

Combat Classroom Behaviour Policy

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Introduction

Young people are innately driven to meet their 3 basic needs:

- **Autonomy:** Having choice and control over their actions
- **Relatedness:** Feeling connected with and accepted by the people around you
- **Competence:** Feeling that you are learning and developing skills

This means that young people strive to grow, develop and have positive connections.

Young people do well IF they can.

But there are some things that can get in the way...

Stressors:	Unmet needs:	Skill gaps:
<p>What if the space is too loud, too bright, too busy? What if the people around a young person do not understand them? Stress caused by the physical and social environment can get in the way.</p>	<p>Did they have enough sleep? Are they dysregulated? It is hard for a young person to do well if their physical, emotional, social and sensory needs aren't met.</p> <p>But it is wider than these short-term needs. What if they have a lot of trauma, or feel ashamed of having learning needs? Longer term thoughts, feelings and experiences can make it harder to do well.</p>	<p>Everyone on the planet has different strengths and needs. This means they may thrive in some areas, but find some things that most people find easy, very difficult. If someone has a skill gap, unless the skill is developed, or unless support is put in place to stop it being a barrier, it is hard to do well.</p>

People typically use rewards and punishments when these things are in the way, but we know that rewards and punishments don't fix things...

Why rewards and punishments don't work.

1. **Internalising Needs** - They make people internalise their needs: You may see a change in behaviour in the short term, but this is because young people try to internalise their needs. Short term change leads to long term dysfunction as it creates masking, trauma, hypervigilance and burnout.
2. **Feelings Matter** - They are designed for when your feelings don't matter: But when it comes to supporting young people, thoughts and feelings DO matter. If a young person is punished for their behaviour, they may change their behaviour, but their underlying stress, unmet need or skill gap will still exist. This often leaves people feeling worse, not better.
3. **Decreasing Motivation** - They are proven to DECREASE motivation: There is a lot of evidence that shows that rewarding people for their behaviour decreases their internal drive. People start doing things to comply, rather than because it feels good. Over time, people can become dependent on rewards, and lose their sense of self.
4. **Unconditional Support** - Young people need UNCONDITIONAL support, love and enragement: Young people are usually trying their very best. Rather than rewards being conditional on "good behaviour" - shouldn't trying their best be enough?

Instead of rewards and punishments, there are some core values we think are essential...

1. Safety & Trust

We create an environment where young people feel physically and emotionally safe. Trust is at the foundation of everything we do, built through consistency, respect, and understanding.

2. Positive Behaviour Support

We focus on recognising strengths and encouraging positive choices. Through clear routines, encouragement, and reinforcement, we support long-term behavioural growth.

3. Trauma-Informed Practice

We understand the impact of past experiences on present behaviour. Our approach is rooted in empathy, patience, and awareness, ensuring that every young person is supported in a way that meets their individual needs.

4. Respect & Responsibility

We promote mutual respect and personal accountability. Young people are supported to take ownership of their actions in a constructive and empowering way.

5. Growth & Resilience

We value progress over perfection. By encouraging effort, perseverance, and reflection, we help young people build resilience and confidence in their ability to overcome challenges.

6. Consistency & Structure

We provide clear expectations and reliable routines, creating a stable environment where young people can feel secure and focused.

7. Inclusion & Individuality

We recognise and celebrate that every individual is different. Our provision is adaptable, inclusive, and centred around meeting each young person where they are.

8. Empowerment Through Learning

We equip young people with practical skills, emotional awareness, and a positive mindset—empowering them to make informed choices and shape their own futures.

Trauma Informed Practice

Trauma can have a profound and lasting impact on individuals' emotional and psychological well-being. By understanding and addressing the potential impact of trauma, we aim to create a safe and predictable environment where young people are supported with the healing process. We aim to create a safe and predictable environment where young people can feel secure and supported, following the 6 key principles of trauma-informed practice. (*Office for Health Improvement and Disparities, 2022*):

1. **Safety:** Prioritising the physical, psychological and emotional safety of young people.
2. **Trustworthiness:** Explaining what we do and why, doing what we say we will do, expectations being clear and not overpromising.
3. **Choice:** Young people are supported to be shared decision makers and we actively listen to the needs and wishes of young people.
4. **Collaboration:** The value of young people's experience is recognised through actively working alongside them and actively involving young people in the delivery of services.
5. **Empowerment:** We share power as much as we can, to give young people the strongest possible voice.
6. **Cultural Consideration:** We actively aim to move past cultural stereotypes and biases based on, for example, gender, sexual orientation, age, religion, disability, geography, race or ethnicity.