The Stable School
Behaviour Policy

The Stable School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Owner: Melrose Education Limited

The Stable School Senior Leadership Team have overall responsibility for this policy.

This policy can be made available in larger print or more accessible format if required.

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due

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 pupils.

This Behaviour Policy intends to support a learning environment where all our pupils:
• 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 pupils.
• 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 pupils 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 pupils' educational achievements, inside and outside of school;

• Integration and success for pupils 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 pupils' 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 pupils' positive behaviour.

Our core behaviour expectations

At The Stable School we focus on getting the simple things right. Our approach is to empower and support all stakeholders. We will:
1. Have clear expectations.
2. Reward it right.
3. Model it.
4. Communicate clearly.
5. Clear rewards and sanctions
6. Clear accountability
7. Diagnose, develop and seek new approaches to tackle low level disruption

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

The Stable School has clear procedures to address harmful behaviour and a designated senior member of staff to take action, when pupils' 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.

Pupils

In all elements of school life, including all related activities and travel on and offsite, pupils 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 pupils 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. Pupils who demonstrate progress in attitudes and behaviour are celebrated for it.
3. Pupils 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 pupils' 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 pupil recognises both the behaviour and its effect on themselves and others – this can also include introducing a reward.

Together with our pupils, 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:

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- 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.
- Pupils' 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.

Understanding behaviours

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

All staff need to recognise that the pupil'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 possible triggers that would need to be explored.

All pupils will have a Behaviour Support Plan and risk assessment which is regularly reviewed and involves the pupils and parents/carers in its production. 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 pupils that are dysregulated and/or in crisis;
- And; Triggering responses and approaches to be avoided by staff when interacting with pupils 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 pupils and adults to meet their needs. The specific actions a person may take and the circumstances around them vary greatly, 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 pupils 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 pupils 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.

Staff are expected to consistently respond to behaviour exhibited by pupils 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 pupils 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 pupil must be made by a paid member of staff that has been authorised by the Headteacher 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 pupil is under the charge of the member of staff.

• The use of LLT recovery must not compromise the pupil'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 pupils' 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 pupil and parent/carer the reasons that lead to the decision to use sanctions as soon as possible.
• All staff (unless stated otherwise by the Headteacher) have responsibility for the pupils, at all times.

Use of powers of search and confiscation

All school staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil 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 pupil'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 pupil does not have other permission to be absent.
• Non-teaching days when school is open on, e.g. Training days/INSET days.
• Lunchtime detentions - staff should allow reasonable time for the pupil to eat, drink and use the toilet.
• These sessions must not put the pupil at risk or prevent the pupil 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 pupil.

Change of provision & suspensions

Staff may change a pupil'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 Headteacher.

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

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

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

Procedures and processes

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

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

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

Appendix 1 - Core practice expectation from staff

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Safe Place

1. Communication is positive and professional.

2. Staff regulate themselves before pupils.

3. Staff promotes PACE culture - Playful, Accepting, Curious & 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; Pupils respond to the feedback.

7. Recording is timely: BehaviourWatch and lesson recording

Good People

8. Relationships are valued, and staff seek to repair harm.

9. Personalisation involves all interactions.

10. Staff engage pupils 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 student's futures so that they may flourish in and after the Stable School and is why we will support students with a process to minimise the potential impact this may have for them.

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

i)   Students 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 DC, VJ, RC (person/team)
At the Gatehouse in the Crate (location), with AF, EL, LH (person/team)
Parents/carers informed, and future actions explained if required.

ii)   If the opportunity is not taken, they will be provided with one more opportunity the next day to catch-up with their Lost Learning.

iii)   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.

Visual for cumulative loss over a year

Appendix 3 - Harmful behaviour - consequences, set responses and Sanctions & LLT Recovery

Escalating according to frequency and level of harm by Tutor, Advocate & SLT

Behaviour	Consequences	Protecting/Preventing harm– Boundaries setting	Repairing harm – Building relationships
Physical Assault	• Physical injury caused. • Damage to relationship • Reduced sense of safety	• 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 • Change of provision	• Reintegration meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication
Verbal Assault	• Emotional harm • Damage to relationship • Reduced sense of safety • Repeat into wider community and adulthood.	• Phone call home • Meeting with parent/carer • Fixed term suspension • Police involvement • Change of provision	• Meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication
Racial Abuse	• Emotional harm • Damage to relationship • Reduced sense of safety • Repeat into wider community and adulthood.	• Phone call home • Meeting with parent/carer • Fixed term suspension • Police involvement • Change of provision	• Reintegration meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication

Homophobic, Transphobic or Derogatory language	• Emotional harm • Damage to relationship • Reduced sense of safety • Repeat into wider community and adulthood	• Phone call home • Meeting with parent/carer • Fixed term suspension • Police involvement • Change of provision	• Reintegration meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication
Possession of Weapons or Drugs	• Danger to self and others • Reduced sense of safety	• Phone call home • Meeting with parent/carer • Fixed term suspension • Police involvement • Permanent exclusion	• Reintegration meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication
Swearing	• Damage to relationship • Reduced sense of safety	• Challenged EVERY time. • Recording log • Phone call home • Meeting with parent/carer	• Meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication
Sexualised Behaviour. Consumption of pornography	• Damage to relationship • Reduced sense of safety • Repeat into wider. community and adulthood	• Fixed term suspension • Police involvement • Permanent exclusion	• Specific education intervention (free up training and 'A Call to Men')
Bullying	• Damage to relationship • Reduced sense of safety • Repeat into wider community and adulthood	• Phone call home • Meeting with parent/carer • Fixed term suspension • Change of provision	• Reintegration meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication

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Damage to property	• Danger to self and others • Reduced sense of safety • Cost for repair to damage	• Phone call home • Meeting with parent/carer • Fixed term suspension • Police involvement • Change of provision	• Meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication
Absconding	• Danger to self and others • Reduced sense of safety • Repeat into wider community and adulthood	• Phone call home • Meeting with parent/carer • Fixed term suspension • Police involvement • Change of provision	• Meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication
Climbing	• Danger to self and others • Reduced sense of safety • Repeat into wider community and adulthood	• Phone call home • Meeting with parent/carer • Fixed term suspension • Police involvement • Change of provision	• Meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication
E-Safety	• Danger to self and others • Reduced sense of safety • Repeat into wider community and adulthood	• Phone call home • Meeting with parent/carer • Fixed term suspension • Police involvement • Change of provision	• Meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication