



## Promoting Positive Behaviour Policy

<b>Centre:</b>	Stable Futures		
<b>Policy:</b>	Promoting Positive Behaviour Policy		
<p>This policy will be reviewed on an annual basis; however, should a need arise, it will be reviewed when required.</p> <p>This policy will be read, understood, and signed by all staff yearly and when changes have been made in line with government and DofE guidelines and changes.</p> <p><b>Document Control:</b></p>			
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# Change History

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## 1. Aims

**At Stable Futures we recognise we are an alternative provision and not a registered school, however we aim to work to address behaviour and follow school legislation and follow statutory advice.**

At Stable Futures services we seek to ensure that children and young people are enabled to experience and develop safe and positive relationships based on mutual trust and respect and that this is based on a clear understanding of acceptable behaviour. We recognise that behaviour is a form of communication which we should work to understand. As we support children and young adults who have complex and special needs each site needs to develop its own local procedures which reflect the Stable Futures values whilst providing flexible and bespoke individual support. All sites are expected to implement practices which place an emphasis on proactive action to recognise, foster, acknowledge and reward positive behaviour.

Managing behaviour positively is important when undertaking activities that can carry more risk due to the outside learning environment.

At Stable Futures we work with animals, farm machinery and equipment, whilst children are at bushcraft they may work with sharp tools and fire.

All children will have a placement induction and will be clearly provided with rules around kind animal handling and following tutor safety boundaries whilst on the Farm or in The Paddocks. Appendix 1

At Stable Futures we are driven by our pursuit of excellence, high expectations of behaviour and respect for every member of our community. This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children and young people have the opportunity to live and learn in a calm, safe and supportive environment.
- Establish a whole-site approach to maintaining high standards of behaviour that reflect the values of Stable Futures
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all children and young people.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

We strive to promote and create responsible citizens who:

- Make good choices and encourage others to do the same.
- Behave positively are considerate and value themselves, others, and their environment have the confidence, tenacity and resilience to attain their ambitions.
- Are inclusive and embrace differences have high levels of engagement demonstrate positive learning behaviours.
- Are role models to others.

## 3. Definitions

**3.1 Misbehaviour** is defined as:

- Disruption in communal spaces, on activities, in lessons, at break and social times
- Non-completion of reasonable requests
- Poor attitude

**3.2 Serious misbehaviour** is defined as:

- Repeated breaches of the site’s rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Further support for staff on understanding the levels of behaviours and incidents can be found in A4.1 Incident Guidance and Descriptors

### **3.3 Bullying:**

The Government defines bullying as: “Behaviour by an individual or, usually repeated over time, that intentionally hurts another individual or either physically or emotionally.” It can take a number of forms including, but not limited to, physical, emotional, prejudice based, sexual, cyber, direct or indirect verbal.

Details of our approach to preventing and addressing bullying can be found in our Anti Bullying Policy

## **4. Roles and responsibilities**

**4.1 Everyone** has a responsibility to abide by the Code of Conduct,

### **4.2 Site Leads must:**

- Maintain the safety of all site users through ensuring that staff are properly and sufficiently trained and skilled to meet the behaviour support needs of their current cohort.
- Ensure local procedures are in place and up to date which support this policy and promote positive behaviour at their site.
- Ensure they can evidence the key success.

- Ensure that the site environment encourages positive behaviour.
- Ensure that staff deal effectively with poor behaviour.
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently children.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- providing new staff with a clear induction into the site's behavioural culture to ensure they understand its rules and routines, and how best to support all children and young people to participate fully.
- Ensure this policy works alongside the safeguarding policy to offer children and young people both sanctions and support when necessary.
- Ensure that behaviour data is reviewed regularly, to make sure that no s of children or young people are being disproportionately impacted by this policy (see section 13.1)

#### **4.3 All Staff must:**

- At all times model positive and acceptable behaviour and create a calm and safe environment
- Communication to each child or young person clear expectations about behaviour and to ensure that the child or young person understands those expectations in accordance with their age and understanding and individual needs.
- Maintain the Stable Futures values.
- Attend and apply all relevant behaviour support training provided for them.
- Implement The agreed local procedure and this policy.
- Record and report incidents as outlined in our incident reporting policy (reference number A62)
- Raise concerns and ask questions in relation to behaviour support if they are worried or uncertain.
- Follow advice, and attend debriefs as required following incidents.

#### **4.4 Children and Young People are encouraged to:**

- Participate in accordance with their skills and understanding in planning and agreeing their individual behaviour support plans.
- Accept the help and guidance provided in relation to positive behaviour.
- Raise concerns and ask questions in relation to positive behaviour support if they are worried or uncertain.
- Where possible, give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

#### **4.5 Parents and carers are expected to:**

- Support Their child in adhering to the site's behaviour policy.
- Inform the site of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the staff promptly.
- Take part in any actions/meetings following misbehaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the site directly, whilst continuing to work in partnership with the site.
- Take part in the life of the site and its culture.
- The site will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the site's policy and working in collaboration with them to tackle behavioural issues.

#### **4.6 All visitors, whether parents, carers, visiting professionals or employees are expected to:**

- Model positive and acceptable behaviour
- Accept and follow any guidance provided should any incident of a behaviour of concern take place during their visit.
- Raise concerns and ask questions in relation to behaviour support if they are worried or uncertain.

#### **4.7 The Education Director will:**

- Ensure sites can evidence the key success.
- Hold the site manager to account to ensure that this policy is implemented, and that staff deal effectively with poor behaviour.
- Review local procedures to ensure they meet need and
- Ensure that staffing structures and resources support the implementation of positive behaviour strategies.
- Ensure Stable Futures policy and guidance on issues relating to managing behaviour of concern is relevant, robust and meets legal and regulatory requirements.
- Develop a consistent and safe approach to positive behaviour support within Stable Futures whilst meeting individual needs.
- Ensure that the learning and development of staff in managing behaviour of concern is appropriate, effective and sufficient to meet the needs of children and young people in our care.
- Ensure there are sufficient resources to support innovation in developing best practice behavioural care.

## **5. Code of conduct**

To realise our values, everyone working at, attending, living at or visiting Stable Futures sites is expected to behave in accordance with the following **Code of Conduct**:

- Take personal responsibility to make sure their behaviour ensures the Stable Futures values are observed.
- Treat everyone with respect, irrespective of differences or protected characteristics
- Respect personal space, and the environment
- Listen to each other.

## **6. Key success indicators**

Each of our sites and services can demonstrate:

- Clear, high and consistent expectations that everyone, irrespective of differences or protected characteristics, feels safe, secure and has respect and empathy for one another and diversities are embraced and appreciated.
- Staff, children, young people and parents/carers, view behaviour as everyone's responsibility and mutual respect and positive behaviours are an expectation for all.

- A positive environment where children and young people exhibit a sense of pride of being part of Stable Futures provision.
- Collaborative working relationships with parents/carers and stakeholders promoting positive behaviour with effective two-way or multi-disciplinary partnerships.
- Children and young people understand the impact of their behaviour and adapt this behaviour in future making more positive and informed choices.
- Proactive support and guidance to help children and young people learn from their mistakes and take ownership from them.
- Clear and fair behaviour expectations, rewards and sanctions are communicated and implemented consistently.
- Individual risk assessments and behaviour support plans are developed where required which are reviewed to reduce behaviours of concern.
- Robust recording and reporting of behaviours of concern using agreed Stable Futures ClearCare which enables analysis of individual and trends to reduce incidents and the use of physical intervention wherever possible

## **7. Responding to behaviour**

### **7.1 Behaviour management**

Staff are responsible for setting the tone and context for positive behaviour

They will:

- Create and maintain a stimulating environment that encourages children and young people to create positive relationships and be engaged.
- Develop a positive relationship with children and young people, which may include:
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Working as part of the team to develop consistent approaches to promoting positive behaviour and dealing with disruption/incidents.

### **7.2 Safeguarding**

The Centre recognises that changes in behaviour may be an indicator that a child or young person is in need of help or protection.

We will consider whether an individual's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to social care is appropriate. Where behaviours indicate a safeguarding concern, these will be logged on CPOMS and the records linked.

Please refer to our child protection and safeguarding policies for more information



### **7.3 Responding to positive behaviour.**

At the Stable Futures and within all services and sites we believe it is important to focus on and celebrate positive choices and promote good behaviour using praise, recognition and rewards, building self-esteem and an individual's sense of worth. Specific reward and recognition systems, and the code of practice and rules will be pertinent and bespoke to each of our services, whilst adopting the core values and principles of the Stable Futures.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the Centre's behaviour culture. Examples of rewards include:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, or special quality time or extra time given
- Positions of responsibility, such as being entrusted with a particular decision or project.
- Access to popular activities, trips or visits
- Please see our local procedures for our current rewards system

### **7.4 Sanctions and responding to negative behaviour.**

Children and young people are developing and learning their way in the world. We need to help them make the right choices and support the development of their ethical compass. As a part of this learning process, sometimes mistakes will be made.

We need to help children and young people make informed and positive choices but if poor choices are made, where deliberate or intentional, consequences need to be implemented. It is the duty of all staff within a site to support children and young people and strive to understand the underlying reasons for behaviour of concern whilst recognising that individuals should be supported in taking responsibility for their actions. The consequences and stages of approach will be included within each site's local procedure again adhering to the Stable Futures core values.

Education sites must refer to the Exclusions policy when imposing exclusion as a sanction.

When an individual's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children and young people know with certainty that misbehaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of prearranged scripts and phrases.

All children and young people will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to an individual to help them to meet behaviour standards in the future.

The site may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour

- Natural Consequences – for instance, move animal away for safety, or move tools etc ➤➤ Letter or phone call home to parents
- Agreeing a behaviour contract

Personal circumstances of the child or young person will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

**Sanctions which are never acceptable are:**

- The restriction of contact and communication
- Corporal punishment
- The withholding of food or drink, sleep, medication, personal aids and equipment required for a disability, clothes.
- The requirement to wear distinctive or inappropriate clothing.
- The imposition of a financial penalty other than reasonable reparation
- The imposition of punishments for the behaviour of an individual
- The involvement of any child in the punishment of another.
- Humiliating, belittling or punitive punishments

**7.5 Physical Intervention**

A restrictive physical intervention is defined as a planned or reactive act that restricts an individual's movement, liberty and/or freedom to act independently; and the sub-categories of restrictive intervention using force or restricting liberty of movement (or threatening to do so). (Taken from Reducing the Need for Restraint and Restrictive Intervention)

Restrictive physical intervention is always considered to be a last resort, and may only ever be considered when there is:

- Significant damage to property,
- An offence being, or highly likely to be, committed.
- no alternative method of mitigating these risks.

Restrictive physical intervention where used must be reasonable, proportionate, and use no more force than is absolutely necessary. Physical interventions may take the form of an emergency intervention, or a planned intervention.

The agreed approach to physical intervention used by the Team is accredited. Staff are adequately trained and competent to use physical intervention (to be updated on yearly basis) and must adhere to all safety measures. The approach adopted at a site is outlined in the local procedure, and the techniques taught within the programme should be used.

Staff must only use physical intervention if they have been trained unless it is an emergency to prevent harm to the young person or others.

**Emergency intervention**

Children and young people could be at risk due to an unexpected incident, or response to a new or unexpected situation.

Staff may intervene to maintain the safety and wellbeing of the child or young person or themselves if they choose to do so. For example, a member of staff may physically intervene to prevent a child or young person from harming themselves or causing harm to others.

Staff must report all unplanned interventions to the Site Lead to justify the action.

The site should assess the incident as soon as possible and a behaviour support plan will be drawn up or updated to reflect this.

Children and young people have the fundamental right of freedom of movement and liberty, and this will be central to all strategies that involve or are considered to involve the use of a restrictive measure.

All interventions in all contexts must be appropriate to the incident, be a proportionate response to the incident, use a proportionate degree of force, be the least restrictive option available, be respectful to the child or young person and be used for no longer than is necessary to prevent harm to the child or young person or to others.

Where restrictive physical intervention is used a meeting will be held and recorded within 48 working hours (wherever reasonably practicable) to review the incident and identify steps to implement risk reduction measures and avoid subsequent use wherever possible.

The use of restrictive physical intervention will be recorded on the site's MIS and monitored through the governance process and at the Incident and Safeguarding Committee.

### **7.7 Off-site misbehaviour**

Sanctions may be applied where a child or young person has misbehaved off-site when representing the Centre. This means misbehaviour when the individual is:

- Taking part in any site-organised or site-related activity (e.g. trips and visits)
- Travelling to or from Centre
- In any way identifiable as a young person or resident at one of our Centres, may also be applied where a child or young person has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
  - Could have repercussions for the orderly running of the site.
  - Poses a threat to another young person.
  - Could adversely affect the reputation of the site or the Stable Futures

Sanctions will only be given out on site premises or elsewhere when the child or young person is under the lawful control of a staff member (e.g. on a site-organised trip).

### **7.8 Online misbehaviour**

The site can issue behaviour sanctions to children and young people for online misbehaviour when:

- It poses a threat or causes harm to another young person.
- It could have repercussions for the orderly running of the site.
- It adversely affects the reputation of the site or the Stable Futures
- The child or young person is identifiable as a member of the site or the Stable Futures

Sanctions will only be given out on site premises or elsewhere when the child or young person is under the lawful control of a staff member.

### **7.9 Suspected criminal behaviour**

If a child or young person is suspected of criminal behaviour, the Centre will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the site will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the site lead will make the report and inform the Operations Director.

The site will not interfere with any police action taken. However, the site may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The site will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children and young people are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The site's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The site has procedures in place to respond to any allegations or concerns regarding a child or young person's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally.
  - Refer to early help.
  - Refer to children's social care.
  - Report to the police.

Please refer to our child protection and safeguarding policies for more information

### **7.11 Malicious allegations**

Where a child or young person makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the site will consider whether to discipline the individual in accordance with this policy.

Where a child or young person makes an allegation of sexual violence or sexual harassment against another Young Person or resident and that allegation is shown to have been deliberately invented or malicious, the site will consider whether to discipline the child or young person in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the site (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child or young person who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to social care may be appropriate.

The site will also consider the pastoral needs of staff, children or young people accused of misconduct.

Please refer to our child protection and safeguarding policies and our allegations of abuse against staff policy for more information on responding to allegations of abuse against staff or children and young people.

## **8. Recording and Reporting**

Where an incident involving a behaviour of concern has occurred, or restrictive physical intervention has been used these should be recorded on the Management Information System within 24 hours, wherever possible. Please see the Incident Reporting policy (reference number A62) for further details. It is expected that copies of relevant documentation will be made available to parents/carers and that information is shared following a serious incident. The incident report remains an important legal document and should be treated as such.

## **9. SEND**

### **9.1 Recognising the impact of SEND on behaviour.**

The Stable Futures recognises that behaviour may be impacted by a special educational need or disability (SEND). All of the young people we work with are recognised as having a SEND.

When incidents of misbehaviour arise, we will consider them in relation to an individual's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

Local procedures and site-specific rules, rewards, sanctions and strategies take into account the SEND of their cohort. When dealing with misbehaviour from individuals, especially where their SEND affects their behaviour, the site will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled Young Person or resident caused by the site's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of individuals with SEND ([Children and Families Act 2014](#))
- If a child or young person has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the site must co-operate with the local authority and other bodies.

### **9.2 Risk assessment: meeting individual needs**

Each child or young person's Individual Risk Assessment will take into account management and mitigation of known and probable behavioural risks, and these will be aligned with their individual behaviour support plan where a plan is deemed necessary. Individual Risk Assessments are reviewed regularly in accordance with local procedures.

### **9.3 Positive behaviour management and support plans: meeting individual needs**

Each child and young person have an individual plan which includes positive behaviour management and support strategies to meet their assessed needs.

This plan is regularly reviewed and updated in consultation with the child or young person and the key partners in their care and/or education, in accordance with local procedures. (This will be no less than three times per year (termly) and following significant incidents).

Individual plans are collaborative and are intended to enable and encourage each child or young person to take responsibility for their own behaviour, and to develop socially aware behaviours in accordance with their age and understanding.

Each child or young person should have access to their own plan in a format which is understandable and meaningful to them.

Individual plans include the following key information:

- > Any pertinent diagnoses
  - > Vulnerabilities
  - > Communication needs
  - > Risk behaviours
  - > Triggers
  - > Strategies for success (active, proactive, and reactive approaches and de-escalation techniques
- physical Intervention techniques

#### **9.4 Adapting sanctions for children and young people with SEND**

When considering a behavioural sanction site will take into account:

- > Whether the child or young person was unable to understand the rule or instruction?
- > Whether the child or young person was unable to act differently at the time as a result of their SEND?
- > Whether the child or young person is likely to behave aggressively due to their particular SEND?

The site will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

#### **9.5 Children and young people with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the site will co-operate with the local authority and other bodies.

If the site has a concern about the behaviour of a child or young person with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the site may request an emergency review of the EHC plan.

## **10. Supporting pupils following a sanction**

Following a sanction, the site will consider strategies to help the child or young person to understand how to improve their behaviour and meet the expectations of the site.

## **11. Transition**

### **11.1 Inducting incoming children and young people**

The site will support incoming children and young people to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider site culture.

### **11.2 Preparing outgoing children and young people for transition.**

To ensure a smooth transition, for example to the next year in a Centre or college or to a community project children and young people will have transition sessions. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to children and young people's behaviour issues may be transferred to relevant staff at the start of the term or year, or when provision changes.

## **12. Training**

The Stable Futures will ensure that staff have access to, attend and participate in such training as is necessary for them to deliver effective positive behaviour management and support to the children and young people in their care. This will include:

- Communication skills
- Stable Futures approved physical intervention training (Team Teach and Price)
- Any specific training requirements identified in relation to particular individually assessed needs.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating behaviour.**

The site will collect data on the following:

- Behavioural incidents, including removal from learning sessions.
- Attendance, permanent exclusion and suspension
- The use of Restrictive Physical Intervention
- Use of off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, and other stakeholders on their perceptions and experiences of the Centre behaviour culture

The data will be analysed at least 3 times per year through the governance process the data will be analysed from a variety of perspectives including:

- At site level
- By age
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The site will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

### **13.2 Monitoring this policy.**

This behaviour policy will be reviewed and agreed by the Incident and Safeguarding Committee annually.

Local Procedures will be reviewed by the site lead at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the local procedures will be approved by the Education Director

## **1) Rules /code of conduct**

### **Positive Language & focus**

By the use of positive language, it will reinforce positive choices and behaviour. It is important to avoid any language that might be interpreted as shaming young people. The mentor can use positive

restorative/reparative action and work towards gaining resolution. This would be at the learning mentor's discretion and understanding of the situation.

## **2) Rewards**

### **Primary Centre Reward System**

The reward system at Stable Futures encourages and rewards Young Persons who follow the Centre's behaviour expectations, and those who go above and beyond to personify the ethos of the Centre.

Within the primary setting of Stable Futures White House Centre, we believe it is important to focus on and celebrate positive choices and promote good behaviour using praise, recognition and rewards, thus building children's self-esteem and sense of self-worth.

There are several ways in which children's positive behaviour can be recognised, e.g. staff can award certificates for subject based achievements, or for children's achievements outside the curriculum.

The practice of rewarding positive behaviour, framed by our 5 Golden Rules is enshrined in this way in our Centre. The 5 Golden Rules are:

1. Listening ears, eyes, and minds
2. Safe hands, feet, and personal space
3. Be safe together and in agreed places.
4. Look after our Centre equipment.
5. Kind words, signs, and indoor voices

## **3) Sanctions**

### **Positive Reward V SANCTIONS/Natural CONSEQUENCES MODEL**

#### **Sanctions/Consequences**

Sanctions/consequences are used to develop and reinforce pupils' understanding of the consequences of their own actions in order to aid self-regulation. Rewards and sanctions/consequences are a means by which the Centre encourages good behaviour and sets expectations.

The Stable Futures system:

- Has been devised by the Centre Manager and staff and shared with parents/carers.
- Must be applied fairly and consistently across the Centre.
- Must not be degrading or humiliating to any young person.
- Must be displayed on site

The successful management of rewards and sanctions/consequences is central to the Centres' ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within Centre and the community.

The sanctions/consequences used may vary from time to time but will be characterised by certain features:



It must be clear why the sanction/consequence is being applied.

It must be made clear what changes in behaviour are required to avoid further consequences.

There needs to be a clear distinction between minor and major offences.

It should be the behaviour rather than the pupil that is sanctioned.

It must be as instantaneous as possible.

A personalised Behaviour Contract will accompany the child's Behaviour Support Plan taking into account the child's capacity to understand right from wrong. The Young Person should be involved in deciding the appropriate sanctions/consequences as part of his/her Behaviour Support Plan (Blank copy in Appendices) and the personalised Behaviour Contract.

At Stable Futures we believe that it is vital to outline the Centres' rules and expectations for all young people are clear about the boundaries set around their behaviour. This clarity engenders a sense of fair play as well as making pupils feel safe.

### **Minor Incidents**

All incidents of minor or major unsettled behaviour are recorded on the Centre Information Management System

Sanctions/consequences for minor incidents can lead to the use of a range of strategies such as; behaviour contracts, home partnership meetings, restorative practice meetings.

### **Major Incidents May include:**

- Physical abuse/assault on persons
- Serious verbal and non-verbal threatening or abusive behaviour
- Serious damage to property including vandalism or graffiti.
- Carrying a weapon or using or threatening to use Centre equipment or any other item as a weapon.
- Drug and alcohol possession and/or abuse
- Fire-setting or threatening behaviour with matches or cigarette lighters
- Sexualised behaviour and language
- Unsafe behaviour towards self (self-harm)
- Repeated absconding
- Significant or repeated incidents of Bullying
- Repetitive minor incidents which collectively disrupt the learning environment
- Racist Incidents

The Centre Manager MUST always be consulted following a major incident.

Possible sanctions/consequences for major incidents can include:

Internal exclusion, Permanent or Fixed term exclusion.

Where there is damage to property any cruelty to animals the young person involved or responsible will be expected to account for their actions and to work with a staff member on making some form of reparation. Serious damage to property and consistent minor damaging of property may result in parents/carers being billed or when the incident is of a severe nature.

Restorative practices will follow most incidents in order to clarify to pupils why their behaviour was wrong and the impact their actions may have had.

#### **Notice Of Placement**

We recognise that young people attending Stable Futures may have experienced permanent exclusion from one or more educational settings already. It is therefore our policy that permanent exclusion should be avoided wherever possible. Our aim is that no pupil is permanently excluded from the Centre.

The Centre reserves the right to give notice for a more serious breach of Centre discipline including:

- Intentional physical aggression towards another young person or animal
- Bullying
- Sexual harassment
- Possession of illegal substances including alcohol, tobacco or drugs
- Racist or similar incidents
- Theft
- Possession of a weapon
- meditated and/or involves the use of an offensive weapon, dealing with drugs, arson.

## **4) Supporting Positive Behaviour**

### **Managing behaviour relationally: The Thrive Approach**

Thrive is an approach we use in Centre to support children's social and emotional development. At the heart of the Thrive Approach is the understanding that the adult-child relationship plays a significant role in children's development.

#### **Thrive guidance and strategies in supporting behaviour and relationships.**

We aim to meet the following six principles:

1. We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability, and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.

5. We keep in mind that we are the adults, and the children/young people are still growing, learning, and developing.

6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy, and emotional management.

### **Thrive strategies and training**

To support staff in working in alignment with the above Thrive principles and guidance, we use key Thrive strategies which our staff team receive training in:

**PACE** – Playfulness, Acceptance, Curiosity and Empathy. This is our general attitude and relational stance; ‘how to be.’

**VRF’s** (Vital Relational Functions) – Attune, validate, contain, and regulate. This strategy helps staff to support children through difficult and overwhelming situations, and ‘what to do’ in those situations.

**Nurture - Structure Highway** – this model helps staff to understand and integrate children’s basic needs of care and support, with rules and boundaries.

**Shining a light on behaviour** – this strategy involves adults sensitively and appropriately noticing a child’s behaviour and bringing it to their attention, in a way that helps them become aware of their behaviour and facilitates problem solving and collaboration to address patterns of behaviour.

### **Thrive at Stable Futures– further information**

For further information on these strategies and an overview of the broader implementation of Thrive at Stable Futures White House, please see our (Thrive Information and Implementation Document).

- Link to Thrive Approach website: [www.thriveapproach.com](http://www.thriveapproach.com)

### **Learning and Behaviour Tracker**

A Learning and Behaviour Tracker will be used if a Young Person demonstrates daily concerns around behaviour, fails to follow Centre expectations, does not engage in learning or support. The young person does not respond to normal intervention and/or behaviour support plan. Before using the Learning and Behaviour Tracker staff must discuss and agree the process with the Centre Manager in the first instance.

The key tutor will take the lead role in this intervention who will manage the process, record keeping and interventions. The Young Person will receive an identified period of time to improve with clear strategies and daily monitoring by the Form Tutor.

A learning and behaviour tracker will be used to closely monitor behaviour, in order to effect consistent and sustained change. Targets will be confirmed during an initial meeting prior to its use to include parent/carer and the Young Person. At this meeting a review/update of Behaviour Support Plan and Risk Assessment can take place with identified strategies of management and support. A time frame must be set for this process to take place within, and all targets set must be “SMART”.

The Learning & Behaviour Tracker is completed by the learning mentors. The mentors mark whether the young person met their target. This is then used to share daily/weekly progress with parent/carer by the tutor. Young Persons are involved in the process as much as possible in order to give ownership of their own behaviour and the targets can be changed/adapted to be flexible to any changing needs. The Form Tutor must provide clear guidance to classroom staff or other teachers involved in teaching the Young Person on strategies and interventions.

The Form Tutor should review Engage information/RPI's to identify if trends and patterns are apparent and if so, this will inform next steps.

The Form Tutor must ensure all incidents are recorded and discussed with parents/carers.

If a Young Person's behaviour does improve then the learning and behaviour tracker will cease to be used.

Should a Young Person's behaviour not improve then consideration is given to extending the period of time using the Learning & Behaviour Tracker or whether a referral will be needed to be referred for a multidisciplinary review and consideration of a Team Around the Child meeting.

See Appendices for a learning and behaviour tracker template.

### **Tiers of Supervision**

This is a common language used within Centre to further support the children's behaviour and enabling them to make good choices during unstructured times. This approach will help to support our Young Persons to be safe and independent if appropriate. The tiers of supervision highlight what tier each Young Person needs regarding supervision by staff. Tier 1 being the highest level of supervision and tier 4 giving the Young Person more independence if safe to do so.

At the foot of every Young Person's risk assessment will be a tiers of supervision grid (see blank version below) which are reviewed at least once a half-term. If staff would like to amend a supervision level for a Young Person, then they will liaise with DSL/DDSL and only once agreed, staff update the level on the risk assessments.

Form tutors are responsible for the adherence to the supervision levels allocated to Young Persons in their forms.

## **5) Physical Intervention**

### **Positive Behaviour Management**

At Stable Futures we use an accredited, provider of positive behaviour physical management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships.

All Team Teach techniques have been medically risk assessed.

The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour, which help to reduce the need for physical intervention. As a last resort, Team Teach positive handling techniques help to resolve conflicts in ways that are safe and supportive, and which provide opportunities for repair and reflection for everyone involved.

Team Teach enables Stable Futures to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, helping reduce the number of serious incidents involving physical controls, and raising the awareness of the importance of recording, reporting, monitoring and evaluating all incidents involving positive handling.

Team Teach techniques seek to avoid injury to the young person, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the young person remains safe.

Team Teach views positive handling as just one part of a whole-setting approach to behaviour management. As such, the Team Teach framework is entirely compatible with Positive Behavioural Support approaches for people with special educational needs.

Where restrictive physical intervention is used a meeting will be held and recorded within 48 working hours (wherever reasonably practicable) to review the incident and identify steps to implement risk reduction measures and avoid subsequent use wherever possible. On occasion they can also be used for physical interventions as well to understand the antecedents to the behaviour and the staff actions.

A restrictive physical intervention' is a method to restrict the movement of an individual using some degree of direct reasonable force. The restrictive physical intervention is designed to contain an individual, to remove their choice on their direction of travel with the intention of making themselves and others around them safe due to the level of risk they present at that time.

A guide allows for travel in multiple direction, it is not restrictive it is merely a physical prompt.

## **6) Parents/Carers**

Form Tutors will communicate with parents about behaviour, they may do this by phone, email, Class Dojo or home Centre book. Please see Appendix 1 which sets out other actions that are taken depending on the level of behaviour. For level 4 and Level 5 behaviours the Head Teacher will send an email to the parent/carer. Please see Appendix 6 for a blank version of that letter.

There will be occasions when a member of the Behaviour Team may also call a parent/carer to discuss strategies and support they can offer.

## **7) The Behaviour Curriculum**

The curriculum supports behaviour with the following.

PSHE curriculum is supported by [PSHE education for pupils with SEND \(pshe-association.org.uk\)](http://pshe-association.org.uk)

- Thrive to support children's emotional and social development.
- Therapists on site who complete work when appropriate.

- Centres support with targeted interventions with individuals, work and also supporting the curriculum with Educational inputs.
- Form Tutors also speak with their classes throughout the day to debrief and talk through any issues.

## **8) Specialist staff**

The Team on site have within them, a pastoral lead, DSL, DDSL, Thrive practitioner. All work together to support Young Persons and staff with managing behaviour across the Centre.

The Centre also benefits from a Clinical Team who closely liaise with the DSL Team. Weekly multi-disciplinary meetings ensure that all departments within the Centre work closely together to support our Young Persons behaviour across the Centre.

## APPENDIX 2

### Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in Schools: advice for Headteachers and School staff, 2016](#)
- [Behaviour in Schools: advice for Headteachers and School staff 2022](#)
- [Searching, screening and confiscation at Centre 2018](#)
- [Searching, screening and confiscation: advice for Schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained Schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained Schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in Schools](#)
- [Supporting pupils with medical conditions at School](#)
  - [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a Centre's duty to safeguard and promote the welfare of children, paragraph 9 requires the Centre to have a written behaviour policy and paragraph 10 requires the Centre to have an anti-bullying strategy
- BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing and delivering training, 2014 (4th Edition)
- Reducing the Need for Restraint and Restrictive Intervention (HM Gov. June 2019)
- Positive environments where children can Flourish (Ofsted March 2019)
- The Mental Capacity (Amendment) Bill HM (Gov July 2018)
- Children and Families Act, 2014
  - Regulation 20 of The Children's Home Regulations (2015)

## The Stable Futures

### Behaviour Support Plan

<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Review Date:</b>
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<p>Photo</p>	<p><b><u>Positive behaviours we see.</u></b></p> <p><b><u>Brief description of presenting difficult/dangerous behaviours.</u></b></p> <p><b><u>Differentiated measures to support Lily in Centre.</u></b></p>
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**Pro social/positive behaviours you will see:**

**What you will say and do:**

**Anxiety/DIFFICULT behaviours you will see:**

**What you will say and do:**

<b><u>Crisis/DANGEROUS behaviours you will see:</u></b>	<b><u>What you will say and do:</u></b>
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**Post Incident recovery and debrief measure:**

Useful Guidance – Appropriate and Successful Team Teach Supports to use

> Caring C's	> Friendly Hold	> Single Elbow	> Figure 4
> Double Elbow	> Half Shield	> Seated Single Elbow	> RPI Escorts
> Arm/Hair/Bite disengagements	> Small Child Escort	>	>

*N.B – Selecting certain Team Teach supports is guidance only– All actions must be Reasonable, Proportionate and Necessary.*

*All trained Team Teach supports are available for use unless otherwise stated*

Signature of plan co-ordinator.....Date.....

Signature of Parent/Carer.....Date.....

Signature of Young Person (if appropriate).....Date.....

# Learning and Behaviour Tracker – Record Sheet

Young Person Name:

Date:

**Type of meeting - (delete as appropriate)** initial call to parent /Young Person  
progress /parent progress call /review face to face meeting

**Present at the meeting –**

**Items discussed:**

**Time period to monitor:**

**Set a specified time for parent updates (i.e., daily/weekly):**

**Add below identified strategies to add to BSP and risk assessments:**

**Outline next steps dependant on outcome of process:**

**SMART targets agreed upon: (Add as many as needed)**

1

2

3

**NOTES:**

Staff Signature:

Parental Signature:

Young Person Signature:

Centre Manager Signature:

**Flow chart representing learning and behaviour tracker process.**

Young Person demonstrates daily concern around behaviour, fails to follow Centre expectation, does not engage in learning or CLIMB support.

Young Person does not respond to normal intervention and/or behaviour support plan.

Discuss concerns and agree the process with **Centre Manager.**

Learning and behaviour tracker is implemented by form tutor. Contact with Parent/carer regarding process by phone or email to set the following:

- Time period
- SMART Targets
- Review BSP and risk assessments with identified strategies.
- Set a specified time for parent updates (i.e., daily/weekly)
- Outline next steps dependant on outcome of process.

Record sheet to be used for all discussions with parent/carer and or Young Person to ensure accurate record keeping.

Form tutor to manage the process, record keeping and interventions.

Review of reports and Engage information/RPI's to identify patterns.

Learning and behaviour tracker is completed by the lesson teachers. Targets can be changed/adapted to any changing needs.

If the tracker does not require impact, then meeting to be held by form tutor with Parent/carer and Young Person ~~review~~ and discuss next steps.



Tier Supervision		Criteria	Form tutor	DDSL
Tier 1	Staff in a position whereby they can physically intervene.	<ul style="list-style-type: none"> <li>• Very likely to abscond from site. Multiple RPI's.</li> <li>• Prolonged and frequent periods of extreme dysregulation/disengagement through shutting off from others and activities.</li> <li>• Ongoing significant concerns relating to mental health.</li> <li>• Likelihood to self-harm.</li> <li>• Has health and / or mobility needs that require additional support or supervision all of the time.</li> <li>• Any health needs identified by a medical professional that requires close supervision and can result in loss of life if not closely supervised or immediately treated such as choking risks, eating difficulties.</li> <li>• Unable to manage health needs that can result in immediate risk to life such as allergies, eating or drinking problems.</li> <li>• Previous incidences that indicate close supervision all of the time is needed.</li> <li>• No awareness of danger and requires constant supervision to remain safe.</li> <li>• Following an incident where medical assistance has been requested such as a head injury or seizure.</li> </ul>		
Tier 2	Staff in a position that they can clearly see the child/children. Verbally communicate with ease and can quickly get to a level 1 position.	<ul style="list-style-type: none"> <li>• Can abscond from site.</li> <li>• Possible need of RPI's.</li> <li>• Periods of extreme dysregulation through shutting off from others and activities or becoming disengaged for prolonged periods of time.</li> <li>• Ongoing concerns relating to mental health.</li> <li>• Potential risk of self-harm.</li> <li>• Has health needs that require treatment or medication to be kept in close vicinity of Young Person.</li> <li>• Has health and / or mobility needs that may result in falls and requires supervision most of the time</li> </ul>		

		<ul style="list-style-type: none"> <li>• Poor or very limited awareness of danger and requires close supervision to remain safe.</li> <li>• Following an incident where no further medical assistance required but Young Person is to be kept under</li> </ul>		
		close supervision.		
Tier 3	Staff in a position whereby they can communicate verbally with and provide adequate assistance. This may be at a distance. when a child requires space to self-regulate their behaviour but must remain within the above perimeters.	<ul style="list-style-type: none"> <li>• May leave the classroom or surrounding area but does not abscond from site.</li> <li>• No RPI's in the last term.</li> <li>• Prolonged periods of disengaging or dysregulation by shutting off from others or activities. Well managed but ongoing concerns relating to mental health.</li> <li>• Low risk of self-harm.</li> <li>• No health need that requires constant, close supervision.</li> <li>• Young Person has navigated site independently and responsibly in the past and shows some awareness of dangers</li> </ul>		
Tier 4	Staff know the location of the child when they are expected to return and is alert to this time. e.g. A trusted and able pupil leaving class for a specific reason and has been given a time parameter to achieve this.	<ul style="list-style-type: none"> <li>• Unlikely to abscond from site.</li> <li>• No RPI's.</li> <li>• Engaging in all classroom activities.</li> <li>• No ongoing concern relating mental health.</li> <li>• Unlikely to self-harm and no history of self-harm.</li> <li>• No health need that requires constant supervision.</li> <li>• Young Person has navigated site independently and responsibly in the past and shows some awareness of dangers.</li> </ul>		





**Letter for level 4 and 5.**

**DATE**

Dear **PARENT/CARER**

**Level 4/Level 5 Behaviour Notification**

I am writing to advise you that **INSERT YOUNG PERSON NAME** has been involved in an incident today that meets the threshold **of our Level 4/Level 5** recording.

The **Level 4/Level 5** behaviour relating to the incident on this occasion was: **INSERT QUALIFYING DETAIL**  
**YOUNG PERSON NAME** has **INSERT SHORT SUMMARY DESCRIPTION OF BEHAVIOUR(S)**

The consequences for this behaviour are as follows:

- **DETAIL CONSEQUENCE**

This incident will be discussed at a Multi Disciplinary Team meeting where further support for **INSERT NAME** will be considered.

**/and a meeting arranged with you to discuss next steps and if necessary, suitability of placement. We will be in touch with a date for this meeting shortly.**

Please contact us by email or call should you have any questions relating to this letter.

Regards  
Centre Manager