



Behaviour Policy

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| Reviewed by: | School Principal |
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| Approved by: | Tracey Storey, CEO |

What is the policy about?

This policy is about what we do every day to show, teach, encourage, and celebrate caring and purposeful behaviour of staff and learners.

This Behaviour Policy intends to support a learning environment where all our learners:

- learn successfully in a safe and purposeful environment.
- benefit from personalised behaviour support to enable them to fulfil their learning potential.
- are supported by caring, passionate and trustworthy adults who inspire high expectations and aspiration in their learners.
- And learn and practice how to meet their own needs without harming others.

The policy provides practical guidance and support documents for staff so they can be safe adults and apply our behaviour expectations all the time across The Stable School. It also outlines our practices for preventing and dealing with harmful behaviour.

Our Safe Place Promise is:

- 1) We will do all we can to stop harmful behaviour; we will support, teach, and learn how to meet needs harmlessly.
- 2) We will stop anyone gaining or being advantaged (in any way) by causing harm.
- 3) We will stop anyone gaining or being advantaged by refusing to follow reasonable instructions.
- 4) We will communicate with all parties involved when deciding on the course of action to be taken when harm has been caused.
- 5) We will focus on the impact and wellbeing of those involved, not only their actions and what they have done.
- 6) We will focus on repairing and building relationships and teach behaviour and the understanding of consequences (rather than just 'manage' it).

Who does this policy apply to?

This policy applies to all staff including the proprietors, teachers, support staff, external contractors, visitors, volunteers, and other individuals who work for or provide services on behalf of Melrose Education (collectively referred to as 'staff' in this policy) as well as learners and parents/carers.

Policy Requirements

Staff will consistently create and maintain a safe, purposeful, relational environment with:

- Mutual trust and respect throughout the learning community.
- Equality of opportunity for all.
- Celebration of learners' educational achievements, inside and outside of school.
- Integration and success for learners that have been excluded from mainstream education and/or are emotionally vulnerable.

We will foster a community life rich with cultural capital as a vehicle for learners' growth by enabling them to:

- be cared for, encouraged, and celebrated.
- recognise issues that may affect their behaviour and develop strategies to deal with them respectfully.
- develop self-discipline, manners, and a sense of ownership of and responsibility for their actions and choices.
- and have high expectations and aspirations for themselves.

We will establish points of contact with parents, carers, and partner agencies to promote collaborative care and clarify responsibilities for supporting learners' positive behaviour.

Our Core Behaviour Expectations

All members of our learning community and visitors are expected to behave in a caring way towards themselves, others, and our environment.

Staff

We expect our staff to consistently and explicitly model The Stable School ethos in their own behaviour and relationships with learners and each other.

In all elements of school life, including all related activities and travel on and offsite, staff are expected and supported to display attitudes for learning in 3 aspects:

- **Right Place** – Create, model and support learners to follow clear school learning day routines.
- **Right Thing** – Create and regularly update Behaviour Support Plans that articulate learners' needs to be successful learners engage learner with lessons and activities informed by their Behaviour Support Plans
- **Right Way** – Be attentive and relational, enabling learners to be purposeful.

The Stable School has clear procedures to address harmful behaviour and a designated senior member of staff to take action, when learners' behaviour means they are not able be in their designated learning space and make a final decision that ensures safety and supports all (these will be published as part of this behaviour policy).

In some cases, where purposeful and/or legally required, incidents of harmful and/or criminal behaviour may be reported to the police or other agencies after discussion with a member of the senior leadership team.

Learners

In all elements of school life, including all related activities and travel on and offsite, learners are expected and supported to display attitudes for learning in 3 aspects:

- Right place - be in the correct space as allocated by staff.
- Right thing - engage with lessons and activities.
- Right way – be respectful of the learning environment and others, allowing them to be purposeful.

Responding to Positive Behaviour

Where learners display behaviour that meets and/or exceeds expectations, staff will respond to the behaviour to ensure that:

1. Behaviour that is safe, purposeful and/or kind is highlighted and encouraged.
2. Learners who demonstrate progress in attitudes and behaviour are celebrated for it.
3. Learners are able to recognise the impact of their behaviour so they can learn to pursue their needs harmlessly.

Staff will model expected behaviour and wherever possible, shine a light on learners' positive behaviour that is kind and/or contributes to a safe and purposeful learning environment.

Staff will do so by being explicit and descriptive; staff will ensure the learner recognises both the behaviour and its effect on themselves and others – this can also include introducing a reward.

Together with our learners, we will create rewards for positive behaviours that are achievable and relevant. These will consist of both short and long-term targets as well as spontaneous celebration of positive behaviour.

Rewards will record the positive impact through 'right place, right thing, right way.' Good practice will consist of:

- Each Learning episode and lesson having recorded the 3-step expectation 'right place, right thing, right way' if the expectation has been met, this will be recorded on a tracking sheet which will keep daily and cumulative totals.
- Learners' involvement in assessing and recording their attitude for lessons/activities
- Rewards will have a value which can be exchanged for items and experiences from the meaningful reward brochure.
- Reward total statements will go home at the end of each term to parents / carers.
- Learners will be eligible for reward events based on rewards accrued.

Understanding Behaviours

Communication should be at a level which is understood by the learner and enables them to express themselves in an individual way.

All staff need to recognise that the learner's behaviour may be caused by a range of issues that they may not have the ability to express. Emotional upset or distress, physical discomfort e.g. thirst, hunger, becoming overheated or pain; or sensory overload e.g. noise, light, temperature are all triggers that would need to be explored.

All learners if they require it will have a Red Risk Plan and risk assessment which is regularly reviewed and involves the learners and parents/carers in its production. This will also be triggered if a learner is suspended from School to support a successful reintegration. These contain key information used by all staff to support their interactions with a young person, including:

- Commonly displayed behaviours.
- Risk assessment around anticipated harmful behaviour.
- Effective strategies and approaches to be utilised by staff when interacting with learners that are dysregulated and/or in crisis.
- And triggering responses and approaches to be avoided by staff when interacting with learners that are dysregulated and/or in crisis.

The Use of Sanctions – at The Stable School, the emphasis will be on recovering Lost Learning Time (LLT)

We understand behaviour to be a form of communication and a means for learners and adults to meet their needs. The specific actions a person may take and the circumstances around them vary, therefore the school has a variety of processes which will be used on a case-by-case basis in order to ensure we keep our Safe Place Promise outlined above.

Where learners display behaviour that does not meet the 'right place, right thing, right way' expectations above staff will respond to the behaviour in order to ensure that Behaviour that is harmful to themselves or others is stopped.

Where harm has occurred learners will be expected and supported to recognise the impacts of their behaviour so they can learn to pursue their needs harmlessly, and where possible to repair this harm in a restorative manner.

Staff are expected to consistently respond to behaviour exhibited by learners which does not meet the school's expectations. The decision to seek help from a colleague or to withdraw from a difficult situation may sometimes be the best course of action. This is viewed as professional strength and is encouraged by the school's Senior Leadership Team.

We will support learners and/or staff who have been harmed by the actions of another in the event that they wish to report the matter to the police. In accordance with the law, any use of sanctions to recover LLT (including sessions outside regular school times, e.g. twilight/detention) must satisfy the following conditions:

- The decision to recover LLT a learner must be made by a paid member of staff that has been authorised by the principal to do so according to training and level of role and responsibility in the school.
- It must be made on the school premises or while the learner is under the charge of the member of staff.
- The use of LLT recovery must not compromise the learner's safety and must be relevant to the incident - staff will give due consideration as to whether the young person's behaviour under review gives cause to suspect that s/he is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the safeguarding policy.
- The recovery of LLT must not breach any other legislation and be reasonable in all the circumstances (for example in respect of disability, special educational needs, race and other equalities and human rights); In determining whether such use is reasonable, account must be taken of the learners' age, any special educational needs or disability they may have, and any religious requirements affecting them balanced with the perceived harm caused by them.
- Corporal punishment is illegal in all circumstances.
- Parent/carer's consent for LLT recovery is not required. However, the school must make clear to learner and parent/carer the reasons that lead to the decision to use sanctions as soon as possible.
- All staff (unless stated otherwise by the principal) have responsibility for the learners, at all times.

Use of Powers of Search and Confiscation

All school staff can search a learner for any item if the learner agrees. Principals and staff authorised by them have a statutory power to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item in their possession; although there is no legal requirement to make or keep a record of a search, staff will do so.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. For full guidance see the DfE guidance on searching, screening, and confiscation.

Use of Sessions Outside the School's Regular Times (Twilight) Sessions

Sessions outside the school's regular times will be issued only for the purpose of preventing harm, rebuilding relationships following harm and/or completing school tasks and learning work that has not been completed in timetabled hours due to the learner's refusal or lack of engagement. It is a form of 'repairing' loss of learning time, not a punishment. These arrangements will be accompanied by exploration of the reasons for the initial lack of engagement.

Staff members have a specific legal power to impose sessions outside the school's hours. The times when this is permitted include:

- Any school day where the learner does not have other permission to be absent.
- Non-teaching days when school is open on, e.g. Training days/INSET days.
- Lunchtimes - staff should allow reasonable time for the learner to eat, drink and use the toilet.
- These sessions must not put the learner at risk or prevent the learner from keeping any caring responsibilities they might have.
- Travel to and from the school should be rearranged if impacted upon and be made clear and safe for the learner.

Change of Provision and Suspensions

Staff may change a learner's immediate provision (same day only) when necessary, in response to behaviour which is harmful to the learning environment.

This must be authorised by the principal.

Staff will make every effort to avoid suspension or permanent exclusion of learners.

Suspension will only take place if agreed in advance within schools' non-negotiables and/or if the learner becomes an overwhelming risk to others or themselves through for example: physical violence, bullying or harassment.

Internal isolation may also be an option to avoid suspension. This will be a process that may include mentoring, restorative processes, support and education around key themes from original incident and will be supported with 1-1 for these activities and for all learning through the day.

The principal may revise and change a learner's overall provision in response to their changing needs (manifested through their behaviour).

Restrictive Physical Interventions (RPI)

Legislation is clear that where appropriate, proportionate and necessary RPI may be used if it is in response to the safety of learners or adults. TSS does not condone the use of any physical force unless it is strictly to create a safe environment for all.

When an RPI is used it will be in line with advice, training and guidance of Team Teach wherever possible. All staff receive training annually, where it is practicable, to support the effective safe use and confidence of adults where it may be required to use an RPI.

If an RPI is employed families are informed on the same day and this is recorded on the school's data systems. The learner is also met with and the experience of the RPI discussed and also recorded on the school's data systems.

Procedures and Processes

The principal must ensure that further to this policy the following processes and procedures are in place and are known by all staff:

- School – learner – home expectations
- Response to behaviour incidents and support procedures:
- Duty and ad hoc support
- Rotas
- Procedure for addressing harm to property (Criminal Damage)
- Physical intervention recording and monitoring procedure
- Behaviour incidents monitoring procedures

The principal must ensure staff knowledge, understanding and consistent following of this policy in school's everyday practice.

Appendix 1 – 10 Core Practice Expectations from Staff

Safe Place

1. Communication is positive and professional.
2. Staff regulate themselves before learners.
3. Staff promotes PACE culture - Playful, Accepting, Curious and Empathetic interactions

Purposeful Learning Environment

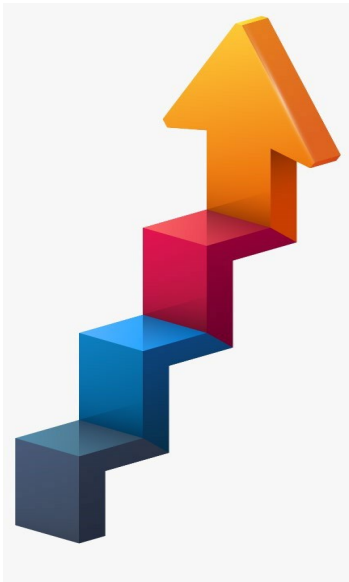
4. Learning Objectives and Success Criteria are explicitly shared, displayed, and referenced throughout.
5. Modelling includes explicit communication of feelings, thought processes, activities, behaviour, and attitudes.
6. Feedback promotes progress and growth; Learners respond to the feedback.
7. Recording is timely: Behaviour Watch and lesson recording

Good People

8. Relationships are valued, and staff seek to repair harm.
9. Personalisation involves all interactions.
10. Staff engage learners in lessons, activities, break times and lunchtimes.

Appendix 2 – Lost Learning Steps

Lost Learning Steps



Step 4 – Triage (Sanction)

Step 3 – Reminder next Step is 4 – Triage

Step 2 – Opportunity to make the Right choice

Step 1 – Clear Expectations – Right Place, Right Thing, Right Way

Next Steps following Triage

Learning which is Lost is a fundamental need and requirement to protect learner's futures so that they may flourish in and after the Stable School and is why we will support learners with a process to minimise the potential impact this may have for them.

If a learner has reached Step 4 and Triage, the following actions will be enacted.

- Learners will be required to make up their Lost Learning time at the next break in learning (morning break or after eating lunch)
- At the Barn in the Restorative Space (location), with appropriate member of the support team
- At the Gatehouse in the Crate or Art Room (location), with appropriate member of the support team
- Parents/carers informed, and future actions explained if required.
- If the opportunity is not taken, they will be provided with one more opportunity the next day to catch-up with their Lost Learning.
- If the second opportunity has not been taken the final opportunity will be presented with the explanation that should this not be taken their transport will be re-arranged so that their lost learning can be fulfilled after school and if necessary, School transport will return them home.

Appendix 3 - Harmful Behaviour - Consequences, Set Responses and Sanctions and LLT Recovery

| <u>Behaviour</u> | <u>Consequences</u> | <u>Protecting/Preventing harm – Boundaries Setting</u> | <u>Repairing harm – Building Relationships</u> |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical Assault | <ul style="list-style-type: none"> Physical injury caused Damage to relationship Reduced sense of safety | <ul style="list-style-type: none"> Fixed term suspension ½ day if believed to be related to mental health 1-day FTS if believed to be chosen Police involvement Permanent exclusion. Tutor contact parent, carer, guardian Change of provision | <ul style="list-style-type: none"> Reintegration meeting with those involved (this may include parent/carer/guardian) Exchange of messages through 3rd party Written communication |
| Verbal Assault | <ul style="list-style-type: none"> Emotional harm Damage to relationship Reduced sense of safety Repeat into wider community and adulthood | <ul style="list-style-type: none"> Phone call home Meeting with parent/carer/guardian Fixed term suspension Police involvement Change of provision | <ul style="list-style-type: none"> Meeting with those involved (this may include parent/carer/guardian) Exchange of messages through 3rd party Written communication |
| Racial Abuse, | <ul style="list-style-type: none"> Emotional harm Damage to relationship Reduced sense of safety Repeat into wider community and adulthood | <ul style="list-style-type: none"> Phone call home Meeting with parent/carer/guardian Fixed term suspension Police involvement Change of provision | <ul style="list-style-type: none"> Reintegration meeting with those involved (this may include parent/carer/guardian) Exchange of messages through 3rd party Written communication |
| Homophobic, Transphobic or Derogatory language | <ul style="list-style-type: none"> Emotional harm Damage to relationship | <ul style="list-style-type: none"> Phone call home Meeting with parent/carer/guardian | <ul style="list-style-type: none"> Reintegration meeting with those involved (this may include parent/carer/guardian) |

| | | | |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Reduced sense of safety • Repeat into wider community and adulthood | <ul style="list-style-type: none"> • Fixed term suspension • Police involvement • Change of provision | <ul style="list-style-type: none"> • Exchange of messages through 3rd party • Written communication |
| Possession of Weapons or Drugs | <ul style="list-style-type: none"> • Danger to self and others • Reduced sense of safety | <ul style="list-style-type: none"> • Phone call home • Meeting with parent/carer/guardian • Fixed term suspension • Police involvement • Permanent exclusion | |
| Swearing | <ul style="list-style-type: none"> • Damage to relationship • Reduced sense of safety | <ul style="list-style-type: none"> • Challenged EVERY time • Recording log • Phone call home • Meeting with parent/carer/guardian | <ul style="list-style-type: none"> • Meeting with those involved (this may include parent/carer/guardian) • Exchange of messages through 3rd party • Written communication |
| Sexualised Behaviour. Consumption of pornography | <ul style="list-style-type: none"> • Damage to relationship • Reduced sense of safety • Repeat into wider community and adulthood | <ul style="list-style-type: none"> • Fixed term suspension • Police involvement • Permanent exclusion | <ul style="list-style-type: none"> • Specific education intervention (free up training and 'A Call to Men') |