



Behaviour and Self-Regulation Policy for Contact Success Ltd – Alternative Provision

This Policy is available on our website and is available on request from the referring school office. We also inform parents and carers about this policy when their children join our provision via school referral.

This Policy outline the measures by which the provision aims to promote good behaviour, self-discipline, and respect, prevent bullying, and ensure the provision is a safe place for all. This policy should be read in conjunction with Contact Success Anti-bullying Policy and Safeguarding, Child Protection Policy.

The provision behaviour management promotes good behavioural habits that help our students to manage their own behaviour. Rewarding positive behaviour and enable students to engage in learning, achieve academic progress and sustain good relationships with both adults and peers, reinforcing positive interaction through kinds words and warm approach, whilst ignoring and minimising the negative interaction. Contact Success Ltd support students to make responsible choices and set into place clear boundaries, to understand the effect their behaviour has on others whilst increasing student awareness to keep themselves safe, not only at school but at home, online and in their community. As a result, our provision has a happy and relaxed environment where young people feel valued and safe. We expect all members of our provision to be role models using core values; respect, resilience, empathy and reflection at all times.

Our provision will strive to achieve this by:

- Providing clear expectations governing the conduct of the group and behaviour.
- Ensuring that the expectations are applied consistently so that the child has the security of knowing what to expect and can build positive habits of behaviour.
- Providing a positive role model for the child with regards to respect, behaviours, inappropriate language, empathy and care & courtesy.
- Providing positive praise and attention for appropriate behaviour.



- Providing support through explanation and encouragement rather than through personal blame to discourage undesirable attitudes.
- Dealing with any behavioural issues appropriately, taking into consideration the child's needs and understanding.
- Dealing with conflict between children in a problem-solving manner, that will involve the staff and child. Encouraging children to overcome any conflict that may occur in a supportive, encouraging, and positive way.
- Working in partnership with referring linked schools' behaviour policy to promote consistency in positive behaviour.
- Dealing with any reoccurring negative behaviour in collaboration with parents and the referring linked school.
- Consistent communication with parents/carers and referring linked school to support positive behaviour.
- Recognising, acknowledging, and celebrating with young people for their positive choices, use of our values and self-regulation
- Consistency in supporting self-regulation based on our provision where all staff are expected and empowered to effectively support recovery
- a positive and calm approach, where clear boundaries are consistently set.
- Encouraging positive interaction and high self-esteem.
- We encourage positive interaction by:
 - teaching and role modelling how we positively interact at every opportunity
 - being calm, fair, firm, clear, consistent, positive, and understanding
 - reflecting positive interaction as it occurs, whilst minimising negative interaction
 - 'reflection time' (brain breaks) to create a positive climate for learning / engagement
 - encouraging young people to be responsible for their own consequences



- reflecting with parents / carers about any positive decision making and interaction, as well as reflecting on any areas where the young person may have struggled to regulate themselves.
- explaining reasons for any concerns

Rights and Responsibilities

Every adult and young person of our provision has rights and responsibilities:

All members of the provision have the right to:

- feel secure and safe
- feel happy and be treated with kindness and understanding
- be treated fairly and consistently
- be listened to (at an appropriate time)
- be treated with respect and politeness.
- be treated with empathy

All members of the provision have the responsibility to:

- ensure the consistent implementation of this policy:
- ensure the health, safety and well-being of all staff and young people in the provision.

Young People

We encourage Young People to make good choices, and to be able to reflect on positive decisions being made. We encourage reflection with the Young Person to develop resilience, self-confidence, empathy and development. We encourage young people to make good choices

The use of consequences

Young People who are communicating through persistently unkind, unsafe or not ready to learn may need to be supported further through a consequence.

- these consequences should be natural or logical, not punitive.



- **Natural consequences:** Happen automatically and are not decided or imposed by a person. This is the best choice of consequence when possible. It supports children in understanding cause and effect and to learn from exploring their mistakes e.g. 'If you throw your food, your food is on the floor.' 'If we are late going out, our activity will be shorter.'

- **Logical consequences:** These are imposed by a person, directly related to the incident or 'offense'. This is the best choice when a natural consequence is not available e.g. 'If you are unsafe in the swimming pool, I will need to keep you safe by keeping you back from swimming.' 'If you throw the I-pad, it may be broken and then we can't use it anymore.'

It is important to note that logical consequences, when imposed or said in anger or in a spirit of punishment, become punishment and thus are ineffective.

- **Restorative conversations:** The restorative conversation is an essential element in supporting young peoples' understanding of healthy relationships. "They support a move from the managing of dysregulation and to the nurturing and repair of relationships and or recovery. Rather than focusing on rule violations, problems, blame and punishment, restorative approaches focus on how relationships are affected, problem solving, responsibility, change and repair."

- wherever possible, but certainly after unkind or negative engagement has been shown, a restorative conversation should take place. It is essential that the young person is regulated and calm before this happens and as such may need to take place sometime after the incident. The following format should be used for young people who are cognitively able to access it.

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions?
5. In what way were they affected?
6. What could you do to try to repair what's broken?

This policy will be reviewed in full by Contact Success Ltd on an annual basis in collaboration with staff and senior management of Contact Success Ltd. This policy was last reviewed on 13th April 2023. It is due for review on 13 April 2024.