



## Behaviour Policy

<b>Reviewed by:</b>	Denise Carpenter, School Principal
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<b>Approved by:</b>	Tracey Storey, CEO

**What is the policy about?**

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

**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 The Stable School (collectively referred to as 'staff' in this policy) as well as learners and parents and all other stakeholders working with our school community.

**Intent**

This Behaviour Policy supports a learning environment where all our learners:

- learn in a physiologically safe and purposeful environment.
- benefit from personalised engagement support plans to enable them to fulfil their learning potential.
- develop strategies and skills on how to meet their own needs with the consideration of others.
- understand that we will establish points of contact with parents, and partner agencies to promote collaborative care and clarify responsibilities for supporting learners' positive behaviour.

The policy provides practical guidance and support documents for staff so they can be safe adults and apply our engagement expectations all the time across The Stable School. It also outlines our practices for predicting, preventing, and intervening with unsafe, dangerous, or harmful behaviours.

**Principles****Trauma Informed**

We recognise the widespread impact of trauma on learners and aim to create psychologically safe, supportive, and inclusive learning environments. We shift the focus from "what's wrong with you?" to "what has happened to you?". Involving the understanding of how trauma affects a student's development, behaviour, and learning, and implementing strategies to prevent re-traumatisation and promote well-being.

**Relational Practice**

We emphasise on building and maintaining positive, trusting relationships as a foundation for effective work. We focus on understanding individuals' perspectives, needs, and experiences to foster a sense of connection, welcoming, belonging and safety. This approach is a way of being and interacting that promotes positive outcomes for learners, staff, and wider communities.

**Restorative Justice**

Restorative justice is a process that focuses on repairing the harm caused by crime or conflict by bringing together those harmed and those responsible for the harm. It emphasizes accountability, healing, and community involvement, aiming for a positive way forward for all parties.

**Equity**

We ensure that everyone has access to the same opportunities and outcomes, while acknowledging that individuals may require different levels of support to achieve that. Equity recognises that fairness may require treating people differently based on their unique circumstances to achieve a level playing field.

**PRRR**

PRRR prioritizes secure attachments and safe environments ("Protect"); promotes emotional attunement, where the intensity (but not the tone) of emotion is matched, triggering opioid and oxytocin release ("Relate"); supports cognitive and physiological self-regulation

("Regulate"), unblocking goal-directed energy such as motivation, enthusiasm, and tenacity; and liberates mental capacity to reflect and integrate new learning ("Reflect").

## Implementation

### 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.
- 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.

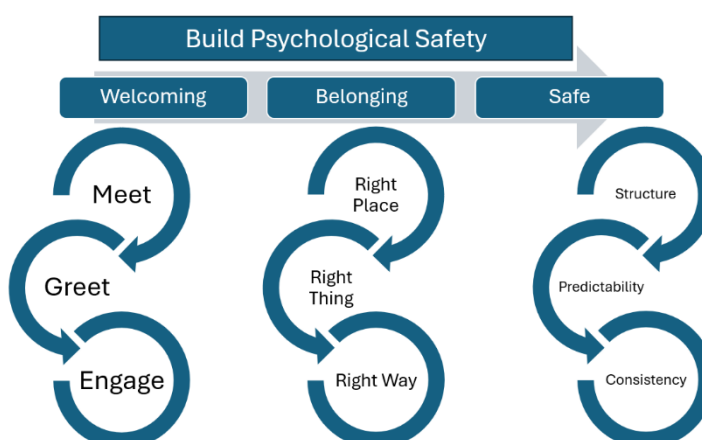
We implement this policy through creating and maintaining a psychological safe, relational, and purposeful environment.

This includes:

- clear behavioural expectations.
- ongoing staff training in attachment, trauma, and neurodevelopment needs.
- use of predictable routines, positive reinforcement, and restorative responses.
- personalised regulation and support plans informed by the Equality Act 2010 and the SEND legislation.
- rigorous incident logging, review, and safeguarding procedures in line with KCSIE 2025
- working in partnership with families, professionals, and all stakeholders to offer early and coordinated intervention.

These approaches are embedded in curriculum design, staff development, and school culture, in line with our statutory duties under sections 88-94 of the Education and Inspections Act 2006 and schedule 1 of the Independent School Standards.

This is achieved through a three-strand process:



<b>Right Place</b> – To model and support learners to follow a structured, predictable, and consistent learning day routine.	<b>Right Thing</b> – to support learners to engage in their education or alternatively their Behaviour support plan which meets their SEMH need.	<b>Right Way</b> – To coach the learners socially and emotionally to be purposeful and respectful.
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- **Meet, greet, and engage** embodies PRRR which prioritises secure attachments and safe environments.
- **Right place, right thing, right way** creates an environment where learners feel part of a purposeful community that promotes high expectations and aspirations for our learners. This also reinforces positive behaviours needed as part of broader society to help our learners transition healthily into adulthood.
- **Safety** is our main priority for our learners and is underpinned by structure, predictability and consistency which enables the learner to feel protected, able to regulate, reflect and relate to others and develop.

### Staff

In all aspects of school life, staff are expected to support learners by:

- being an emotionally available adult.
- using and adapting the individualised engagement support plans.
- making informed decisions using the behaviour ladder.
- reflecting through daily debriefs on behaviours shown.
- being social and emotional role models in line with our Stable School values.
- using PACE (play, acceptance, curiosity, and empathy) and PRRR embedded in their practice.
- staff will notice, acknowledge, and affirm the positive impact learner behaviours to self and others.
- engaging with professional development relating to our principles.
- using motivational coaching and restorative justice.
- using and adapting red risk plans.
- follow our Relationship Policy.

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

### Learners

In all elements of school life, learners are expected to:

- be in the correct space for learning as allocated by staff or engage in the Education Support Plan which is co-created with the learner's input (**Right Place**).
- engage with their educational lessons or activities in their Educational Support Plan (**Right Thing**).
- be accepting and respectful of self, of others and of the learning environment allowing each other to be purposeful (**Right Way**).

We recognise, praise and reward children for positive choices and to help motivate and engage children promoting positive learning behaviours. As we recognise that sometimes one size does not fit all, we use a blended approach of both extrinsic and intrinsic rewards to help motivate and engage all children.

We encourage all members of staff to praise in several ways:

- A quiet word of encouragement.
- Time in with an adult.
- Reward points scheme.
- Principal Tea Party.
- Champion emails or phone calls home celebrating learners' achievements.
- Through sharing learning in parent consultations.

### **Right Place, Right Thing, Right Way**

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.
- 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.
- Learners will be eligible for reward events based on rewards accrued.
- Daily reward points are updated at the end of each day in de-brief.

### **The Use of Consequences and Sanctions to Promote Positive Behaviours**

We want children to be aware that behaviour choices have consequences sometimes for a variety of reasons, a child will continue to find it difficult to behave in an expected manner. Staff will act with curiosity to explore the possible route cause behind the behaviour so that protective factors can be put in place.

Further supportive strategies and interventions related to the behaviour will be used by staff to encourage the child to develop greater self-esteem, self-discipline and thought for others, maintaining a safe and positive learning environment.

All of our staff understand that presented behaviour may be an outcome or a response to ACES or reflective of additional education needs and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour.

We want learners to take responsibility for their behaviour and will encourage learners to do this through restorative justice approaches which enable learners to reflect upon their behaviour and to make amends. This process does not, however, replace consequences. In our school we know that consistent management of behaviour is essential for learners to understand what is expected of them and to avoid mixed messages.

It is vital that learners learn early on in life that there are always consequences to all behaviours which will either promote or undermine the positive and safe environment of our school community. Learners are taught to understand that it is their choice to break a rule, and they must take responsibility for making that choice. The consequences are short, clear, and progressive.

Our school's expectations about behaviour apply to all aspects of school life. In order to ensure there is a consistent approach, staff will use the following tiered system to address behaviour across the school. Consequences should always be reinforced by telephone calls, letters to parents and recorded on our school's system-CPOMS.

## Behaviour Ladder

The consequences/sanctions outlined in the behaviour ladder are of an education or protective nature. Consequences and sanctions are used to help develop the learner and create safety for themselves and others. Please see below.

Type	Behaviours	Behaviour Policy - Consequences/Sanctions
<b>Positive Behaviour</b>	Right Place, Right Thing, Right Way Classroom or Safespace (RP) Engaged in Learning (RT) Engaged in your agreed Planned Rest/Move Break (RT) Respectful Self, Others and Property (RW) Ask for Help (RW)	Reward Points Bonus Reward Points for Attendance Bonus Raffle Tickets - End of Term Reward Principal - Tea and Cakes Wow Moment Card Champion Email Home
<b>Level 1</b>	General Verbal Abuse	Verbal Reminder Right Place, Right Thing, Right Way
<b>Level 1</b>	Being unintentional unkind, hurtful to others	Regulate using agreed Engagement Support Plan
<b>Level 1</b>	Non Engagement in Learning	
<b>Level 1</b>	Disruption to other learning	
<b>Level 2</b>	<b>Persistent non- compliance Level 1 Behaviour</b>	<b>Record Incident on CPOMS, Phone Call Home to Parents</b>
<b>Level 2</b>	Verbal Abuse Targeting towards learner/staff	Reflective and/restorative - Require acknowledgement/ acceptance of impact
<b>Level 2</b>	Creating an unsafe environment/Psychological safety	Remain out of Lesson & Learn in another Space
<b>Level 2</b>	Climbing	Remain out for the rest of the day & Learn in another Space
<b>Level 2</b>	Damage to Property	Learner to support Repair where possible - Share Impact of Damage
<b>Level 2</b>	Misuse of Technology	Loss of Rights to use Technology or Specific Resource Triage Support
<b>Level 3</b>	<b>Persistent non compliance of Level 2 Behaviour</b>	<b>Record Incident on CPOMS, Phone Call Home to Parents</b>
<b>Level 3</b>	Absconding	
<b>Level 3</b>	Major Damage to Property	<b>Parental meeting</b>
<b>Level 3</b>	Physical Abuse targeting learners/staff	<b>Review Engagement Support Plan</b>
<b>Level 3</b>	Alcohol/Drugs in possession/Vapes/Cigarettes	<b>Review Red Risk Plan</b>
<b>Level 3</b>	Weapons	<b>Restrict offsite travel to activities</b>
<b>Level 3</b>	Theft	
<b>Level 3</b>	Unsafe Travelling	<b>Review Therapeutic Needs &amp; Intervention</b>
<b>Level 3</b>	Unsafe Offsite	<b>Internal</b>
<b>Level 3</b>	Racist Abuse	<b>Suspension</b>
<b>Level 3</b>	Sexualised Behaviour	<b>Emergency EHCP Review</b>
<b>Level 3</b>	Homophobic, Transphobic Language	Derogatory
<b>Level 3</b>	Bullying	

All behaviour incidents are recorded on the school's CPOMS system and are viewed by the Senior Leadership and Safeguarding Team. These are discussed weekly at the DSPL meeting and additional support is commissioned where necessary.

To ensure there is a consistent approach, staff will use the following tiered system to address behaviour across the school. Consequences should always be reinforced by telephone calls, letters to parents and recorded on our school's system-CPOMS.

<b>Notice/Redirect</b>	<b>Gentle encouragement, Redirect to expectations, PACE/Emotional Coaching</b>
Hi x, We notice.... you are not in class; you not in your area; sat on the desk (RP), are you ok? what has happened? We need you to ..... We appreciate...	
Hi x, We notice.... We notice your not engaged in the activity(RT),, We need you to ..... We appreciate...	
Hi x, We notice....Your interrupting, swearing,disrupting (RW),, We need you to ..... Thankyou...	

<b>Notice/Wonder to meet need</b>	<b>Reminder of expectations, PACE/Emotional Coaching, Meet Need</b>
x, We are noticing... your still not in class, your not in your area, are you sure ... you are ok or nothing has	

<b>Notice/Wonder/Offer Support Plan</b>	<b>Behaviour continuing, child discreetly signposted to engaging in their support plan</b>
We notice your still choosing to not be in the RP, not engage in learning (RT), be disruptive to others learning (RW) I imagine it would be better if we went to (safe space) instead, if we did (activity) instead, went to find (Safe adult) instead.	

<b>Notice/Sign Post</b>	<b>Behaviour continuing, Child signposted to desired and alternative consequence</b>
X, we want to help you make the right choice. You can continue to do ... (noticed behaviour) the consequence will be (appropriate consequence) or if you choose to do (desired behaviour) the positive consequence will be (natural consequence), I am happy to help. Give up to a minute to allow them to process	

<b>Notice/Consequence</b>	<b>Behaviour continuing, appropriate consequence issued</b>
X, you have continued to... therefore ... appropriate consequence	

We prefer to lead with educational consequence to inspire new insights that intrinsically motivates the learner to change behaviour.

Although, the intensity or frequency of behaviours may dictate we apply protective factors to ensure the psychological safety of our school community.

Removal of freedom to manage harm is temporary. The learner may be extrinsically motivated to engage in **educational consequences** that are in place to progress the learner to a point where we can return any freedoms limited by protective consequences.

### Triage Support

Triage support is effective during Level 2 and 3 behaviours:

- When a learner is refusing to follow guidance to engage with ESP Safe Space (P). To help engage in ESP to Protect, Regulate, Relate, Reflect before returning to class.
- If a staff member needs a change of face when a child is not regulating. To help engage in ESP to Protect, Regulate, Relate, Reflect before returning to class.
- To cover class teacher or learning support assistant if the learner needs to be out of lesson for an extended period due to Relate, Reflect taking place before returning to class.

Learners who show no growth from support and educational consequences, will gain further protective consequences put in place. The frequency of incidences and/or the intensity experienced will be considered when applying interventions. These may include:

- **Educational Consequences**
  - The learning, rehearsing, or teaching so that the freedom can be returned
  - When we use protective consequences, we need evidence of the **educational consequences** that are in place to progress the child to a point where we can return any freedoms limited by protective consequences.
- **Protective Consequences**
  - Removal of the freedom to manage harm.
  - **Protective consequences** are necessary to manage the risk of harm resulting from **dangerous behaviours**. Protective consequences limit freedoms.

Educational Consequences	Protective Consequences
<ul style="list-style-type: none"> <li>• Reflective Conversations</li> <li>• Restorative Conversations</li> <li>• Review Engagement Support Plan</li> <li>• Review Therapeutic Needs and Intervention</li> <li>• Implement Intervention <ul style="list-style-type: none"> <li>• Trauma-Informed Session</li> <li>• ELSA Session</li> <li>• Counselling</li> </ul> </li> <li>• Parental Meetings</li> <li>• Assisting with Repairs or Tidy Up</li> <li>• Rehearsing /Role Play</li> <li>• Research Topic of concern</li> </ul>	<ul style="list-style-type: none"> <li>• Review Risk Assessment</li> <li>• Review Red Risk</li> <li>• Limit of Freedom <ul style="list-style-type: none"> <li>• Escorted in social situations</li> <li>• Limit access to peer group</li> <li>• Limited access to outside space</li> <li>• Alternative breaks/lunches</li> <li>• No availability of minibus</li> <li>• Require 1:1 monitoring</li> </ul> </li> <li>• Increased staff ratio (in required situation)</li> <li>• Internal Inclusions</li> <li>• Referrals to External Services (MASH, Social Services, Police, CAHMS, etc...)</li> <li>• Emergency Review of Placement</li> <li>• Exclusion</li> </ul>

### Anti-Bullying

Incidents of bullying MUST be reported to the DSPL/Principal immediately and staff must follow the guidance set out in the school's Anti Bullying Policy.

### Physical Intervention

De-escalation is always the first strategy and physically intervening with children is a last resort. Physical Intervention of children is only used when:

- a child is at risk of hurting themselves or others.
- is damaging property.
- is seriously disrupting the learning of others.

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. The Stable School 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.



### **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.

### **Impact**

We evaluate the impact of this policy using a range of qualitative and quantitative indicators, including:

- Increased engagement in learning, attendance, and learner voice.
- Reduction in incidents, RPI, suspensions, and exclusions.
- Improved engagement in self-regulation, using their Engagement Support Plan.
- Higher staff confidence and relational consistency.
- Greater sense of psychological safety, connection, and wellbeing reported by learners, families, and staff.

Regular analysis of this data ensures that our behaviour policy remains effective, inclusive, and evidence-informed — meeting our duty to safeguard and promote the welfare of all children under Section 175 of the Education Act 2002

### **Legislation, Statutory Requirements and Statutory Guidance**

This policy reflects legislation and advice from the Department for Education (DfE) through the following documents:

- Behaviour in Schools: advice for headteachers and school staff 2022.
- Searching, screening and confiscation: advice for schools 2022.
- The Equality Act (protected characteristics) 2010.
- Keeping Children Safe in Education (KCSIE) 2025.
- Use of reasonable force in schools.
- Special Educational Needs and Disability (SEND) Code of Practice.
- Policies guided by Rights Respecting Schools (EDI) British Values, Anti Bullying Alliance, and Protected Characteristics.

This policy is also guided by, and takes account of:

- Section 175 of the Education Act 2002 (a school's duty to safeguard and promote the welfare of its learners).
- Sections 88 to 94 of the Education and Inspections Act 2006 (requires schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate learners' property).