



The Stables Independent School

Policy for Promoting Positive Behaviour and Relationships

This policy is based on current legislation and Department for Education (DfE) guidance, including:

- The Children Act 2004
- Behaviour in schools: advice for headteachers and school staff (DfE, February 2024)
- Searching, screening and confiscation at school (DfE guidance)
- The Equality Act 2010
- Restrictive interventions, including the use of reasonable force, in schools (DfE, effective from 1 April 2026)
- Supporting pupils at school with medical conditions (DfE statutory guidance)
- Mobile phones in schools (DfE statutory guidance, effective from September 2026)
- Keeping children safe in education 2026
- Positive environments where children can flourish (2018)

It is also based on the Special educational needs and disability (SEND) code of practice: 0 to 25 years.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014, including paragraph 7 (safeguarding), paragraph 9 (behaviour and records of sanctions for serious misbehaviour), paragraph 10 (anti-bullying) and paragraph 16A (procedures for recording and reporting use of force, seclusion and restraint).
- Education and Inspections Act 2006, sections 93 and 93A
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Education (Independent School Standards) Regulations 2014, Schedule 1, paragraph 32A (information about restrictive intervention incidents)

This policy links directly to the listed Stables Policies	Admissions Policy Staff Code of Conduct Exclusions Policy Anti-Bullying Policy Safeguarding Policy Health and Safety Policy Complaints Policy Whistleblowing Policy
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This policy was reviewed in the Autumn Term 2026 and is subject to approval by the Proprietor.

It will be reviewed annually and approved by the Proprietor.



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SECTION 1

Acknowledgement

The Stables Independent School is committed to ensuring that its staff will deal professionally with all aspects of the care of pupils attending their establishment. We are also committed to outstanding practice and seek to work collaboratively in their interests.

As such, The Stables is committed to providing:

Clearly defined policies, practice guidance and procedures on positive care practices and therapeutic approaches in education.

The Stables recognises that restrictive interventions, including the use of reasonable force, restraint and seclusion, are matters of significant concern to staff, pupils and their families. Within the school, the term Restrictive Physical Intervention (RPI) may also be used for physical restraint in line with Norfolk Steps and CPOMS recording categories. This policy sets out the principles, safeguards, recording and reporting arrangements intended to minimise the need for restrictive intervention and reduce the risk of harm to all involved.

Staff will always need to use their professional judgement regarding specific incidents, but the following framework is provided to inform staff so that they are able to make safe decisions and to ensure that the leadership team supports their actions.

The Stables will:

- Provide extensive relevant training for the staff to develop the necessary skills to work therapeutically with the children.
- Provide Norfolk Steps training for staff as a holistic approach to preventing and managing harmful behaviours, including prevention strategies, de-escalation techniques and managing aggression. This will include training on safe Restrictive Physical Interventions (RPI) - Norfolk Steps (Step on and Step Up)
- Develop a child-centred ethos which involves adopting an attitude of PACE (playfulness, acceptance, curiosity and empathy) including counselling, talking and negotiating with children to create authentic attachments and develop relationships to affect lasting change.
- Provide support for staff through regular team meetings (and group supervision) to give us insight into the underlying causes of the children's challenging behaviours.
- Provide appropriate and regular supervision for staff
- Ensure that incidents are recorded and monitored
- Provide post incident debriefings to staff and children



SECTION 2

POLICY AND PROCEDURES

2.1 Introduction/Ethos

All children being educated at The Stables Independent School will have had damaging or traumatic experiences in their early childhood. Some will have experienced chaotic lifestyles, inconsistent parenting and disrupted education and are likely to have low self-esteem and low levels of self-worth (amongst other difficulties) as a result. They may have displayed, and may continue to display, difficult and challenging behaviours which in turn impact upon their ability to thrive and achieve their full potential, both socially and academically.

At The Stables Independent School, we adopt the following ethos in our everyday working practice with our children. Much of our practice is informed by; attachment theory; neuroscience and brain development; dyadic developmental psychotherapy; working with identified special educational needs; professional consultation with clinical psychologists, child psychiatrists and educational psychologists.

To achieve lasting, positive changes in the lives of our children it is necessary to create a specialised environment, one that conveys the 'unconditional positive regard' that a parent has for their child. This includes the use of appropriate consequences as educational tools to address unacceptable behaviour. We promote caring relationships through shared experiences of co-regulating, co-exploring and positive 'role-modelling', upon which the children might later base their own future relationships.

Our aim is to re-work existing, early attachment patterns of our children, by working therapeutically. This is likely to take some time and is dependent upon the consistent and reliable nature of the way the staff work with each child as an individual. This focuses on adopting the PACE attitude, as mentioned above; being playful in our interactions; accepting the children in their entirety; being curious about the way they think, feel and behave; empathic about their experiences and feelings; thus validating them as worthwhile and valuable individuals within the school community.

Adopting this attitude alongside clearly defined expectations and boundaries will create the optimum environment for the children to learn and develop, in all areas, and will also encourage a more settled, learning environment.



2.2 Good Practice

The Stables Independent School promotes practices that contribute to the quality of educational provision.

These include:

- Authentic respect and acceptance for the children being educated
- Positive reinforcement through recognition of positive behaviour contributes to the development and increase of self-esteem and self-worth
- Clear and accessible complaints procedures for children and clear procedures when staff have concerns over the practices of others
- Regular opportunities (both formal and informal) for children to express their wishes and feelings
- Explicit, fair and reasonable boundaries and expectations for conduct and behaviour within the school
- A good quality learning environment including a varied and individualised curriculum to best enhance learning opportunities
- Staff awareness of relevant histories (trauma/nurture timelines) of children being cared for
- An understanding by staff of any problems faced by children with physical, medical, neurological and mental health needs which may impact on their ability to learn
- Staff will consider whether behaviour may be linked to SEND, disability, communication needs, trauma or other vulnerability and will make reasonable adjustments where required by the Equality Act 2010. Sanctions and responses will be adapted where appropriate so that they remain fair, proportionate and accessible.
- A flexible approach which takes account of a child's age, competence and ability to recognise and understand potential harm to themselves, others and property
- An understanding that, as within families, the behaviour, attitudes, values and beliefs of the staff affect the running of a school, therefore consistency within these areas promotes stability and predictability for the children
- Levels of supervision of children should be commensurate with age, understanding, and maturity and identified risk factors
- An understanding that due to early childhood experiences, the children may exhibit maladaptive behaviour patterns and therefore are likely to require high levels of supervision to help them feel safe and contained



- Should children require such personal care as stated in their Care Plan, this will be provided **only** by trained staff



- The nature of supervision will vary from moment to moment, according to the circumstances and the group. In some instances, a discreet and distant watch may be sufficient, during structured, well-planned lessons, whilst with some groups, at break or lunchtime for example, it will be essential that one or more staff are always with the children. Staff **MUST** be aware of those children that present a high risk when in the presence of other children
- Staff should always know the whereabouts of children whilst they are in the school grounds to ensure maximum safety and early intervention
- Good communication between staff and children is essential to ensure the smooth running of a school. Staff should be sensitive to the barriers in communications and to the differing needs of children around communication
- Management and staff will promote an open style that gives plenty of room for discussion, negotiation and problem solving. Where appropriate children should be part of the decision-making process
- Staff will adopt a restorative and reparative attitude and where consequences are given these should be relevant and proportionate to the behaviour

Pupils are expected to:

- Behave in a safe and respectful manner, with appropriate support from staff to help them regulate their emotions and behaviour
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move sensibly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Engage with fair, proportionate and accessible consequences, with support and reasonable adjustments where required
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating and therapeutic environment that encourages pupils to maintain sustained engagement
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines



- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day as positively as possible and starting the next day afresh
- Using positive reinforcement

With these principles in mind, we strongly believe that high standards of behaviour lie at the heart of a successful school that enables all pupils to make the best possible progress in all aspects of school life, including the curriculum, whilst enabling the staff to teach and promote good learning without undue interruption or harassment. All members of the school community have the right to always feel safe, free from discrimination of any sort and to be able to learn and relate confidently to each other in an atmosphere of mutual respect.

2.3 Promoting Good Behaviour

Mobile phones and personal interactive devices

The Stables is a mobile-phone-free school throughout the school day. If a pupil brings a mobile phone, smartwatch with communication capability or other personal interactive communication device to school, it must be handed to the class teacher on arrival. It will be securely locked away and returned at the end of the school day. Pupils must not use or retain access to a device during the school day unless an individual exception has been agreed by the Headteacher for a medical, SEND, safeguarding or other exceptional reason. Agreed exceptions will be documented and communicated to relevant staff. Any breach will be managed proportionately under this policy and, where relevant, the school's searching and confiscation procedures.

Behaviour outside school and online

The school may respond to behaviour outside the school premises, including online behaviour, where it affects the welfare or safety of a member of the school community, constitutes bullying or harassment, could adversely affect the orderly running or reputation of the school, or occurs while a pupil is travelling to or from school, on an educational visit, wearing school uniform or otherwise identifiable as a pupil of the school. Safeguarding concerns, including child-on-child abuse, sexual violence, sexual harassment, harmful sexual behaviour, discriminatory abuse and online abuse, will be addressed under the Safeguarding Policy and Keeping Children Safe in Education 2026 as well as this policy where appropriate.

All staff have a responsibility to promote and facilitate good behaviour. School staff will ensure effective communication between school and home.

Each pupil has an individual behaviour tracker and engagement tracker which is clearly displayed in each classroom.

Regular opportunities will be provided for pupils to meet with staff, on an individual basis, to discuss and review their trackers. Positive scores will be recognised and rewarded; pupils will also have the opportunity to reflect on their performance and to discuss ways to improve further.

The Stables is committed to sustaining, developing and applauding pupils' efforts. We believe that if pupils are to do their best, they must feel that their efforts are recognised and appreciated both at home and in school.



We have a variety of ways of celebrating pupil success. These include:

- A merits system whereby pupils are awarded merits by the staff for any of the following: academic progress or success, individual perseverance, significant improvement in a particular aspect of school life, kindness, sporting achievement, excellent homework, improved attitudes and behaviour. These are recorded on an individual merit card. On completion of a merit card, the pupil will be allowed to choose a prize from the prize box.
- Each lesson is monitored and reviewed by pupils and staff, those achieving successful learning sessions through individual or group work, can earn a good choice ticket as a reward. At the end of the week, in Friday reward assembly, the good choice tickets are put in a box, one from each class is chosen, the winners receive a prize. Pupils are praised and encouraged to reflect on how they can gain more tickets the following week. The number of good choice tickets a pupil receives is recorded on their individual tracker.

Criteria for earning a good choice ticket include:

- Showing care, courtesy or consideration towards others



- positive attitude
- helping others
- staying on task when there are possible distractions

Staff will nominate an individual pupil each week for an achievement award which will be celebrated by all. The pupils will receive an award for 'Work of the Week' or 'Star of the Week', which will be published in the school newsletter. As a reward for being 'Star of the Week' pupils may choose a prize from the prize box. At the end of each half-term, all the 'Stars of the Week' are rewarded with a trip out e.g. bouldering session, a fun swim.

All awards are recorded and are summarised on half- termly reports which are shared with the proprietors and the pupils' parents or carers.

At the end of each half term, the student with the best trackers and most improved trackers will be rewarded with a One4all voucher and certificate. There will also be recognition for academic progress.

The student with the highest attendance also receives a certificate at the end of each half term.

2.4 Unacceptable Practices

The Stables will not accept practices from school staff which do not constitute positive role modelling. These include:

- Staff using language which is abusive or derogatory
- Staff humiliating or being sarcastic to children
- Any actions or language which could be construed as discriminatory in any way
- Staff swearing at, or in front of, children
- Causing intentional, deliberate harm

It is acknowledged that this list is by no means exhaustive and individual issues brought to the attention of senior leaders will be dealt with according to the relevant policy and procedure.

2.5 Use of Consequences

At The Stables, we believe that behaviour management is best exercised through investment in and development of strong interpersonal relationships with children. While every school must have rules to regulate it, we believe that children should have opportunities to contribute to them and thereby gain a sense of ownership of them.



We also believe that children need boundaries to feel safe and cared about. However, there will be times when children challenge these boundaries, often to gauge staff consistency and authenticity. Following such incidents, staff may use consequences if it is felt appropriate to do so. These should never be used in a punitive manner; should be time-limited; and should be employed as relevant, age-appropriate learning tools.

Where possible we strive to use consequences in the form of reparation and restoration, but at times it may be deemed appropriate to give a more direct consequence. They should also focus on the harm caused by their behaviour rather than the behaviour itself. Often there is the opportunity for early intervention, which may prevent the need for consequences i.e. stating expectations, expressing adult and peer disapproval, informing of potential consequences.

Staff will use PACE, considering pupils' level of verbal and/or emotional literacy.

Should early intervention be ineffective, and behaviour occurs that may warrant a consequence, the following principles should apply.

- Consequences could include the use of reparation, where the aim is for the child to make amends through assistance to those who have been harmed, or restoration where they are given the opportunity to restore something to its former or original condition or the giving back or replacement of something. Where possible staff should endeavour to use collaborative, restorative and reparative consequences to maximise the learning involved for the child
- Consequences that are negotiated and agreed with the child are more likely to succeed, therefore wherever possible children should be asked what consequences they feel are appropriate to the situation. In all cases, a discussion about the harm that led to the consequence should take place
- Consequences must be fair and equitable, discussed and agreed by the class teacher and where applied must then be recorded on CPOMS.
- Consequences should be considered after an incident when all parties have had an opportunity to calm and reflect to ensure an objective approach
- Staff should be sensitive to the fact that a child's response to a consequence is often determined by when and how the consequence is discussed. It is often difficult for a child to be open and honest in front of their peers and staff should be sensitive to this issue. The CALM Room/Dens are allocated spaces in the school building and other classrooms where staff and pupils can talk through an incident on a 1:1 basis
- When discussing consequences with a child, staff should be calm, reflective and accepting and avoid adopting a 'blaming' stance encouraging the child to explore their feelings around the incident. Children should always be given the opportunity to comment on the record made of the consequence and will



be asked to consider who was affected by their behaviour and how, what they could do differently in a similar situation in future and how they can put right the harm done

2.6 Permitted Consequences

Restitution – restoring of a thing to its proper owner or its original state e.g. helping repair broken resources. The purpose of restitution is to teach the child the value of property belonging to others rather than to punish. Restitution should be appropriate to the child's age and degree of responsibility. It is also appropriate to consider the value (including sentimental value) of the item(s) damaged and the emotional state of the child when they caused the damage e.g. was it a deliberate controlled action or was the child distressed and dis-regulated.

Reparation – i.e. making amends in whole or in part. This may include an apology, helping to restore an area, repairing or replacing something where appropriate, or another agreed restorative action directly related to the harm caused. Reparation should promote reflection and relationship repair. The child should be supported to feel part of the process rather than the subject of a punitive task.

Extra jobs around the school may be appropriate for behaviour which has caused significant damage to the school environment. These should always be of benefit to the school and relevant to the behaviour that led to the consequence. Ideally, a member of staff should be with/assisting the child with the task. Staff should not impose consequences that involve them being seen as the beneficiaries (e.g. washing staff cars).

The curtailment of free time such as part of break time or lunch time may be used as a proportionate consequence where appropriate. A pupil must always retain reasonable access to food, drinking water, toileting, essential movement or regulation breaks, medication, medical care, disability aids and any support required to meet SEND or health needs. Positive and meaningful school events should not be withheld unless this is necessary to manage an identified safety risk.

All consequences will be discussed with the child prior to implementation.

Staff will explain whether the consequence is -

Protective – that which reduces or removes the potential for the child to come to harm,

Educational – that which encourages and supports children to learn, rehearse or be taught new ways to manage and self-regulate their behaviour or ensures catch up on any missed classroom learning

Naturally occurring – whereby staff do not necessarily need to put anything in place, (lack of a laptop which was broken by a young person due to a delay in purchasing a replacement).



Should a child disagree with a consequence, they will be given the opportunity to discuss it with the teacher, collaboratively to find a solution. This should be done calmly and sensitively focusing on the harm rather than the behaviour encouraging the child to make links between actions and outcomes.

2.7 Restrictive Interventions, Including Reasonable Force

The Stables uses Norfolk Steps as its framework for prevention, de-escalation, risk reduction and, where necessary, restrictive intervention. The school aims to reduce the need for restrictive interventions through strong relationships, PACE, co-regulation, individual planning and early intervention.

The legal power to use reasonable force

Reasonable force may be used only when it is reasonable in the circumstances and no more force is used than is necessary. In a school setting, staff may use reasonable force to prevent a pupil from committing an offence, injuring themselves or another person, damaging property, or prejudicing the maintenance of good order and discipline. Any intervention must be necessary, proportionate, for the minimum time required and in the pupil's best interests.

The school distinguishes between non-restrictive physical support and restrictive intervention. Appropriate supporting, guiding or escorting may be used alongside verbal de-escalation where this does not restrict the pupil's freedom of movement; shielding may be used as a protective, non-contact stance. Where an action restricts movement, including without direct physical contact, staff must assess whether it amounts to restraint, immobilisation or seclusion and apply the relevant safeguards and recording requirements. The description used by staff does not determine whether an intervention is restrictive.

Planning for foreseeable need

Where a foreseeable need for restrictive intervention has been identified, strategies will be documented in the pupil's Individual Behaviour Plan (IBP) and Risk Management Plan (RMP). Planning will consider the pupil's wishes and feelings, known triggers, communication needs, SEND, medical needs, trauma history, preferred de-escalation strategies and the least restrictive options likely to keep people safe. Parents/carers and relevant professionals will be involved where appropriate.

Only staff who are appropriately trained should use planned Norfolk Steps restrictive techniques. In an unforeseen emergency, any member of staff may use reasonable force where it is necessary to prevent immediate harm or otherwise lawfully intervene, provided the response is reasonable and proportionate to the circumstances.

Seclusion

Seclusion is a non-disciplinary safety intervention in which one pupil is kept apart from other people, except the member or members of staff supervising them, and is prevented from leaving. Prevention from leaving may include physically obstructing the exit, securing the place so that the pupil cannot leave, or causing the pupil to believe they would be punished if they left.

Seclusion may only be used as a safety measure to protect others from harm when a pupil is experiencing a high level of emotional or behavioural dysregulation. It must never be used as a punishment or threatened as a consequence. The area used must be safe and non-threatening; the pupil must be supervised throughout; staff must continue attempts to de-escalate; and the pupil must be allowed to leave



as soon as the immediate risk of harm has reduced.

Withdrawal and calm spaces

Withdrawal is distinct from seclusion. A pupil may be supported to a CALM Room, den or other quieter space for regulation, reflection or reduction of stimulation. Where the pupil is genuinely free to leave, and staff do not prevent them from doing so through physical barriers, obstruction, coercion or threats of punishment, this is withdrawal and not seclusion. If a pupil is prevented from leaving, staff must assess the intervention as potential seclusion and follow the relevant safeguards and reporting requirements. Withdrawal will be supervised and used therapeutically, taking account of the pupil's IBP and RMP.

Physical restraint / RPI

Restrictive Physical Intervention (RPI) means direct physical contact intended to prevent, restrict or subdue movement of a pupil's body or part of their body. It must not be used as punishment, to secure compliance merely because a pupil is refusing an instruction, or for staff convenience. Staff must consider whether non-contact or less restrictive strategies are reasonably available before and throughout the intervention.

Staff should, where practicable, warn the pupil that physical intervention may be used, summon assistance, move uninvolved pupils away, maintain communication and de-escalation, and have regard to the pupil's IBP, RMP, medical needs and any known risks. The intervention must stop as soon as it is no longer necessary.

The following practices are prohibited during restraint:

- Use of clothing, belts or improvised equipment to restrict movement.
- Covering the mouth or nose, or any action that adversely affects airway, breathing or circulation.
- Pressure on the neck, chest, abdomen or groin.
- Hyperflexion, basket-type holds or forced flexion/extension of joints.
- The deliberate use of pain to force compliance.
- Any restraint used as punishment, humiliation or retaliation.

Where a pupil is armed with a weapon and staff judge that approaching or intervening physically would create greater danger, staff should prioritise the safety of pupils and adults, withdraw others where possible, seek senior assistance and contact the police where necessary.

2.8 Actions to be taken after the incident

All restrictive intervention, seclusion and significant incident recording must be completed on CPOMS as soon as practicably possible and within the same school day. Records must be factual, sufficiently detailed and completed by the staff member(s) directly involved wherever possible.



CPOMS categories

Staff will select the category that accurately reflects the incident. The school currently uses:

- Significant – non-restrictive
- Significant – restrictive (RPI)
- Significant – seclusion
- Significant – withdrawal
- Incident – no use of force

All incidents of seclusion and restraint/immobilisation must be recorded. Significant uses of force must also be recorded, including relevant use of force that does not result in a conventional physical hold. The record should identify, as applicable:

- Date, time, location and approximate duration of the incident/intervention.
- Pupil(s), staff and witnesses involved.
- Relevant SEND, disability, medical, communication or other vulnerability information.
- Antecedents, triggers and what was happening immediately before the incident.
- Prevention, co-regulation and de-escalation strategies attempted.
- The type and degree of force, restraint, seclusion, withdrawal or other intervention used and why it was necessary.
- The harm caused and/or the harm staff reasonably believed was being prevented, together with the justification for the intervention.
- Any injury, adverse effect, first aid, medical assessment or other support required.
- The pupil's account and wishes/feelings, when they are able to contribute, and relevant witness accounts.
- Who was informed, when and by what method, together with any follow-up action.

The Headteacher, Deputy Head and Behaviour Lead must be alerted on CPOMS to restrictive incidents. The Leadership Team will review the record for completeness, proportionality, adherence to the pupil's IBP/RMP and whether any safeguarding, medical, training or risk-management action is required.



Notification

Parents/carers will be informed in writing on the same day about significant incidents and any incident involving RPI/restraint, seclusion or withdrawal. The pupil's social worker will also be informed on the same day, where possible. For incidents within the statutory recording and reporting requirements, information must be provided to each parent as soon as practicable, unless doing so would be likely to cause significant harm to the pupil. Where notifying a particular parent would create that risk, the DSL will record the reason and determine who can safely be informed. If no parent can safely be informed without a likelihood of significant harm, the school must provide information about the incident to the local authority in whose area the pupil is ordinarily resident, in accordance with paragraph 32A of the Independent School Standards. The statutory definition of parent, including applicable local authority responsibilities for looked-after pupils, will be followed.

Written notifications will, as appropriate, identify the date, time, location and approximate duration of the incident, the reason for intervention, the type and degree of force or restriction used, any injury or other harm, support or medical attention provided, and relevant follow-up. Information will be factual, sensitive to the pupil's privacy and shared securely with those entitled to receive it. The school will retain a record of who was notified, when, by which method, and any further action.

Post-incident support and reflection

The child and others involved will be checked for injury or distress and medical attention sought where necessary. Appropriate emotional support will be offered. When the pupil is ready, staff will support a restorative and reflective discussion, taking account of communication needs and emotional literacy. Where appropriate, the staff member involved in the intervention should contribute to relationship repair.

Any allegation or concern that a member of staff used inappropriate force or otherwise harmed a pupil will be addressed promptly under the Safeguarding Policy, staff allegations procedures and Keeping Children Safe in Education 2026. The DSL or appropriate senior leader will consider the allegations threshold and consult or refer to the Local Authority Designated Officer (LADO) where required. Safeguarding decisions and actions will be documented; internal behaviour reviews will not replace statutory safeguarding procedures.

Reflective questions may include:

- How are you?
- What happened?
- What were you thinking or feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned and what could help next time?



If a pupil is unable to reflect directly, staff may use secondary intersubjectivity and other communication approaches appropriate to the pupil.

Staff involved in restrictive interventions will participate in the school's daily debrief process, or an earlier debrief where appropriate, to identify learning, consider staff wellbeing and review whether the IBP/RMP or other support requires amendment.

The Behaviour Lead and Leadership Team will monitor incident data for frequency, duration, repeated use, injuries, patterns by pupil or intervention type, effectiveness of preventative strategies and any disproportionate impact on pupils with SEND or other protected characteristics. Trends and significant concerns will be reported to and reviewed by the Proprietor. The purpose of monitoring is to reduce restrictive practice and improve prevention, planning and outcomes for pupils.

The school will maintain a record of sanctions/consequences imposed for serious misbehaviour in accordance with paragraph 9 of the Independent School Standards.

2.9 Prohibited Practices and Measures of Control

The following measures must not be used to discipline a child:

- Any form of corporal punishment (such as slapping, punching, kicking, rough handling and throwing missiles)
- Any punishment involving the deprivation or consumption of food or drink
- The use or withholding of medication, or medical treatment
- Withholding any aids or equipment needed by a disabled child
- Any measure involving any child imposing any measure against another child
- Any measure involving punishing a group of children for the behaviour of an individual child
- Withholding access to a toilet, drinking water, essential personal care, regulation support or necessary movement as a punishment.
- Seclusion, restraint or any other restrictive intervention used as a disciplinary penalty, punishment, threat, humiliation or retaliation.
- Withholding contact with parents/carers, advocates or professionals as a punishment, subject only to lawful safeguarding restrictions.

The Stables will also not condone:

- Any requirement for children to carry out work which is not reparative in nature
- Use of restraint solely to prevent a child leaving or absconding. A recorded concern about absconding in an individual risk assessment does not, by itself, authorise force. Any physical intervention must be justified by the actual circumstances, a lawful purpose, necessity and



proportionality, including the immediate risk of harm and the risks created by intervention. Staff should use the least restrictive safe response and continually reassess whether intervention remains necessary.

- Use of restraint to stop children absconding from the school, unless the child is likely to injure him/herself, be at risk of Child Sexual Exploitation or it is or is otherwise specified in their Individual Risk Assessment (e.g. emotional state and vulnerability given age and level of understanding). This final criterion must be kept under constant review

Staff are aware that the use of one or more of the above measures may result in disciplinary action being taken against them in line with the organisation's Disciplinary and Grievance Procedures.



SECTION 3

Definitions of behaviour that may lead to the use of consequences.

Certain behaviours may result in consequences being given to children. The following is a non-exhaustive list of such behaviours.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework where the pupil could reasonably access and complete the work, after taking account of SEND, disability, communication needs and emotional regulation
- Poor attitude
- Incorrect uniform, subject to reasonable adjustments and individual circumstances

Serious misbehaviour is defined (*in no particular order*) as:

- Repeated breaches of the school rules
- Any form of bullying (See Anti-Bullying Policy for definitions of bullying)
- Sexual violence, sexual harassment or harmful sexual behaviour, including unwanted sexual behaviour that causes humiliation, fear, intimidation or harm
- Vandalism
- Theft
- Physical aggression towards another pupil or staff member
- Smoking or vaping, including possession or misuse of vaping products
- Racist, sexist, homophobic, transphobic, ableist or other discriminatory behaviour, including discriminatory language or online abuse
 - Serious or repeated breaches of the school's mobile phone requirements, including refusal to hand in a device, unauthorised recording, sharing harmful content or using a device to bully, harass or intimidate others.
 - Cyberbullying, threatening online behaviour, sharing harmful or sexualised content, or online conduct that creates a safeguarding concern or significant impact on the school community.
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes, e-cigarettes, vaping liquids or associated products
 - Fireworks



- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage property.