



Behaviour Policy

Wayland Stables Care Farm

Policy owner: Jake Payne, Business Manager

Approval date: 05/08/26

Effective date: 01/09/2026

Next review: August 2027, or sooner if guidance, risk or provision changes

Guidance status: Keeping Children Safe in Education (KCSIE) 2025 remains in force until 31 August 2026. KCSIE 2026 takes effect on 1 September 2026. This policy is written for that transition and must be checked against any final DfE amendments before September implementation.

1. Purpose and policy statement

Wayland Stables Care Farm (WSCF) promotes a calm, safe, inclusive and purposeful environment in which children, young people and adult participants can learn, take part in farm activities and build positive relationships. Behaviour is understood in context: it can communicate need, distress, pain, anxiety, sensory overload, trauma, communication difficulty or a safeguarding concern.

WSCF uses clear expectations, predictable routines, positive relationships, reasonable adjustments, early support, de-escalation and restorative repair. Safety and accountability remain important, but responses must be lawful, proportionate, non-discriminatory and designed to help the person succeed.

Safeguarding principle: A behaviour incident may be a sign that someone is experiencing harm or creating a risk of harm. Staff must act immediately on safeguarding concerns and follow the relevant child or adult safeguarding policy; a behaviour response must never replace safeguarding action.

2. Scope and responsibility boundary

This policy applies to children and young people under 18 attending WSCF, adult participants, staff, volunteers, agency workers, contractors and visitors. It covers conduct on site, during transport arranged by WSCF, visits, work-related learning, outreach and online conduct where it affects safety, welfare or the orderly operation of the provision.

WSCF is a part-time alternative education provider. The commissioning school or local authority retains the statutory responsibilities that attach to the learner's school roll, including formal suspension or permanent exclusion decisions. WSCF may take immediate safety action, adjust or stop an activity, require collection, and request an urgent placement review. Any longer-term change, pause or termination must follow the placement agreement, safeguarding duties and the commissioner's lawful process.

Adult participants are supported under the same values and safety expectations, with Care Act, capacity, consent, equality and adult-safeguarding considerations applied where relevant. Employment or conduct concerns involving staff are managed under the staff code of conduct, disciplinary, low-level-concerns, allegations and whistleblowing procedures.

This policy should be read with WSCF's Safeguarding and Child Protection Policy, Adult Safeguarding Policy, Anti-Bullying Policy, Mobile Phone, Smoking and Vaping Policy, Health and Safety arrangements, Equality/SEND procedures, complaints procedure and any learner-specific plan or placement agreement.

3. Legal and guidance framework

WSCF has considered the following law and guidance, applying each duty to the extent that it applies to the setting, the individual and the education commissioned or delivered:

1. Education and Inspections Act 2006 and Education Act 1996, including school behaviour powers where they lawfully apply;
2. Equality Act 2010, Human Rights Act 1998, Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years;
3. Children Acts 1989 and 2004, Care Act 2014, Working Together to Safeguard Children 2026, KCSIE 2025 and KCSIE 2026 from 1 September 2026;
4. DfE Behaviour in Schools guidance, February 2024;
5. DfE Non-school alternative provision: voluntary national standards, August 2025;
6. DfE Restrictive interventions, including use of reasonable force, in schools, effective 1 April 2026, adopted by WSCF as relevant good practice and applied where the legal powers and duties cover the placement; and
7. DfE suspension and permanent exclusion guidance effective 26 July 2026, which applies to the authorised school decision-makers identified in that guidance rather than conferring exclusion powers on WSCF.

4. Core expectations

Everyone at WSCF is expected, with reasonable adjustments where needed, to:

8. show respect for themselves, other people, animals, property and the environment;
9. follow safety instructions and agreed routines, including instructions about tools, machinery, vehicles, animals, PPE and restricted areas;
10. use language and behaviour that is calm, non-threatening and free from bullying, harassment, sexualised conduct and discrimination;
11. keep hands, feet, objects and equipment safe;
12. take part in learning and activities to the best of their ability and allow others to do the same;
13. remain within agreed areas and follow arrival, collection, transport and missing-person procedures;
14. comply with the no-phones, no-smoking and no-vaping site rules and any authorised exception; and
15. tell a trusted adult about harm, risk, conflict, unsafe items or behaviour that causes concern.

5. Roles and responsibilities

5.1 Business Manager / policy owner

16. ensure this policy, staffing, training, recording systems and placement agreements support safe practice;
17. ensure significant incidents and patterns are reviewed, including equality and safeguarding implications;
18. liaise with commissioners and owners when resources, placement suitability or organisational action is required; and
19. ensure complaints, concerns about adults and restrictive-intervention records follow the correct procedure.

5.2 Lead on duty and Designated Safeguarding Lead (DSL)

20. coordinate the immediate response to serious or escalating incidents;
21. make or oversee safeguarding decisions and referrals under the relevant safeguarding policy;
22. ensure parents/carers, adult representatives and commissioners are informed promptly and lawfully; and
23. check that records, debriefs, follow-up support and reviews are completed.

5.3 All staff and volunteers

24. know each person's communication, health, SEND, risk and support information relevant to their role;
25. model the behaviour expected, use consistent language and intervene early;
26. use the least intrusive effective response, preserving dignity and avoiding public confrontation;
27. record and report incidents before leaving duty, or as soon as practicable if an emergency prevents this; and
28. report safeguarding concerns, injuries, allegations, low-level concerns and unsafe practice through the correct route without delay.

5.4 Commissioners, parents and carers

WSCF will work with commissioners, parents/carers and relevant professionals to agree expectations, share essential risk and support information, review patterns and coordinate plans. Placement agreements must identify decision-makers, contact routes, reporting timescales and who can authorise any change to the placement.

6. Positive behaviour, SEND and individual support

Staff build positive behaviour through reliable relationships, explicit teaching of routines, calm transitions, meaningful choices, visual or communication support, manageable tasks, praise that is specific and genuine, safe responsibility and recognition of effort, progress and repair.

Before deciding on a response, staff should consider what happened, the person's communication and understanding, disability or SEND, health and medication, sensory needs, trauma, age and developmental

stage, previous incidents, the effect on others, and whether a reasonable adjustment or additional support is required. A disability-related need does not remove all boundaries, but WSCF must avoid treating disability-related behaviour unfavourably where that would be unlawful and must make reasonable adjustments.

Where concerns persist, WSCF will co-produce or review an Individual Behaviour Support Plan with the learner or adult participant and, as appropriate, parents/carers, the commissioner and relevant professionals. It should identify strengths, triggers, early signs, communication, environmental adjustments, preferred de-escalation, prohibited or high-risk responses, recovery support and review arrangements.

Review interval: For a child in non-school alternative provision, progress under a behaviour support plan should be reviewed with the commissioner at least every six weeks, and sooner after a significant incident or material change in risk.

7. Responding to behaviour

Staff use professional judgement and move up or down the response according to risk. The response is not a rigid tariff.

29. Connect and regulate: use the person's name, a calm tone, simple language and enough processing time; reduce noise, audience or demands where safe.
30. Remind and redirect: restate the expected behaviour, explain the immediate safety reason and offer a realistic choice or alternative.
31. Support and adjust: use agreed communication tools, a regulation space, movement break, change of adult or task, or additional supervision.
32. Protect and escalate: summon the lead on duty, separate people where necessary, secure hazards and follow emergency or safeguarding procedures.
33. Recover and repair: when everyone is calm, check welfare, listen separately, support accountability and agree proportionate repair without forcing an apology or face-to-face meeting.
34. Record and review: make a factual record, notify the required people, identify learning and update risk or support plans.

Consequences must be reasonable, related to the behaviour, explained clearly and used alongside support. They may include redoing a task safely, repairing damage where appropriate, temporary restriction from a high-risk activity, increased supervision, loss of an earned responsibility, or a placement review. Basic needs, medication, communication aids, disability equipment and access to safeguarding support must never be withheld.

8. Serious, unsafe or prohibited behaviour

Examples include, but are not limited to:

35. assault, threats, coercion, intimidation, discriminatory abuse, sexual violence or harassment, harmful sexual behaviour or bullying;
36. possession or use of weapons, drugs, alcohol, stolen property, smoking/vaping products or another prohibited or dangerous item;
37. deliberate cruelty to animals, dangerous interference with livestock, fire-setting or serious damage;
38. unsafe use of tools, machinery, vehicles or chemicals;

39. absconding, leaving the agreed area, entering prohibited spaces or behaviour creating an immediate risk near roads, water, animals or machinery; and
40. online conduct, recording, image-sharing, AI-generated or altered content, or device use that creates a safeguarding, privacy or safety risk.

Staff must prioritise immediate safety, call 999 where there is a serious and immediate risk or a crime in progress, provide first aid, preserve evidence without viewing or forwarding indecent imagery, inform the DSL/lead on duty and follow the applicable safeguarding, emergency and reporting procedures. Non-emergency police contact, social-care referral or specialist advice will be considered by the appropriate lead.

A serious incident may result in removal from an activity, increased supervision, collection from site, a pause pending an urgent risk assessment, or a request for the commissioner to review the placement. These are safety and placement-management actions; they are not a school suspension or permanent exclusion by WSCF.

9. Safeguarding, bullying and harmful sexual behaviour

Staff must not dismiss conduct as banter, part of growing up or an inevitable feature of SEND. One-off harmful conduct can require action even if it does not meet a repeated-behaviour definition of bullying. The person affected should be heard, supported and protected; the person whose behaviour caused concern should receive appropriate assessment, boundaries and support without compromising the safety of others.

Child-on-child sexual violence, sexual harassment and harmful sexual behaviour must be considered within a child-protection context, including behaviour online and outside the setting. Staff must follow KCSIE and WSCF safeguarding procedures, avoid promising confidentiality, and never arrange restorative contact where this would be unsafe, unwanted or interfere with an investigation.

10. Restrictive interventions and reasonable force

WSCF adopts the principles of the DfE's April 2026 restrictive-interventions guidance as relevant good practice. Nothing in this policy authorises a member of WSCF staff to assume a statutory school power that does not apply to them. The placement agreement, employer instructions, training, the individual's plan and the law governing the circumstances must be followed.

41. **Prevention first:** anticipate triggers, adapt the environment, use communication and de-escalation, and seek help early.
42. **Lawful necessity:** physical intervention may be used only when lawful and necessary to prevent an immediate risk such as injury, serious damage or other circumstances covered by law; never as punishment or to secure compliance where there is no relevant risk.
43. **Least restrictive and shortest time:** use no more force or restriction than is necessary, for no longer than necessary, and stop or change approach if it increases risk.
44. **Safety and dignity:** consider age, size, SEND, communication, medical needs, trauma and equality. Never obstruct the airway, breathing or circulation, cover the mouth or nose, apply pressure to the neck or abdomen, or intentionally take a person to the ground.

45. **Seclusion:** confinement that prevents a child leaving is not a disciplinary sanction. If it is ever used as an emergency safety measure, the child must be continuously supervised, the space must be safe, and the restriction must end as soon as the immediate risk reduces.
46. **Training:** only staff with suitable current training should use planned restrictive techniques. Any staff member faced with an unforeseen emergency must act within the law and their competence.
47. **Aftercare:** check for injury or distress, arrange medical assessment where appropriate, support witnesses, offer separate debriefs, repair relationships safely and review how recurrence can be avoided.

Recording and notification: Every use of force, restraint or seclusion must be reported immediately to the lead on duty and recorded before the staff member leaves duty, or as soon as practicable. Significant incidents must be shared promptly, normally the same day, with the parent/carer and commissioner unless a safeguarding reason makes that unsafe; the DSL decides any protective exception and records it.

11. Recording, information-sharing and review

Behaviour records must be factual, timely, proportionate and respectful. They should distinguish observation from opinion, record the person's voice and avoid stigmatising labels. Staff should record what happened before, during and after the incident; risks and harm; de-escalation and adjustments attempted; action taken; any physical intervention; injuries or medical response; notifications; safeguarding decisions; and agreed follow-up.

Significant child behaviour incidents should be reported to the commissioner and parents/carers promptly, ideally on the same day. Information may be shared without consent where this is necessary and lawful to safeguard a child or adult at risk. Records are stored securely and retained under WSCF's data-protection and retention arrangements.

The Business Manager and DSL/lead on duty will review significant incidents and patterns, including frequency, location, activity, time, injury, restrictive intervention, protected characteristics, SEND and individual staff or learner patterns. Review is used for support, training, environmental change, quality assurance and safeguarding—not to create crude behaviour league tables.

12. Concerns, complaints and allegations

A learner, adult participant, parent/carer or professional may raise a concern with any trusted member of staff or through WSCF's complaints procedure. Immediate safety or safeguarding concerns take priority over complaint timescales.

Any concern that an adult working with children has harmed a child, may have harmed a child, may pose a risk of harm, or may be unsuitable to work with children must be reported through the allegations procedure to the correct case manager and, where required, the Local Authority Designated Officer (LADO). Low-level safeguarding concerns and whistleblowing concerns must follow WSCF's staff safeguarding procedures. The person who is the subject of a concern must not manage the concern about themselves.

13. Training, monitoring and review

Staff and volunteers receive role-appropriate induction and refresher input on expectations, SEND and communication, trauma-aware practice, safeguarding, de-escalation, recording, emergency procedures and the boundaries of physical intervention. Staff assigned planned restrictive-intervention duties must have suitable current practical training and competency oversight.

This policy is reviewed annually and sooner after a serious incident, pattern, complaint, change in law or guidance, change in provision or identified practice weakness. The policy owner will consult learners, adult participants, staff, parents/carers, commissioners and relevant professionals in ways proportionate to the change.

Appendix A - Staff quick-response guide

Stage	Required staff action
1. Notice	Observe early signs, triggers, environment and immediate hazards.
2. Connect	Use a calm voice, simple language, processing time and the person's communication plan.
3. Reduce	Lower demands or stimulation where safe; move other people or hazards; offer a safe choice.
4. Call	Summon the lead on duty early. Use 999 for serious immediate danger or a crime in progress.
5. Protect	Use the least restrictive lawful action. Never use force as punishment.
6. Check	Provide first aid; consider medical assessment; support the affected person, staff and witnesses.
7. Report	Tell the DSL/lead on duty immediately; notify parent/carer and commissioner as directed.
8. Record	Complete a factual record before leaving duty or as soon as practicable.
9. Review	Debrief separately, update plans and identify what would reduce recurrence.

Appendix B - Minimum incident record

Record enough detail to explain the decision-making and follow-up. Include:

48. date, time, location, activity and people directly involved;
49. what was seen or heard, using the person's own words where relevant;
50. known context, triggers, needs, risks and reasonable adjustments;
51. de-escalation, support and alternatives attempted, and their effect;
52. any force, restraint or seclusion: who used it, legal/safety reason, method, duration and why it was necessary and proportionate;
53. injury, distress, first aid, medical assessment, damage or police/emergency action;
54. the learner's or adult participant's account and the affected person's views;
55. safeguarding decisions and referrals;
56. who was informed, by whom, when and any reason for delayed or withheld notification; and
57. debrief, support, repair, risk assessment, plan changes and review date.

Sources and related guidance

Behaviour in Schools: Advice for Headteachers and School Staff (February 2024) — Department for Education.

Non-school Alternative Provision: Voluntary National Standards (August 2025) — Department for Education.

Restrictive Interventions, Including Use of Reasonable Force, in Schools (effective 1 April 2026) — Department for Education.

Keeping Children Safe in Education 2025 and 2026 — Department for Education.

Working Together to Safeguard Children 2026 — HM Government.

Suspension and Permanent Exclusion Guidance (effective 26 July 2026) — Department for Education.

SEND Code of Practice: 0 to 25 Years — Department for Education and Department of Health.

Approval record

Approving authority	Name	Signature	Date
Business Owner / authorised approver	Jake Payne	Jake Payne	05/08/2026