



Riding for the Disabled (Woodbridge & District Group) Behaviour Policy

Contents

Policy Statement	3
Aims and Principles	3
Learner Behaviour Code	3
Promoting Positive Behaviour	4
Responding to Behaviour Concerns	4
Safeguarding and Child Protection	4
Child-on-child sexual exploitation, sexual violence and sexual harassment	5
Bullying, Discrimination and Online Behaviour	5
Reasonable Adjustments and Individual Support	5
Parents, Carers and Commissioning Partners	5
Related Policies and Guidance	5
Approval	6

Policy Statement

RDA Woodbridge & District Group is committed to providing a calm, safe, inclusive and supportive learning environment in which all children and young people can participate, learn, develop confidence and feel respected. This policy sets out the standards of behaviour expected from learners, staff, volunteers, parents and carers, and explains how positive behaviour will be taught, encouraged and supported.

The Group recognises that many learners who come to us may have experienced barriers to education, changes in placement, additional needs, anxiety, trauma, social communication difficulties or previous negative experiences of school. Our approach is therefore restorative, relationship-based and safeguarding-led, while maintaining clear boundaries and high expectations.

Aims and Principles

This policy aims to:

- Create a safe, welcoming and respectful environment for all learners, staff, volunteers and visitors.
- Help learners understand what positive behaviour looks like in learning sessions, around horses and animals, online, in the community and during travel or off-site activities.
- Encourage cooperation, honesty, fairness, kindness, self-respect and respect for others.
- Support learners to take responsibility for their choices and to repair harm where relationships have been affected.
- Ensure responses to behaviour are fair, proportionate, consistent, non-discriminatory and appropriate to each learner's age, needs, circumstances and any individual risk assessment.
- Promote safeguarding by identifying behaviour that may indicate unmet need, distress, exploitation, harm or risk to others.
- Work constructively with parents, carers, commissioning schools, Suffolk County Council, social care and other professionals where appropriate.

The principles underpinning this policy are that behaviour is communication, positive relationships are central to learning, and every learner should be supported to feel safe, valued and able to succeed.

Learner Behaviour Code

Learners are expected to:

- Be kind, polite and respectful to other learners, staff, volunteers, visitors and members of the public.
- Listen to instructions, especially where safety is involved.
- Use safe behaviour around horses, animals, equipment, vehicles and outdoor areas.
- Take part in learning activities to the best of their ability and ask for help when needed.
- Look after property, learning resources, tack, tools, equipment and the environment.
- Use appropriate language and communicate worries or frustrations safely.
- Respect personal space, privacy and differences, including disability, race, religion or belief, sex, gender identity, sexual orientation and age.
- Follow agreed rules about mobile phones, online activity, photography and social media.
- Tell a trusted adult if they feel unsafe, worried, bullied, pressured or concerned about another person.

Learners must not:

- Bully, threaten, intimidate, harass or discriminate against anyone, including online.
- Use violence, unsafe physical contact or behaviour that places themselves, others or animals at risk.
- Damage property or interfere with safety equipment.

Behaviour Policy

- Bring prohibited, harmful or illegal items onto the site.
- Leave the agreed learning area without permission.
- Record, photograph or share images of others without permission.
- Use abusive, prejudiced, sexualised, aggressive or deliberately offensive language.

Promoting Positive Behaviour

Staff and volunteers will actively teach and model positive behaviour. This includes welcoming learners by name, explaining routines clearly, using calm communication, giving choices where appropriate, recognising effort, praising safe and respectful behaviour, and adapting activities so that learners can experience success.

Positive behaviour may be recognised through verbal praise, written feedback, certificates, progress records, communication with parents or carers, and feedback to commissioning schools or professionals.

Responding to Behaviour Concerns

Responses to behaviour will be calm, proportionate and focused on safety, learning and repair. Staff will consider the learner's age, specific individual need, known triggers, medical needs, risk assessment and any safeguarding concerns before deciding the most appropriate response.

Stage	Typical response
Low-level or first concern	A quiet reminder of expectations, redirection, reassurance, a short pause, change of activity or support to regulate.
Repeated concern	A restorative conversation, agreed target, record of concern and communication with parents, carers or the commissioning school where appropriate.
Serious concern	Immediate action to keep everyone safe, removal from the activity if needed, senior staff involvement, written record, parent/carer and commissioner contact, and review of risk assessment or support plan.
Ongoing or high-risk behaviour	A formal review meeting with relevant professionals to agree additional support, adjustments, reduced or alternative activities, reintegration steps or whether the placement remains suitable.

The Group will not use humiliation, shaming, blanket punishments or any response that undermines a learner's dignity. Physical intervention will only be used where it is absolutely necessary, reasonable and proportionate to imminent prevent harm, all such instances will be recorded and reviewed.

Safeguarding and Child Protection

Behaviour that causes concern may indicate that a learner is experiencing distress, unmet need, bullying, exploitation, abuse, neglect, mental health difficulty or risk outside the setting. Staff and volunteers must follow the Group's safeguarding and child protection policy.

Where behaviour suggests that a learner may be at risk of harm, may present a risk to others, or may require early help or statutory support, the Group will work with parents and carers unless doing so would increase risk, and will liaise with the commissioning school, Suffolk safeguarding partners, children's social care, police or other agencies as appropriate.

Child-on-child sexual exploitation, sexual violence and sexual harassment

The Group recognises that children and young people can abuse, exploit or harm other children, including through sexualised behaviour, coercion, pressure, online contact, image sharing, sexual harassment, sexual violence, harmful sexual behaviour and exploitation within peer groups. Such behaviour will never be dismissed as “banter”, “part of growing up” or “boys being boys”. Staff and volunteers must take all concerns seriously, listen carefully, avoid asking leading questions, reassure the learner that they are being taken seriously, and report the concern to the Designated Safeguarding Lead.

- Any disclosure, allegation, observation or concern about child-on-child sexual exploitation, sexual violence, sexual harassment or harmful sexual behaviour will be recorded promptly and factually in line with the safeguarding policy.
- The Designated Safeguarding Lead will consider immediate safety, supervision, separation where appropriate, the wishes and feelings of the child, and whether referrals are required to children’s social care, the police or other safeguarding partners.
- Support will be offered to any child who has experienced harm, and appropriate safeguarding support and risk management will also be considered for any child alleged to have caused harm.
- Incidents or concerns involving online behaviour, sharing of images, coercion, threats or exploitation will be treated as safeguarding matters and managed in line with online safety and child protection procedures.
- The Group will work with parents, carers, commissioning schools and relevant agencies unless doing so would place a child at increased risk or compromise a legal investigation.
- Risk assessments and support plans will be reviewed before learners continue shared activities, including work around horses, outdoor learning, transport, breaks and any unsupervised time.

Bullying, Discrimination and Online Behaviour

Bullying, discriminatory behaviour, sexual harassment, sexual violence, prejudiced language, online abuse and peer-on-peer harm will not be accepted. Incidents will be recorded, investigated and responded to through behaviour and safeguarding procedures. Support will be offered to those affected, and action will be taken with those responsible to address harm, prevent recurrence and promote safer behaviour.

Reasonable Adjustments and Individual Support

The Group will make reasonable adjustments for learners with special educational needs, disabilities, medical needs or communication needs. Behaviour expectations will remain clear, but support may include visual prompts, reduced sensory demand, additional processing time, planned breaks, adapted tasks, individual risk assessments, and closer liaison with parents, carers and professionals.

Parents, Carers and Commissioning Partners

Parents, carers and commissioning schools are important partners in supporting positive behaviour. The Group will share expectations at the start of a placement, communicate significant concerns promptly, seek relevant background information, and work collaboratively to agree support plans, risk management arrangements and review points.

Related Policies and Guidance

- Safeguarding and Child Protection Policy.

Approval

This policy will be reviewed at least annually, or sooner following significant guidance changes, safeguarding learning, serious incidents or changes to provision.

Name: Kelvin Silburn	Role: Trustee
Signature: <i>Kelvin Silburn</i>	Date: 19 June 2026

Name: Anna Hardwick	Role: Centre Manage
Signature: <i>Hardwick</i>	Date: 19 June 2026