Stone Lodge School

Behaviour Policy

1. The Objectives of this Policy

- To clearly demonstrate how our principles and values can be translated into consistent, effective everyday practice congruent with being a therapeutic school.
- To protect all members of the school community from discrimination based on protected characteristics.
- To provide clear guidance, support, and training for all staff.
- To ensure staff provide leadership and act as positive role models for pupils.
- To promote positive behaviour and facilitate meaningful change, setting pupils clear, achievable goals.
- To uphold the highest standards of educational attainment and achievement through the development of acceptable standards of behaviour and conduct.
- To support pupils in demonstrating respect, tolerance, empathy, and understanding in their daily actions, reflecting a clear awareness of right and wrong.
- To encourage pupils to understand their rights and responsibilities, and to act accordingly.
- To develop and implement coordinated, cohesive practices and procedures between home and school.
- To regulate pupil behaviour in a fair, consistent, and therapeutic way.
- To prevent bullying, peer-on-peer abuse, and harmful behaviours.
- To ensure compliance with the Independent School Standards.

This should be read alongside key policies;

- Curriculum
- Teaching and learning, including SMSC
- Safeguarding
- Anti-bullying
- Equality and diversity
- Managing allegations against professional staff
- Health and Safety, e.g. risk assessments, first aid and educational visits
- E-Safety
- Exclusion Policy

1.1 Review

This policy is subject to review annually, or at times when there is a significant change in national guidance or accepted good practice.

2. Statement of Principles, Values, Aims and Objectives

Stone Lodge School aims to provide a safe, secure and caring environment where expectations and achievements are high and pupils realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence.

To create an environment where pupils feel motivated to attend, engage in learning, and experience safety and security, it is essential to combine nurture, care, and emotional support with consistent structure and clear expectations.

We recognise all behaviour as a form of communication. This policy outlines our therapeutic approach to understanding, supporting, and responding to behaviour, attitudes and attendance across the school.

We believe that behaviour should always be viewed within the context of a child or young person's experiences, environment, and emotional development. Our aim is not to punish behaviour, but to understand the message behind it and respond in a way that supports regulation, learning, attendance and positive relationships.

Through a consistent, compassionate, and reflective approach, we seek to:

- Create a safe and nurturing environment where everyone feels valued, respected, and understood.
- Identify the underlying needs, emotions, or experiences driving behaviours.
- Support children and young people in developing the skills needed to manage their emotions, behaviour, attitudes to learning and school attendance in healthy ways.
- Use restorative and relational practices to repair trust and strengthen connections after incidents.
- Model calm, empathy, and self-regulation in all interactions.

We achieve this through our three core values — **Care, Understanding, and Ambition** — and our **CURE approach**.

Whilst the principles and procedures contained in this policy document will be applied equally to all pupils, each pupil at Stone Lodge School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use the responses that are appropriate to the unique individual needs of each pupil. This reflects the whole ethos of the school in treating pupils as individuals and tailoring our work to meet individual needs through Individual Education Plans.

The main emphasis at Stone Lodge School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the pupils; or are related to consideration for themselves and others.

Staff will intervene and apply appropriate responses in circumstances where a pupil's behaviour is likely to prejudice a positive environment; the health and safety of the pupils and adults; or show lack of consideration for others and impact on their learning. Pupils need boundaries but applied using a two hands of parenting approach, with care and due regard to their SEN needs or life experiences.

3. What is CURE? - Culture, Understanding, Relationships and Engagement

Culture

We create a culture built on high expectations and shared values, where each individual feels safe, supported, and empowered to reach their full potential.

- We model positive behaviour using a PACE approach (Playfulness, Acceptance, Curiosity, Empathy), promoting a strong sense of safety, belonging, and identity as developed by Dr Dan Hughes.
- Expectations are clear, consistent, and communicated with compassion, adapted to meet individual needs (including through visual supports where appropriate).
- Our school culture is grounded in our core values of Care, Understanding, and Ambition with an unconditional regard for the child.
- We celebrate diversity and foster an inclusive environment where all pupils feel seen, heard, and valued.
- Effort and progress are celebrated as much as achievement, recognising personal growth and resilience.

Understanding

We recognise that behaviour is communication, and understanding the context behind it is essential. We acknowledge that challenges such as Emotionally Based School Avoidance (EBSA) can make attendance difficult for some pupils, requiring empathy and tailored support.

- We respond to behaviour with empathy, fairness, and a restorative mindset, seeking to repair rather than punish.
- Pupils are supported to reflect, repair, and grow following incidents. Using a restorative approach they learn positive strategies for regulation and self-awareness.
- Staff are trained to understand the impact of neurodiversity, trauma, mental health, and unmet needs may have on behaviour, attitudes and attendance.
- Our dedicated Pupil Engagement Lead works closely with pupils and families to identify and understand barriers to attendance and create individual support plans that address concerns early and effectively.
- We develop a holistic clinical profile for each pupil to deepen our understanding of their individual needs, experiences, and the best ways to support them.
- Our trained Speech and Language Therapists work across to support staff to understand our pupils individual communication needs

Relationships

Positive, trusting relationships are the foundation of everything we do at Stone Lodge Therapeutic School.

- Staff build authentic, respectful, and compassionate relationships with pupils, parents/carers, and each other.
- We prioritise connection before correction, ensuring that pupils feel safe, understood, and supported before addressing behaviour. This approach is supported by the work of Dr Kim Golding.
- We use restorative practices to rebuild trust and strengthen relationships following incidents or ruptures.
- Through our PSHE and RSE curriculum, pupils are supported to understand what makes relationships healthy and safe, empowering them to seek help and express concerns confidently.

Engagement

The school recognises that poor attendance may be an indicator of further safeguarding concerns, unmet needs, exploitation, mental health difficulties, or barriers to engagement

We believe that when pupils feel understood, supported, and provided with an environment, curriculum and learning opportunities that reflect their individual needs and interests, they are more likely to engage positively and attend consistently.

- Our curriculum and classrooms are autism-friendly, inclusive, purposeful, and motivating, promoting participation and confidence.
- We work collaboratively to identify and remove barriers to learning and attendance.
- Engagement is not just about being physically present — it is about feeling connected, valued, and invested in learning.
- Pupils are encouraged to build resilience and take shared responsibility for their learning, attendance, and contributions to our school community.
- Attendance is monitored carefully through a tiered response system, ensuring early intervention, appropriate support, and consistent communication with families.

4. Responsibilities and the Legislative Framework

The Heads of School of Stone Lodge School will set out measures in this policy, which take into account values and objectives identified above and act within the legislative framework. The Heads of School must decide on the standards of behaviour expected and strategies to teach good behaviour, and determine the rules and any disciplinary penalties for breaking them. Theywill also consider measures and strategies to manage the following;

- Pupils' behaviour, attitude and conduct outside of school, e.g. transport and educational visits
- The screening and searching of pupils
- The power to use reasonable force and other physical contact
- Working with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- To have in place an effective Safeguarding policy and procedures
- To have in place an effective anti-bullying policy
- To make this policy available on the website
- Support and pastoral care for staff accused of misconduct
- Clear guidance to all staff with regards to their responsibilities to manage pupils positively and have the power to discipline where pupils misbehave either in or outside school.

The legislative framework and guidance this policy is required to consider is:

- Behaviour in Schools (2024)
- Education and Inspection Act 2006
- DfES Creating Positive environments where children can flourish (2021)
- The Education Act 2002, Section 175

- Education (Independent School Standards) (England) Regulations 2010 (Amended) (England) Regulations 2019
- EU Convention on the Rights of the Child 1989
- Equality Act 2010
- The Human Rights Act (1998)
- DfES Guidance The Use of Force to Control or Restrain Pupils 2007
- DfES Guidance on Use of Reasonable Force (July 2013)
- DfE Advice to Principals and School Staff; Behaviour & Discipline (2014)
- DfE Advice to Principals and school staff: Behaviour and discipline in schools (January 2016)
- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2026)
- Searching, Screening and Confiscation (July 2025)
- Guidance for Safer Working Practice (Sept 2025)
- Children Missing Education (Sept 2025)
- Reducing the Need for Restraint and Restrictive Intervention (2019).

5. Supporting pupils with Neurodiversity, SEMH, attachment difficulties, trauma, anxiety and mental health difficulties

Pupils with complex needs are more likely to exhibit behaviours which challenge. One of the reasons for this is that these pupils generally experience much greater difficulty in expressing their feelings, needs and choices.

Stone Lodge School adopts the following strategies to support positive outcomes and minimise the risk of difficulties occurring

- A curriculum that meets the needs and ambitions of the pupils
- Coaching and mentoring especially post incident reflection
- The use of restorative practice
- The use of PACE as devised by Dr Dan Hughes
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the pupils
- The opportunity to make meaningful choices and reflect on those choices
- Careful attention to physical, sensory, communication and emotional needs
- Experiences and activities which are appropriately stimulating
- Consistent and careful management of the environment,
- Warm and caring relationships with adults and their influence and impact

- Structure, predictability and consistency in daily routines
- Clear and explicit boundaries and rules within the learning environment
- Regular explanation of the rules and expectations

Pupils and staff are supported in managing and reducing challenging behaviour by the Therapy Team. The work of the staff team is co-ordinated through the Senior Leadership Team, and is subject to regular review and monitoring.

All school staff are all trained in the principles of therapeutic parenting as part of their induction. The is also regular further training in therapeutic approaches for staff, including the use of PACE (as outlined by Dr Dan Hughes) and specific approaches tailored towards individual pupils through focused ITAC (Individual Team Around the Child) meetings which are attended by staff from education, care and therapy.

Pupils who have a trauma background, ASD, anxiety and attachment difficulties will often struggle with their feelings and emotions when there is change. As a school we will try to ensure they are aware of any changes in advance via tutors or calls to parent/carers and where possible not place them on new situations without warning. The school will not use unfamiliar agency staff for day to day cover unless the intention is to take the member of staff on permanently or they are covering a long term absence ie maternity leave.

Restorative practice is used regularly, often informally. This is an opportunity for pupils to develop their communication skills, to understand the impact of their actions and develop empathy towards others. It can also help them to understand that the way they perceive events is not the way events are seen by others and to start to understand the points of view of others.

6. Pastoral Support

The school endeavours to provide support for pupils that enable them to achieve academically, socially and personally. Systems of support include the Form Tutor, Classroom Mentors, Safeguarding Lead, Pupil Engagement Lead and members of the Therapy team. This liaison is a key feature in promoting consistency of approaches, parental support and agreed actions.

When the school considers that a pupil is suffering, or is likely to suffer, significant harm, the school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

7. Positive Handling at Stone Lodge School

At Stone Lodge Therapeutic School, physical intervention (positive handling) is defined as:
The safe, reasonable and proportionate use of physical contact or intervention to support, guide or protect a pupil, others, or property from harm, while maintaining the pupil's dignity and emotional wellbeing.
Physical intervention is always part of a **therapeutic, relational approach** and is **never used as punishment**.

At Stone Lodge Therapeutic School:
• Seclusion (the supervised or unsupervised confinement of a pupil in a room or area from which they are prevented from leaving) is not used.
• Any use of space for regulation is supportive, supervised, and non-restrictive

See - SLS Positive Handling Policy 2026-2027

8. Rewards

Stone Lodge School does not operate a traditional rewards system. We recognise that standard reward structures can unintentionally disadvantage pupils with additional needs and may be perceived as unfair, particularly by pupils with autism spectrum conditions (ASC). Instead, we focus on personalised, meaningful recognition that values individual effort, progress, and growth, supporting each pupil in a way that reflects their unique strengths and needs.

9. Unacceptable Behaviours and sanctions

UNACCEPTABLE BEHAVIOUR includes:

- Physical assaults
- Verbal abuse
- Play fighting
- Bullying and intimidation
- Discrimination and prejudice towards age, ability, gender and gender identity, race, sexual orientation or religion
- Any form of child on child abuse
- The intentional disruption of lessons
- Smoking including vaping is not permitted anywhere on the school site and will be treated as a serious breach of the school code of conduct. We request that pupils do not bring anything to do with smoking or vaping into school.
- Using mobile phones during the school day

Consequences

When responding to challenges, staff will always consider the age, individual needs, and abilities of each pupil. Any response or consequence will be applied reasonably, fairly, consistently, and proportionately, with attention to any special circumstances or potential risks.

Consequences are intended to be logical and natural, helping pupils understand the impact of their actions and supporting them to make positive choices in the future. They are designed not to punish, but to guide, repair, and restore relationships and learning opportunities.

In situations where a more formal response may be required, including temporary or fixed-term exclusions, the school will consult with parents/carers and the local authority. Throughout this process, we aim to provide support, maintain clear communication, and ensure pupils continue to access appropriate learning opportunities wherever possible.

Initial consequences or sanctions that all staff can apply:

- Correction with explanation
- Apology/restorative
- Reparation of damage
- Time out away from their group/peers
- Restrictions or removal from organised activities if they pose a risk

Consideration of Suspension

The Heads of School and Director of School will consider applying a suspension for continuous breaches of the following unacceptable behaviours: -

- Bullying and intimidation especially if based on protected characteristics
- Sexualised behaviour that puts others at risk of harm – including their mental health
- Persistent infringement of the non-smoking rule
- Persistent infringement of racist abuse/language or discriminatory language - The school will challenge and record incidents involving discriminatory language or behaviour, including racism, sexism, misogyny, homophobia, biphobia, transphobia, disability-related prejudice, and prejudice relating to religion or protected characteristics. Staff will not dismiss such behaviour as "banter", "joking" or part of growing up.
- Persistent criminal damage
- Persistent health and safety issues e.g. unsafe travel in transport to and from school, unsafe behaviour during the school day including serious violence

Wherever possible the school will provide a member of staff and work offsite to prevent the negative impact on a pupil's learning as an alternative to suspension.

The school will conduct a safeguarding risk assessment before any suspension is enacted.

After any suspension all stakeholders – including parents – will meet to plan the re-integration of the pupil into the school. If the parent is not available the integration will still go ahead.

Consideration of Permanent Exclusion

The school will not permanently exclude pupils. If – once all strategies have been exhausted – it is clear that the school cannot meet the pupil's needs or their impact detrimental to the efficient education of other pupils then the school will work with the local authority to find another school through the emergency annual review process.

Considerations of Police involvement -

The Senior Leadership Team only are permitted to sanction Police involvement on the site of the school. Staff are entitled to consider police involvement but should inform and consult with the SLT before pursing such action.

The school monitors sanctions for effectiveness of use and seeks pupil comment through sanctions records.

Police involvement will be organised by a member of SLT if pupils persistently infringe the racism/discrimination and/or criminal damage rule. This is not to criminalise the pupils but to ensure the pupils are aware of their on-going behaviour and the importance of what will happen if displayed outside of the school environment.

Support after exclusion or concerning behaviours:

A reintegration meeting will take place to support a pupil after a period of exclusion or concerning behaviour. In these meetings we will seek to explore the reasons for behaviour and the impact it has had. This will take the form of a restorative practice meeting.

We emphasise that the parent, pupil, and school are all part of the same team. Good school-to-home communication helps support this progress.

10. Child on Child sexual harassment and violence

There is no such thing as "banter" when it comes to sexual harassment. It should never be tolerated. All responses to such allegations – including sexual violence shall be congruent with Keeping Children Safe in Education and in consultation with the DSL and other agencies as appropriate.
All staff are obligated to challenge such behaviour as part of their duty to keep pupils safe from harm and to create a culture of mutual respect and safety amongst all member of the school community. It is never normalised or seen as "part of growing up". We do recognise that some of our pupils may have a distorted view of appropriate sexual behaviour and language due to their own experiences. This may explain the behaviour but does not normalise it or exonerate the perpetrator. Pupils who raise concerns either about their own treatment or the treatment of others will always feel supported in raising the concerns. Their protection is a priority.

The response of the school – and attitude to concerns - is the same if the issue is out of school or in the virtual, online domain.

Child-on-child abuse can take many forms, including but not limited to:

- Bullying (including prejudice-based and discriminatory bullying)
- Physical abuse
- Sexual violence
- Sexual harassment
- Upskirting
- Initiation/hazing type behaviours
- Abuse within intimate personal relationships between children
- Online abuse, including the sharing of nude or semi-nude images

Stone Lodge Therapeutic School recognises that child-on-child abuse may occur both inside and outside of school and online. All concerns will be taken seriously, recorded appropriately, and managed in line with the Safeguarding Policy and Keeping Children Safe in Education 2026

11. Mobile Phones

Pupils are asked to place their mobile phones and other personal electronic devices into their allocated lockable pouch on arrival at school. The pouch remains with the pupil throughout the day but must remain locked until the end of the school day.

We recognise that many pupils travel long distances to attend school and that carrying a mobile phone can be important for safety, communication, and reassurance. The use of lockable pouches enables pupils to retain possession of their devices whilst supporting a focused and distraction-free learning environment.

Mobile phones and personal electronic devices must remain secured in the locked pouch throughout the school day, including during lessons, breaktimes, and lunchtime, unless specific permission has been given by a member of staff in exceptional circumstances.
At the end of the school day, pupils may unlock their pouch and access their device before leaving site or during their journey home.

If a pupil opens their pouch or accesses their device during the school day without permission, staff will respond in line with the school's therapeutic and restorative approach. Repeated difficulties in following this expectation may result in additional support, individual arrangements, or other proportionate responses designed to help the pupil engage positively with the school's mobile phone procedures.

Our approach aims to balance the legitimate needs of pupils for connection and safety with the need to protect their focus, learning, relationships, and emotional wellbeing throughout the school day.

School uniform

The school does not impose a school uniform but expects pupils to dress appropriately - much like in any work place. This includes no crop tops, short skirts or shorts.

12. Banned items

The following items are banned on the school site and staff reserve the right to search any pupil whom they have reasonable suspicion maybe carrying them:

- Knives, weapons or implements which could cause harm
- Vapes, tobacco or any smoking paraphernalia including lighters and matches
- Drugs or intoxicants whether legal or not – including energy style drinks
- Items which encourage discriminatory behaviour or espouses viewpoints that are contrary to British values – for example racist pin badges or clothing with sexist slogans etc

In considering whether to search and exercising those powers staff will refer to DfE: Searching Screening and Confiscation- Advice for Schools September 2022.

13. Staff Training

The school recognises that the pupil population requires skilled and well-trained staff to help them thrive. All staff will receive a tailored induction programme according to role. This will include:

- Understanding of trauma and its impact
- Understanding of autism and how to support autistic pupils
- Team Teach Positive handling training
- Use and theory behind PACE
- Time to read and understand key policies including this one and safeguarding
- Time to read risk assessments and EHCP and any handling plans etc
- Managing children in crisis
- Safeguarding

14. Supporting Transitions

The school recognises that moving to a new school or returning after an absence can be a challenging experience for pupils. To support a smooth and positive transition, our Pupil Engagement Lead and SENCO coordinate each transition, including a home visit to understand the pupil's needs, build trust, and establish supportive relationships from the start.

During the transition process, pupils are provided with information about:

- The expected standards of conduct and daily routines
- Who to go to for support and the roles of key staff
- How to raise concerns about experiences or interactions that worry them
- How staff will respond to concerns in a consistent and fair way
- The principles of restorative practice and how relationships are repaired
- How their efforts and progress are recognised and celebrated

15. Expected Standards of Pupil Behaviour

The school has high ambitions for all of our pupils and sets high standards for both in and out of school, the following is a code of conduct for pupils in line with our core values:

School code of conduct

1. Show tolerance and respect towards all people
2. Respect the school and other people's property
3. Discuss issues and problems
4. Speak out to staff when others are being harmed
5. Act honestly and with care and understanding