



Behaviour Policy: Understanding and Addressing Behaviours Communicating a Need

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3.00	09/06/26	Lizzy Latham	Claire Thorpe	Slight edit to reflect that we now use one-page profiles rather than co-regulation plans

Our Vision

At Fable House, our vision is to create a safe and inclusive learning environment for all students. In consultation with our staff, parents and most importantly students, we have developed this policy which aims to outline our approach.

At Fable House our behaviour policy is founded on a deep understanding of the needs and motivations behind challenging behaviours. We believe in using proactive and supportive strategies to address behaviours effectively with a focus on understanding, empathy and restoration.

Understanding Behaviour

At Fable House we believe behaviour is a method of communication. When addressing behaviours, we consider the following factors:

Source of the Behaviour:

We aim to identify the underlying source of the behaviour. Is it a reaction to a specific trigger, a form of communication, or an attempt to fulfil a need?

Need Communication:

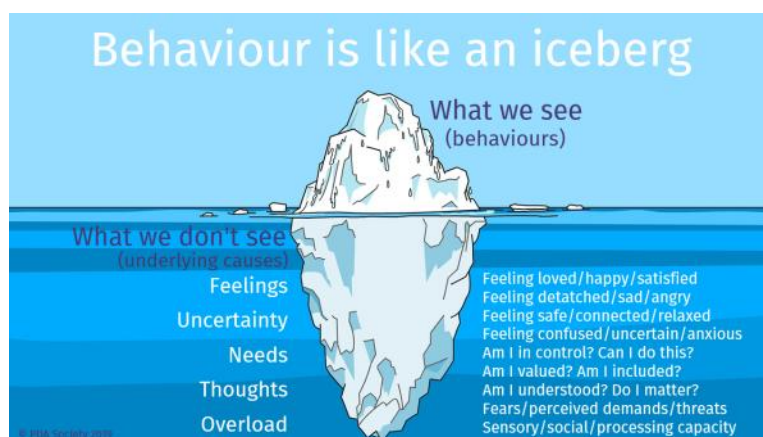
Behaviour often serves as a way to communicate unmet needs. We strive to interpret what the student is trying to express through their behaviour to assess how we can better meet their needs.

Regulation and Sensory Needs:

We recognise that some behaviours may stem from attempts to regulate emotions or meet sensory needs. We consider whether the behaviour serves as a coping mechanism and how we might be able to adapt the environment and/or our practice.

Intention or Maliciousness:

We distinguish between intentional actions and those that are not driven by malicious intent. Understanding the intention behind the behaviour informs our response.



Responses and Restorative Practice

At Fable House, we recognise our responsibility to prepare our students for adulthood, the world of work and participation in society. We therefore understand that in some cases we will need to give students consequences in order to guide them.

Our approach is based on restorative practice and the use of logical responses relating to the specific behaviour (see Appendix 1). For example:

- If resources or furniture are damaged, the student will be expected to endeavour to fix them (with the support of a tutor if applicable).
- If resources are used in a way that is unsafe, they will take a break from the activity, the tutor will discuss how to behave more safely and they can then return to the activity.
- In the event of challenging behaviour towards another student or staff member, a restorative approach will be used. This may involve the tutor facilitating a conversation between relevant students or staff members to rebuild relationships.

All responses will be:

Related: To the behaviour

Respectful: Given in a way that it is kind and supportive. No blaming or shaming

Reasonable: For the student's developmental stage and understanding. Proportional to the behaviour

Our fundamental ethos that *Each New Day is a Fresh Start*, underpins all of our responses to behaviours communicating a need.

All students have a one-page profile which outlines personalised regulation strategies and potential triggers. All staff working with each student are expected to have a thorough understanding of these.

Response to Serious Incidents

Our staff are extremely skilled in de-escalation and so we do not anticipate regular occurrences of more serious incidents. However, on the rare occasions this may happen we will inform parents/carers and any other agencies involved with the student as appropriate. Due to the complex nature of our students, and depending on the incident, it may be also be helpful to call a Team around the Child/Family meeting. This will enable us to create a multi-agency plan to support the student and prevent future incidents. A member of the Senior Leadership Team will organise and chair these meetings when deemed appropriate.

There are some incidences where immediate action will need to be taken. In any incidence when the law is broken and/or and students puts themselves or others in danger, our Safeguarding procedures will be followed. All serious incidents will also be reported to the CEO.

In exceptional cases, where all other areas of support have been exhausted, suspension or exclusion may be necessary. See our Exclusions Policy for more information.

All serious behaviour incidents are recorded on our CPOMS recording system for monitoring by the Senior Leadership Team.

Revisiting and Continuous Improvement

We understand that each student's needs evolve over time. Our interventions are not static and are subject to revision as we gather insights into the student's progress and new students join us. We review the effectiveness of strategies, considering whether the behaviour has changed or the students' needs have shifted.

The Senior Leadership Team ensure they have a thorough understanding of the CPD needs of staff. All staff training updates include a behaviour section to ensure staff feel confident in their skills. Our CEO leads on behaviour and is available for staff to seek advice.

By focusing on understanding, empathy, and proactive support, we create an environment that empowers students to communicate, regulate emotions, and thrive while ensuring the safety and well-being of everyone in our community.

Links with Other Policies

Positive Handling, Absconding Student, Searches and Confiscation Policy

Age-regulated Items Policy

SEND Policy

Appendix 1 - Strategies for Addressing Specific Examples of Behaviours Communicating a Need

For each specific behaviour, we employ the following approach:

Behaviour	Response
Throwing	Determine cause and intended outcome Assess whether it is a communication or sensory need Provide alternative ways to communicate or regulate emotions
Swearing	Explore triggers and situations leading to swearing Identify underlying emotions or communication needs. Teach appropriate ways to express feelings
Hitting	Understand if hitting is an attempt to communicate frustration or sensory overload. Teach alternative coping strategies to manage emotions. Implement calming techniques to prevent escalation.
Negative Attitude	Identify triggers for negative attitude and the need being expressed. Encourage positive communication and offer tools for expressing emotions constructively. Promote a strengths-based approach to build self-esteem.
Refusal to Engage in Activity	Consider why the student is struggling to engage. Is the activity too difficult? Are they feeling anxious? Are they expressing a sensory need? Move onto a different activity, adapt it and revisit at another time.
Inappropriate Conversations	Consider if student understands why the conversation is inappropriate. Are they copying what they've heard/do they understand? Educate students on appropriate settings and need to consider who is present. Help them to understand the impact of this on others.
Bullying	Tutors to explain impact of behaviour on others and facilitate restorative conversations between students. Close supervision of all students involved to ensure this does not

	continue. Consider whether parents and outside agencies need to be involved.
Play Fighting	Consider what experience the students are seeking and redirect to an appropriate outlet. Use breakout spaces and physical play resources to support with this. Teach students about consent and appropriate settings to ensure play stays safe.
Poor Impulse Control	Staff will ensure students are supervised at all times. Tutors to use co-regulation techniques and re-direction if necessary.
Stealing	Consider the reason behind this. Does the student/family need outside agency support due to a lack of resources and/or financial issues? Tutors to support student to understand the impact of stealing.
Inappropriate use of phones/technology	Students are supported to use their phones and technology for research and learning purposes. We recognise when a student may be using their phone as a method of self-regulation, relaxation time or as a way to express themselves. If students use phones or technology in an inappropriate way, they will be reminded of relevant laws and staff will consider what needs they may be communicating. All students have at least 1:1 adult supervision at all times.

In addition to this, each student has an individual risk assessment detailing the personalised approaches which work best for them. The Senior Leadership Team ensure all staff working with a specific student have a thorough knowledge of their risk assessment.