Behaviour Policy

Reviewed by:	Denise Carpenter, 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 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 leaners, 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 (Protect, Relate, Regulate, Reflect)
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 is within school's everyday practice.
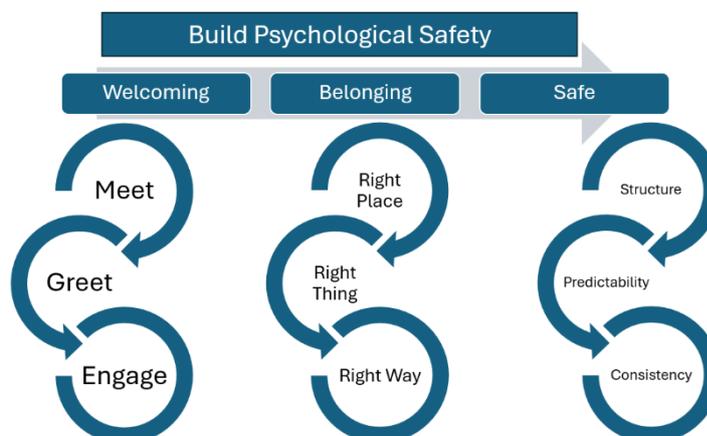
We implement this policy through creating and maintaining a psychological safe, relational, and purposeful environment.

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:

Right Place – To model and support learners to follow a structured, predictable, and consistent learning day routine.	Right Thing – to support learners to engage in their education or alternatively their Engagement support plan which meets their SEMH need.	Right Way – To coach the learners socially and emotionally to be purposeful and respectful.

- **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 have to themself and others.
- engaging with professional development relating to our principles.
- using motional 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 their engagement Support Plan which is co-created with the learner's input **(Right Place).**
- engage with their educational lessons or activities in their Engagement 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 learners for positive choices, to help motivate and engage learners 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 learners.

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 learners to be aware that behaviour choices have consequences sometimes for a variety of reasons, a learner 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 learner to develop greater self-esteem, self-discipline and thought for others, maintaining a safe and positive learning environment.

All our staff understand that presented behaviour may be an outcome or a response to ACES (adverse childhood experiences) or reflective of additional educational 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. 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	Behvaiour Policy - Consequences/Sanctions
Positive Behaviour	Right Place, Right Thing, Right Way	Reward Points
	Classroom or Safespace (RP)	Bonus Reward Points for Attendance
	Engaged in Learning (RT)	Bonus Raffle Tickets - End of Term Reward
	Engaged in your agreed Planned Rest/Move Break (RT)	Principal - Tea and Cakes
	Respectful Self, Others and Property (RW)	Wow Moment Card
	Ask for Help (RW)	Champion Email Home
Level 1	General Verbal Abuse	Verbal Reminder Right Place, Right Thing, Right Way
Level 1	Being unintentional unkind, hurtful to others	Regulate using agreed Engagement Support Plan
Level 1	Non Engagement in Learning	
Level 1	Disruption to other learning	
Level 2	Persistant non- compliance Level 1 Behaviour	Record Incident on CPOMS, Phone Call Home to Parents
Level 2	Verbal Abuse Targeting towards learner/staff	Reflective and/restorative - Require acknowledgement/ acceptance of impact
Level 2	Creating an unsafe envrioment/Psycholigical safety	Remain out of Lesson & Learn in another Space
Level 2	Climbing	Remain out for the rest of the day & Learn in another Space
Level 2	Damage to Property	Learner to support Repair where possible - Share Impact of Damage
Level 2	Misuse of Technology	Loss of Rights to use Technology or Specific Resource
		Triage Support
Level 3	Persistant non complience of Level 2 Behaviour	Record Incident on CPOMS, Phone Call Home to Parents
Level 3	Absconding	
Level 3	Major Damage to Property	Parental meeting
Level 3	Physical Abuse targeting learners/staff	Review Enagement Support Plan
Level 3	Alcohol/Drugs in possession/Vapes/Cigarettes	Review Red Risk Plan
Level 3	Weapons	Restrict offsite travel to activites
Level 3	Theft	
Level 3	Unsafe Travelling	Review Theraputic Needs & Intervention
	Unsafe Offsite	Internal
Level 3	Racist Abuse	Suspension
Level 3	Sexualised Behaviour	Emergency EHCP Review
Level 3	Homophobic, Transphobic Derogatory Language	
Level 3	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 safeguarding 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.

Notice/Redirect	Gentle encouragement, Redirect to expectations, PACE/Emotional Coaching
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 ….. Thank you…	

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

Notice/Wonder/Offer Support PLan	Behaviour continuing, child discreetly signposted to engaging in their support plan
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.	

Notice/Sign Post	Behaviour continuing, Child signposted to desired and alternative consequence
X, we want to help you make the right choice. You can continue to do … (noticed behaviour) the consequence will be (appropiate 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	

Notice/Consequence	Behaviour continuing, appropiate consequence issued
X, you have continued to… therefore … appropiate 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 their 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 learner 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 learner 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
- Reflective Conversations - Restorative Conversations - Review Engagement Support Plan - Review Therapeutic Needs and Intervention - Implement Intervention - Trauma-Informed Session - ELSA Session - Counselling - Parental Meetings - Assisting with Repairs or Tidy Up - Rehearsing /Role Play - Research Topic of concern	- Review Risk Assessment - Review Red Risk - Limit of Freedom - Escorted in social situations - Limit access to peer group - Limited access to outside space - Alternative breaks/lunches - No availability of minibus - Require 1:1 monitoring - Increased staff ratio (in required situation) - Internal Inclusions - therapeutic - Referrals to External Services (MASH, Social Services, Police, CAHMS, etc...) - Emergency Review of Placement - Exclusion

Anti-Bullying
Incidents of bullying MUST be reported to the DSL/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 learners is a last resort. Physical Intervention of learners is only used when:
- a learner 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. The Principal 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 learner. For full guidance see the DfE guidance on searching, screening, and confiscation.

Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any prohibited items found in a learner's possession because of a search will be confiscated. These items will not be returned to the learner. Prohibited items include mobile phones, META smart glasses, electronics, cigarettes, vapes, lighters, drugs, alcohol, drug paraphernalia, pornography, sharps, weapons, or items that could be used as weapons. We will also confiscate any item that is harmful or detrimental to school discipline. These items will only be returned to learners after discussion with senior leaders and the parent, and if deemed appropriate.

Searching a Learner

Searches will only be carried out by a member of staff who has been authorised to do so or by the principal. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the learner can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the principal, Designated Safeguarding and Prevent Lead (or deputy) who may have more information about the learner. During this time, the learner will be supervised and kept away from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other learners or staff at risk.

- Consider whether the search would pose a safeguarding risk to the learner.
- Explain to the learner why they are being searched.
- Explain to the learner what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf."
- Explain how and where the search will be carried out.
- Give the learner the opportunity to ask questions.
- Seek the learner's co-operation.

If the learner refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the principal and/or Designated Safeguarding and Prevent Lead (or deputy DSL), to try and determine why the learner is refusing to comply. We will not use any form of reasonable force to search learners. The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. An authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a learner's outer clothing, pockets, or possessions.

Outer clothing includes:
- Any item of clothing that is not worn immediately over a garment that is being worn next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt).
- Hats, scarves, gloves, shoes, boots.

Searching Learners' Possessions
Possessions means any items that the learner has or appears to have control of, including:
- Pencil Cases
- Bags and coats

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules. An authorised member of staff can search a learner's possessions when the learner and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing The Designated Safeguarding and Prevent Lead
The staff member who carried out the search should inform the DSPL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item as listed in section 3.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents
Parents will always be informed of any search (best practice is before it takes place) for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:
- What happened?
- What was found if anything?
- What has been confiscated if anything?
- What action the school has taken, including any sanctions that have been applied to the learner?

Support After a Search
Irrespective of whether any items are found as the result of any search, the school will consider whether the learner may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's Safeguarding and Learner Protection Policy and speak to the Designated Safeguarding and Prevent Lead. The DSPL will consider whether pastoral support, an early help intervention or a referral to learners social care is appropriate.

Strip Searches
At The Stable School, we will endeavour to ensure no strip searches take place on school property. We will always insist, should a strip search be deemed necessary by the authorities, that the learner be taken to a police station with an appropriate adult.

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches will not be allowed to take place on school premises even if being carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

The school will always advocate for the safety and wellbeing of learner(s) involved. Staff retain a duty of care to the learners involved and should always advocate for a learner's wellbeing. We do not believe a strip search on school premises is in the best interests of any learner and will, therefore, not advocate one.

Communication and Record-Keeping
Where possible and unless there is an immediate risk of harm, staff will contact at least 1 of the learner's parents to inform them that the police are going to strip search the learner before the strip search takes place and ask them if they would like to come attend the police station to act as the learner's appropriate adult. If the school cannot contact the parents, or they are not able to get to the location (police station) to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The school will keep records of strip searches that have occurred and monitor them for any trends that emerge.

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 learners 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 Learners 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.