upholding a compassionate, consistent and respectful environment for all
- Respect the horses, their feelings and their environment at all times
- Communicate with others in an appropriate manner

Referring bodies are expected to commit to the following:

Liaise with parent / carers to support young people in adhering to the guiding principles and aims of this policy

- Inform the seeds of change of any circumstances that may affect the young person's behaviour
- Discuss any behavioural concerns or any safeguarding concerns with the named seeds of change contact promptly

Other Documents linked to this Policy

- Young person Induction handbook
- Safeguarding Policy and Cause for Concern form
- Drug and Alcohol policy

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- Incident and dangerous occurrences form
- Accident Record Book
- Anti Bullying Policy

Record Keeping

- All incidents of behaviour that falls below expectations will be recorded and shared with the referring organisation through the Session Note.
- Any behavioural incident that is considered a safeguarding incident would also be recorded on a Cause for Concern form as per our safeguarding policy.
- Any behavioural incident whereby the emergency services are called, or a dangerous incident occurs that does not directly result in an injury but had the potential to do so will be recorded on an Incident and Dangerous Occurrences form.
- Any incident that results in an injury being sustained should be recorded in the Accident book.

Staff Development and support

All staff will be provided with the skills to understand and manage behaviour effectively. The Seeds of Change will:

- Ensure all staff joining the Seeds of Change receive a suitable induction
- Provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour
- Ensure funds are allocated within training budgets to enable all staff to access training
- Develop the specialist skills of identified key members of the team

Curriculum

The Seeds of Change provides a curriculum that supports the most vulnerable people in our communities through an alternative approach to improved self-awareness leading to more positive life choices for themselves and society. In addition to achieving learning outcomes, we encourage young persons to behave in a more socially acceptable way towards each other and towards adults in wider society.

Assessment methods:

The seeds of change relies on referring bodies to provide us with detailed information via the referral process so that we can create an individualised support package that best meets the need of the young person attending one of our programmes.

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In addition to this we request that a strengths and difficulties questionnaire (SDQ) is completed by an adult who knows the young person well and by the young person prior to attendance, this will be reviewed at regular intervals depending on the duration of the programme booking. We also complete in house monitoring tools such as the wheel of life, to create a holistic overview of the young person's progress and development during their time with us.

Support for positive behaviour

All young persons have potential and the ability to achieve both personally and academically. Any and all effort is recognised, as well as achievement itself. Positive behaviour is modelled, recognised and acknowledged with:

- Praise: this is specific and tailored to the individual
- Recorded on session notes
- Feedback on end of term reviews
- Interim Award Certificates / rosettes

The Seeds of Change recognise many children and young people will demonstrate times when they need extra support with managing their behaviour, we recognise that during these times they are usually operating on the basis of fear, anger, grief and panic and that, despite our best efforts, sometimes young persons will not be able to regulate themselves.

Trauma informed behavioural approaches prioritise relationships, empathy and feeling safe above discipline and other behaviour management principles.

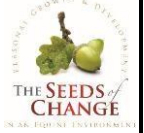
In line with our 3 clear aims of **Space, Regulate, and Reflect**, one of the initial techniques we can utilise is Emotion Coaching:



Steps 1&2 of the Emotion Coaching strategy provide an opportunity to allow **space** (physical or emotional) to enable to process of **co-regulation** to occur through the horse or the positive coaching relationship, building on our core values of **compassion** and **self-awareness**, through our trauma informed child focused approach and supporting the young person to feel safe. By noticing, empathising, labelling, and validating the emotions we can allow the individual time to **regulate** before moving onto the next step.

Step 3&4 of the emotion coaching strategy utilise our core values by offering opportunities for **reflection**: Holding **space** as together we think about behaviour **reflection**, behaviour change, discussion around consequences and opportunities for problem solving.

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It is important to remember that we need to **reflect** on the function (reason) behind the behaviour and that discussions around problem solving should represent an opportunity to teach, nurture or set boundaries.

Behaviour that challenges is not seen as a choice, but as being a communication of an unmet need.

Use of sanctions

The Seeds of Change recognises that there will be times when behaviour can become particularly challenging and may need to be responded to in a different yet consistent way. Our aim is to always avoid removing individuals from the programme, to do this, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour). This will include informing members of SLT or the referring body (who may contact parents / carers) to avoid the risk of removal.
- Use restorative conversations alongside the child / young person to reflect on triggers, thoughts, feelings and what might help in the future
- Use a relational, compassionate approach to behaviour management, modelling empathy and understanding.
- Use emotion coaching (described above) to provide co-regulation and support to a child / young person to understand their emotions
- A change of space to support with de-escalation

On the rare occasion that a young person is requested temporary removal from the program, we will:

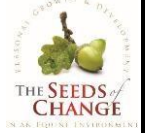
- Provide work to be completed at home which is reflective in nature.
- If the young person was attending a one-to-one programme a virtual session can be offered in place of the usual session (this will need to be organised by the referring body)
- On return to their session a restorative justice session will be completed that will be directly linked to the reason to removal from the session (ie, rebuilding relationships or repairing damage to the community)

Only a member of the SLT (Head of Centre or Director) has the authority to make the decision to remove an individual from a programme.

Children and Young Person's Support

The Seeds of Change recognises its legal duty under the Equality Act 2010 to prevent individuals 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 individual.

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Where necessary advice and support will also be sought from referring bodies or specialist services.

Safeguarding

The Seeds of Change recognises that changes in behaviour may be an indicator that an individual is in need of help or protection. We will consider whether their behaviour may be linked to a child or young person suffering or being likely to suffer significant harm. Where this may be the case we will follow our safeguarding policy.

Monitoring arrangements

This behaviour policy will be reviewed and monitored by the full senior leadership team annually. The implementation of it will be overseen by the Head of Education and Quality.

<i>Reviewer</i>	<i>Claire Turner</i>	<i>Reviewer role</i>	<i>Head of Education and Quality</i>
<i>Review date</i>	<i>February 2023</i>	<i>Approved by</i>	<i>SLT</i>
<i>Approval date</i>	<i>February 2023</i>	<i>Next review</i>	<i>September 2024</i>

Appendix:

Useful resources

Helping to identify what is often presented at face value:

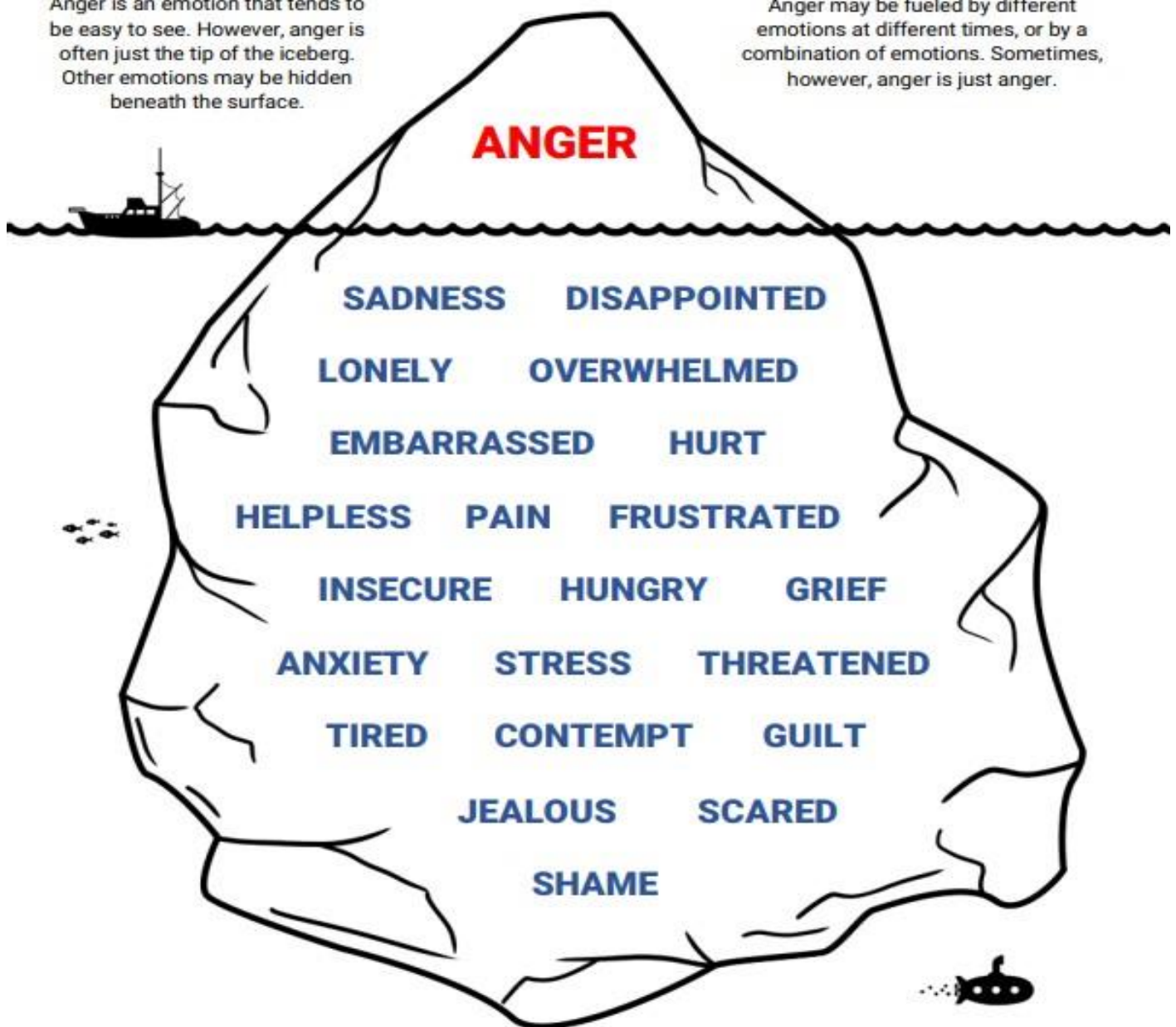
Anger Iceberg

In some families, anger is seen as more acceptable than other emotions. A person might express anger in order to mask emotions that cause them to feel vulnerable, such as hurt or shame.

Anger triggers are people, places, situations, and things that set off anger. Your triggers can provide clues about the emotions behind your anger.

Anger is an emotion that tends to be easy to see. However, anger is often just the tip of the iceberg. Other emotions may be hidden beneath the surface.

Anger may be fueled by different emotions at different times, or by a combination of emotions. Sometimes, however, anger is just anger.



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Maslow's Hierarchy of Needs

At The Seeds of Change we are looking to identify the unmet need behind the behaviour. Maslow created a hierarchy of need which can help to unpick some of those potentially unmet needs as we meet and greet each individual at the start of their session and complete regular check-ins throughout the duration of their programme.



1. Physiological needs - these are biological requirements for human survival, e.g. air, food, drink, shelter, clothing, warmth, sex, sleep.

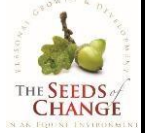
If these needs are not satisfied the human body cannot function optimally. Maslow considered physiological needs the most important as all the other needs become secondary until these needs are met.

2. Safety needs - once an individual's physiological needs are satisfied, the needs for security and safety become salient. People want to experience order, predictability and control in their lives. These needs can be fulfilled by the family and society (e.g. police, schools, business and medical care).

For example, emotional security, financial security (e.g. employment, social welfare), law and order, freedom from fear, social stability, property, health and wellbeing (e.g. safety against accidents and injury).

3. Love and belongingness needs - after physiological and safety needs have been fulfilled, the third level of human needs is social and involves feelings of belongingness. Belongingness refers to a human emotional need for interpersonal relationships, affiliating, connectedness, and being part of a group.

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Examples of belongingness needs include friendship, intimacy, trust, and acceptance, receiving and giving affection, and love.

4. Esteem needs are the fourth level in Maslow's hierarchy and include self-worth, accomplishment and respect. Maslow classified esteem needs into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige).

Maslow indicated that the need for respect or reputation is most important for children and adolescents and precedes real self-esteem or dignity.

5. Self-actualization needs are the highest level in Maslow's hierarchy, and refer to the realization of a person's potential, self-fulfilment, seeking personal growth and peak experiences. Maslow (1943) describes this level as the desire to accomplish everything that one can, to become the most that one can be.

Specific Challenges you may face during a Session.

There are some more specific areas of behaviour that are referred to below in more detail. These are set out in alphabetical order for ease of reference:

Appropriate Clothing and PPE

Young People are requested to wear suitable clothing for the environment which includes sensible fully enclosed footwear, trousers, or tracksuit bottoms and a top/t shirt covering their shoulders.

When working around horses, young People are expected to wear required PPE in the form of a riding hat and wellington boots. This is provided by TSOC. Young People who prefer to bring their own protective footwear or hat can do so, but these items will need to conform to the required British Safety Standards.

If Young People refuse to wear the appropriate PPE, then they should be strongly encouraged to do so. If refusal continues then they will not be allowed to enter the areas of the site where this would be deemed dangerous and will be made aware that this may result in them not being able to take part in the session.

Young People should remain with their group where safe to do so. If the group activity is that which prevents them from joining in due to PPE, then 1 coach should remain with the refuser and the other coach should continue with the group activity.

In cases of persistent refusal then the referring organisation should be informed.

Bullying

Bullying is not tolerated, and a strong consistent message is given by all staff that everyone has the right to be safe from physical fear and harm, name calling or disrespect. The young people have a high level of supervision throughout the day so any opportunity for bullying is limited. The Anti Bullying Policy deals with this in greater depth.

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Drugs and Alcohol

The Seeds of Change has a duty to inform and educate young people on the consequences of illegal drug use and excess use of alcohol as part of its concern for their welfare.

If staff suspect that a young person has such items in their possession, they should not search them. Possessing and supplying illegal drugs or alcohol on site is extremely serious and will be dealt with as follows:

- a) If the young person presents in an altered state or you suspect they have taken drugs or alcohol:
 - o Challenge them and make them aware of your suspicion and their changes in behaviour
 - o Consider the health and safety impact for themselves, others and the animals
 - o Contact the referring organisation to arrange transport for them to be collected so that the young person can be safely transported home or to the referring organisation that holds safeguarding responsibility.

- b) If a young person discloses, they have taken drugs or alcohol:
 - o Consider the health and safety impact for themselves, others and the animals
 - o Contact the referring organisation to arrange transport for them to be collected so that the young person can be safely transported home or to the referring organisation that holds safeguarding responsibility.

- c) If we see drugs or alcohol on a young person or young person discloses, they have this with them on site:
 - o Any drugs or alcohol brought to site should be confiscated
 - o If the young person hands the items over then they can remain on site if it is clear that they have not consumed any substances and are safe to remain
 - o If the young person refuses to hand the drugs or alcohol to the coach for confiscation, Contact the referring organisation to arrange transport for them to be collected so that the young person can be safely transported home or to the referring organisation that holds safeguarding responsibility.

Food and Drink

The Seeds of Change expects coaches to promote healthy eating options and where appropriate will provide healthy food and drink options for young persons. Young persons are allocated set break times during the day and are expected to observe these.

Young persons are discouraged from consuming energy drinks and are informed that these are not allowed as part of the induction process. If a young person brings an energy drink onto the site, coaches will request that this be handed over to be kept until the end of the session/day when it will be returned.

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Leaving the grounds

Under no circumstances should any young person leave the centre during the day without prior authorisation. Should they attempt to do so, we will make every effort to get them to return. However, should they leave the site boundary we will not pursue them further, as this may cause them to run into the road in order to get away. If they move out of our sight, we always contact the referring organisation who usually advise us to call the Police.

If the child is primary school age or has additional learning needs that would put their safety at risk then we would follow them out of the centre at a safe distance to ensure their safety

Physical Restraint *

It is our policy to not physically intervene or restrain in response to challenging behaviour.

Only trained members of SLT have the power to use reasonable force to prevent pupils from injuring themselves or others, or damaging property.

*Director and Head of Centre should be informed of any such incident.

Personal Items

Items such as mobile phones or headphones etc should be handed to coaches at the start of the day/session for safekeeping. These can be returned to young persons for use at breaktime if considered appropriate by the coach. Young persons who refuse to hand their possessions in will not be allowed to start the session until they comply.

If young persons refuse to hand in their possessions, then they should be strongly encouraged to do so.

If refusal continues then they will be made aware that this may result in them not being able to take part in the session.

If young persons continue to refuse to hand in mobile phones coaches can ask the Head of Centre to contact the referring body to gain parental/carer support to encourage them to hand these items in. If the young person still does not hand in the items, then they may be issued removal from session for the following week by the referring body and will not attend the site.

1 coach should remain with the refuser and the other coach should continue with the group activity.

Persistent weekly refusal should be raised with the referring organisation.

Physical abuse towards staff

Coaches should use negotiation, diffusion and de-escalation strategies to challenge poor behaviour in a non-confrontational way.

Where young person behaviour becomes violent or threatening towards staff then staff and young person safety is priority and staff should remove themselves from the area keeping a safe distance but ensuring the young person is in sight of the coach.

Staff should call the referring body or police depending on severity of physical threat.

Remaining coach and young persons should retreat to a place of safety.

Police

Police intervention will be sought in circumstances where a crime is being committed, for example; a young person has caused excessive damage, has assaulted a member of staff or

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other students, has failed to respond to de-escalation techniques or is in grave danger of harming him/herself.

Refusing to engage

If young persons refuse to engage in activities, then they should be strongly encouraged to do so. If refusal continues the group should remain together wherever possible and coaches should employ a variety of strategies to encourage the young person to engage in the task or find an alternative task for this young person to do.

If the young person refuses to remain with the group, then 1 coach should remain with the refuser and the other coach should continue with the group activity.

Persistent weekly refusal should be raised with the referring organisation.

Smoking

The Seeds of Change has a duty to inform and educate young people on the consequences of tobacco use as part of its concern for their welfare and therefore discourage the use of tobacco and vaping products.

Where young persons cannot be discouraged a short 'comfort break' can be allowed. This must take place in the designated smoking area on site.

All tobacco, vaping products, and flammable equipment such as matches, or lighters must be submitted to coaches for safekeeping at the start of the day/session and returned to young persons prior to their comfort break or leaving the site.

If a young person refuses to hand over flammables, then they will not be able to join the session as this is a serious breach of health and safety.

If young persons refuse to hand in flammables coaches can ask Head of Centre to contact referring body to gain parental/carer support to encourage them to hand these items in. If the young person does not hand in the items, then they may be issued a removal from session for the following week by the referring body and will not attend the site.

1 coach should remain with the refuser and the other coach should continue with the group activity.

Swearing

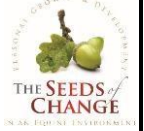
The Seeds of Change has a duty to inform and educate young people on the impact of using offensive language and the impression this makes on others and encourage young persons to find different words to express themselves where possible.

Coaches should challenge any aggressive or discriminatory language used by young persons and remind them that this is not acceptable.

Verbal abuse towards staff

Coaches should use hold consistent boundaries and expectations relating to the core values and ethos of TSoC and model respectful communication, to challenge poor behaviour in a non-confrontational way.

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If young person continues to become verbally abusive towards staff or peers, staff can request that the young person reflect on their language and think about different, more appropriate language that could be used. Finding opportunities for learning once the young person has regulated and connected.

Coaches should challenge any offensive or discriminatory language used by young persons and remind them that this is not acceptable.

Weapons

The Seeds of Change has a duty to inform and educate young people on the consequences of carrying a weapon as part of its concern for their welfare. All sites prohibit the bringing in and carrying of weapons – including knives – by anyone.

If a young person brings a weapon on site, then the coach should request that this be handed over for safe keeping. We will request that a parent/carer will collect the item from us. If the young person refuses to hand it over then their referring organisation should be contacted and informed of the situation and a request for this young person to be collected will be made. In some circumstances the referring organisation may tell TSOC to call the police. This should be recorded on a separate cause for concern form [CFC]