Stride 360 – Positive Behaviour & Relationships Policy

1. Purpose

This policy sets out how Stride 360 promotes positive behaviour, emotional regulation, accountability, and safety within a trauma-informed, child-centred, and legally compliant framework. It provides a clear, consistent approach for supporting students with SEMH and SEND needs while ensuring fairness, predictability, and transparency for students, staff, and families.

This policy replaces and supersedes all previous behaviour-related documents and, together with the **Staff Behaviour Process**, forms the single authoritative framework for behaviour practice at Stride 360. The Staff Behaviour Process operationalises this policy and is mandatory for all staff. Failure to follow the process constitutes a breach of this policy.

2. Ethos and Values

Stride 360 supports young people who have experienced difficulty thriving in mainstream education. Many of our students present with trauma histories, neurodivergence, emotional regulation difficulties, or unmet needs.

We recognise that:

- Behaviour is often a form of communication
- Dysregulation is not the same as deliberate misconduct
- Understanding behaviour does not remove responsibility for its impact

Our approach is developmental, restorative, and protective, not punitive or humiliating. We aim to equip students with the emotional regulation, accountability, and relational skills required for adulthood, education, and employment.

Support is unconditional. Access to privileges is conditional and earned through stability, reliability, and trust.

3. Legal, Equality, and Safeguarding Framework

This policy operates in line with:

- The Equality Act 2010 (reasonable adjustments)
- SEND Code of Practice
- Safeguarding and child protection legislation
- Use of reasonable force guidance

Stride 360 is committed to ensuring that no student is treated less favourably as a result of disability, neurodivergence, or trauma-related needs. Behaviour that arises from dysregulation, additional needs, or distress is not sanctioned.

Safeguarding Override and Mandatory Pause

Safeguarding considerations **always override** behavioural processes. At defined points in the behaviour response, staff must formally consider whether behaviour indicates a safeguarding or welfare concern.

Where behaviour indicates potential safeguarding risk, the behaviour process **must stop immediately**, and safeguarding procedures must be followed. Behaviour may then be managed on a case-by-case basis under safeguarding guidance rather than through behavioural outcomes.

Examples include (but are not limited to):

- Disclosures of fear, harm, or abuse
- Sexualised behaviour that is age-inappropriate
- Absconding linked to panic, fear, or distress
- Statements indicating self-harm or suicidal ideation
- Behaviour linked to hunger, neglect, or unmet basic needs

4. The Developmental Accountability Model (Mandatory)

All behaviour responses at Stride 360 follow the Developmental Accountability Model. This model is mandatory and must be applied consistently by all staff.

Stage 1: Regulation – Safety First

The immediate priority is emotional and physical safety.

Staff will:

- Reduce demands
- Offer space, movement, or sensory regulation
- Use calm, minimal language
- Provide co-regulation through adult presence
- Change staff member if required

No consequences, decisions, or discussions take place while a student is dysregulated.

Stage 2: Reflection (After Regulation)

Only once the student is regulated will staff support reflection. Reflection focuses on:

- What happened
- Triggers and early warning signs
- Impact on others

Reflection is brief, neutral, and non-judgemental. It is not a debate, justification, or negotiation.

Stage 3: Mandatory Safeguarding Check

Following reflection, staff must pause and consider whether the behaviour indicates a safeguarding or welfare concern.

If **yes**, the behaviour pathway stops and safeguarding procedures are followed immediately, including informing the DSL and recording concerns.

If **no**, the behaviour process may continue.

Stage 4: Repair (Addressing Impact)

Where behaviour has caused harm, students are supported to repair relationships or environments. This may include restorative conversations or apologies (not forced).

Repair supports learning and accountability but **does not automatically restore privileges**.

Stage 5: Responsibility, Boundaries, and Outcomes

Where behaviour has affected safety, trust, or readiness, outcomes may include:

- Loss or delay of privileges
- Increased structure or supervision
- Temporary removal from high-trust activities
- Additional mentoring or support

Decision-Making Safeguards

All decisions:

- Are **never made or communicated in the moment**
- Occur only after regulation, reflection, and safeguarding consideration
- Must be calm, proportionate, consistent, and defensible

Before any privilege restriction:

- The incident must be logged
- Pupil profile strategies must have been considered
- Safeguarding must have been reviewed
- At least **two staff members** must agree the decision (ideally including SLT)

Unilateral decisions about significant consequences are not permitted.

5. Behaviour Expectations for Students

While attending Stride 360, students are expected to:

- Use language and actions that do not cause harm or fear
- Follow adult direction with support where needed
- Remain within agreed supervised areas
- Take responsibility for actions and impact
- Attempt to engage with learning and activities

We recognise that students will not always meet these expectations. These moments are treated as opportunities for learning, support, and skill development.

6. Rewards, Privileges, and Trust

Stride 360 uses positive recognition systems to acknowledge effort, engagement, and progress.

Trips, enrichment activities, offsite activities, and increased freedoms are **privileges, not entitlements**. They indicate trust and readiness for less structured environments.

Access to privileges requires:

- Meeting participation or effort expectations where appropriate
- Demonstrating a sustained period of safe, regulated behaviour

Where safety or trust cannot be assured, privileges may be delayed while support continues.

7. Mandatory Recording and Communication

All behaviour incidents must be:

- Logged on the agreed recording system
- Shared with leadership for oversight and review

If behaviour is not logged, privileges must not be restricted. This protects against inconsistency and perceived discrimination.

Communication with Parents and Carers

Parents and carers are partners in supporting positive behaviour.

Where behaviour results in significant decisions or plans:

- Parents/carers must receive an initial phone call
- Written confirmation must follow
- All communication must be recorded

8. Physical Intervention

Physical intervention is used only as a last resort to prevent injury or serious harm, in line with safeguarding procedures.

Any physical intervention:

- Is recorded
- Is reported to leadership
- Is shared with parents or carers

9. Staff Accountability and Consistency

Consistency is a safeguarding requirement.

All staff must:

- Follow the Behaviour Policy and Staff Behaviour Process
- Apply the same framework for all students
- Use agreed language and scripts
- Avoid emotional or reactive decision-making
- Back colleagues publicly and resolve disagreements privately

Failure to follow this policy or the associated process places students and staff at risk and may be addressed through leadership and HR procedures.

10. Commitment to Development

Our aim is not short-term compliance, but long-term growth.

Students leave Stride 360 with:

- Improved emotional regulation
- Increased accountability
- Greater independence
- Skills transferable to adult systems

Policy Written on: 12/01/26	Written by: Simone Lyons
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