



Relationship & Behaviour Policy



1. Aims

This policy aims to:

- Create a calm, orderly, and safe learning environment in which all Students feel secure, respected, and ready to learn, recognising that Students' wellbeing and sense of belonging are central to positive behaviour and academic success.
- Establish a consistent, whole-school approach to behaviour that sets high expectations for all Students and reflects the school's values, underpinned by strong relationships, clear routines, and effective support.
- Clearly communicate behavioural expectations so that Students understand what is expected of them, recognising that behaviour can be influenced by a range of factors and that Students may require guidance, support, and teaching to regulate their behaviour successfully.
- Promote a restorative approach to managing behaviour, focusing on reflection, accountability, and repairing relationships, so that Students learn from mistakes and are supported to make positive choices.
- Ensure behaviour is managed fairly and consistently across the school, while taking account of Students' individual needs, vulnerabilities, and circumstances, in line with the school's duties under safeguarding and equality legislation.
- Clearly identify behaviours that compromise safety, wellbeing, or learning, including bullying, discriminatory behaviour, and harassment, and set out robust procedures for addressing these behaviours promptly, effectively, and in a way that protects all Students.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

➤ [Searching, screening and confiscation: advice for schools 2022](#)

➤ [The Equality Act 2010](#)

➤ [Keeping Children Safe in Education](#)

➤ [Suspension and permanent exclusion from maintained schools, academies and Student referral units in England, including Student movement](#)

➤ [Use of reasonable force in schools](#)

➤ [Supporting Students with medical conditions at school](#)

➤ [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

➤ [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions



Definition of Our Relationship and Behaviour Approach

At the Springboard Project, our Relationship and Behaviour Policy is grounded in trauma-informed principles, restorative practice, and a relational approach to supporting young people. We understand behaviour as a form of communication, reflecting Students' emotional needs, lived experiences, and capacity to regulate. Our work with Trauma Informed Schools and restorative methodologies underpins our commitment to understanding the reasons behind behaviour and responding with support rather than punishment.

Research into Adverse Childhood Experiences (ACEs) highlights how trauma, loss, disruption, inequality, and stress can impact emotional regulation, relationships, behaviour, and learning. A trauma-informed approach recognises these impacts and shifts the focus from "What is wrong?" to "What has happened, and how can we help?", creating environments where Students feel safe, supported, and able to engage positively.

This approach prioritises strong, trusting relationships; understanding underlying causes of behaviour; supporting emotional regulation; and creating calm, inclusive environments that reduce conflict and disengagement. Relationships are central to progress, and consistent, emotionally available adults play a key role in developing Students' resilience, self-regulation, and positive patterns of interaction.

While restorative and supportive approaches are our priority, there may be occasions where serious behaviour requires a proportionate response to safeguard Students and staff. Any such response will be fair, consistent, clearly communicated, and informed by individual circumstances, and will always be accompanied by opportunities for reflection, repair, and ongoing support.

All Students at the Springboard Project have the right to:

- Feel safe and supported in school
- Access an emotionally available adult
- Have their voice heard through restorative dialogue
- Be recognised as individuals, with their needs considered
- Be treated with dignity, respect, and as valued members of the community
- Be protected from harm, abuse, and discrimination

We use a restorative approach to addressing challenging behaviour, creating a culture of reflection, accountability, and repair. This includes restorative conversations, logical consequences, flexible consistency, supported reflection, formal restorative conferences where appropriate, and the teaching of emotional regulation strategies to support future positive choices.

Restorative Timetable Sessions and Care Team Support

Restorative Timetable Sessions provide a structured, trauma-informed alternative to fixed-term exclusion where a student's behaviour has been unsafe, physically aggressive, or beyond their capacity to regulate despite staff intervention. These sessions prioritise safety, emotional regulation, relational repair, and the reduction of future risk, while maintaining engagement with education wherever possible.

Rationale

Many Students within SEMH provision experience emotional regulation and relational difficulties linked to trauma, adversity, and identified needs within their EHCPs. In situations involving significant risk, an immediate return to the full timetable may not be appropriate. Restorative Timetable Sessions allow Students time and space to stabilise, engage in restorative work, and safely reconnect to learning. These sessions are not punitive or used as a 'cooling-off' measure; they exist solely to support regulation, reflection, and restoration.

Criteria and Implementation

A Restorative Timetable Session may be used when behaviour presents a significant safety risk, deescalation strategies have been unsuccessful, and a short period of structured support is required. Use of these sessions will remain proportionate and infrequent.

Sessions take place outside the student's normal timetable, are supervised by the Care Team or designated staff, and are delivered in a low stimulus environment. Where parental consent is not given, the incident will be recorded as a fixed term exclusion of no less than half a day.



Session Content

Sessions are tailored to individual need and may include:

- Restorative conversations or conferences
- Reflective and therapeutic interventions focused on regulation and understanding impact
- PSHE or targeted work related to the incident
- Relationship building and reconnection activities with key staff
- Roles and Responsibilities
- Care Team: Plan, deliver, supervise sessions, and complete documentation.
- Teaching and Support Staff: Support reintegration and participate in restorative processes.
- Senior Leadership Team: Oversee implementation, monitor use, and review effectiveness.

Monitoring and Review

The Senior Leadership Team will monitor the use and impact of Restorative Timetable Sessions to ensure they remain supportive, proportionate, and aligned with SEMH and trauma-informed best practice. The policy will be reviewed annually or as required.

Positive Behaviour Reinforcement

The school uses a relational, trauma-informed approach to behaviour, recognising that consistent positive reinforcement supports the development of prosocial behaviour and emotional regulation.

Informal Positive Reinforcement

Staff may reinforce positive behaviour through:

- Warm, appropriate body language and tone
- Specific verbal praise to individuals or groups
- Peer recognition
- Positive communication home recognising effort, engagement, or progress

Formal and Additional Reinforcement

Where appropriate, staff may also:

- Share progress or achievements with staff or senior leaders
- Provide written praise or feedback
- Display work with Student consent
- Agree individual motivational activities
- Celebrate achievements in tutor time
- Use certificates, praise postcards, or positive phone calls home

Educational Visits

Educational visits and enrichment activities are part of the planned curriculum and are not used as rewards. A Student may only be unable to attend where parental consent is not provided or where attendance would present a significant health and safety risk at that time.

Language used with this policy is outlined below

Dysregulation is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Swearing and aggressive outbursts

Behaviour of Concern is defined as:

- Repeated breaches of the school rules despite restorative work



- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 1. Sexual comments
 2. Sexual jokes or taunting
 3. Physical behaviour such as interfering with clothes
 4. Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs/drug paraphernalia
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Mobile phones and similar devices being used in school not in accordance with the school Mobile Phone Policy

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence



Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 Senior Leadership Team

The Senior Leadership Team is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour and constant strategies to support where needed.
- Ensuring that staff deal effectively with behaviour/Communication
- Monitoring how staff implement this policy to ensure rewards and responses are applied to all groups of Students
- Ensuring that all staff understand the school's expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's culture to ensure they understand its rules and routines, and how best to support all Students to participate fully
- Offering appropriate training in behaviour management, trauma informed principles, restorative practice, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer Students both responses and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of Students are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff



Staff are responsible for:

- Creating a calm and safe environment for Students
- Establishing and maintaining clear boundaries
- Implementing the behaviour and relationships policy consistently
- Communicating the school's expectations, routines, values and standards through teaching and in every interaction with Students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific needs of particular Students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging Students to meet the school's expectations
- The senior leadership team (SLT) will also support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour and relationships policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour and relationships policy
- Inform the school of any changes in circumstances that may affect their child and how they may communicate this
- Discuss any concerns with the class teacher promptly
- Take part in any pastoral work following incidents (for example, attending reviews of specific interventions or restorative practice interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child and the school's policy and working in collaboration with them to tackle issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standards they should be displaying at school
 - That they have a duty to follow the behaviour and relationship policy
 - The school's key rules and routines
 - The rewards they can earn for meeting standards, and the need for certain situations to require an individualised approach. This may include some responses following specific incidents
- The pastoral support that is available to them to help them meet standards
- Students will be supported to meet the standards and will be provided with repeated induction sessions wherever appropriate.
 - Students will be supported to develop an understanding of the school's behaviour and relationships policy and wider culture.
 - Students will be asked to give feedback on their experience of the culture to support the evaluation, improvement and implementation of the policy.
 - Extra support and induction will be provided for Students who are mid-phase arrivals.



6. School behaviour curriculum

At the Springboard Project, our Behaviour Curriculum explicitly teaches the knowledge, skills, and relational approaches Students need to understand, regulate, and express their emotions safely and appropriately. Grounded in trauma-informed and restorative principles, it recognises that many Students have experienced adversity or unmet SEMH needs and may not yet have had consistent opportunities to develop these skills.

The curriculum is delivered proactively and reinforced through predictable routines, strong relationships, and emotionally attuned adult responses. Students are supported to develop self-regulation, emotional literacy, problem-solving, conflict resolution, and restorative communication, equipping them with skills that support learning, wellbeing, and positive relationships both in and beyond school.

We understand that behaviour can communicate distress, overwhelm, or unmet needs rather than deliberate defiance. When difficulties arise, we respond with curiosity, compassion, and support rather than judgement. Teachers, pastoral staff, and specialist teams work collaboratively to provide tailored interventions that help Students feel safe, regulated, and understood, and to develop more adaptive ways of managing challenges.

Through this approach, the Behaviour Curriculum supports Students not only in moments of difficulty but over time, enabling them to make positive choices, repair relationships, and build resilience, emotional competence, and healthier behavioural patterns. Where necessary, reasonable adjustments to routines are made to ensure all Students can engage successfully with the curriculum.

6.1 Mobile phones

Please find our Mobile Phone policy attached here

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive conduct within the school.

They will:

- Create and maintain a stimulating environment that encourages Students to be engaged
- Develop a positive relationship with Students, which may include
 - Greeting Students 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 positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.



Please refer to our child protection and safeguarding policy for more information

7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive Behaviour Reinforcement

The school uses a relational, trauma-informed approach to behaviour, recognising that consistent positive reinforcement supports the development of prosocial behaviour and emotional regulation.

Informal Positive Reinforcement

Staff may reinforce positive behaviour through:

- Warm, appropriate body language and tone
- Specific verbal praise to individuals or groups
- Peer recognition
- Positive communication home recognising effort, engagement, or progress

Formal and Additional Reinforcement

Where appropriate, staff may also:

- Share progress or achievements with staff or senior leaders
- Provide written praise or feedback
- Display work with Student consent
- Agree individual motivational activities
- Celebrate achievements in tutor time
- Use certificates, praise postcards, or positive phone calls home

7.4 Responding to incidents

When a student's behaviour escalates to a level that compromises safety, staff will respond to restore a calm, safe learning environment and to prevent recurrence or escalation. The school prioritises proactive strategies to support emotional regulation and prevent escalation.

Behaviour will be addressed consistently so Students know that incidents are responded to in a fair, predictable, and proportionate manner. Staff will prioritise co-regulation and relationship-based approaches, recognising that behaviour may communicate an unmet need or distress.

Staff will use de-escalation strategies, including agreed scripts or phrases, to reduce risk and support regulation wherever possible. All Students will be treated equitably, with consideration given to individual needs, including SEND, adverse experiences, and any factors that may have contributed to the behaviour.

Where consequences are applied, staff will consider both accountability and the support needed to help the student meet expectations in the future. Wherever appropriate, restorative conversations and reflective processes will be used to repair relationships and support learning.

The school may use one or more of the following responses to unacceptable behaviour:

- Verbal reminder of expectations
- Short, supported time away from the classroom to enable regulation (e.g. with the Care Team or pastoral staff)
- Contact with parents/carers by phone or letter
- Referral to a senior member of staff



- Fixed-term exclusion
- Permanent exclusion in the most serious cases

Responses are determined on a case-by-case basis, taking account of the student's personal circumstances and the need to maintain fairness and confidence in decision-making, as overseen by the Head of Site

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with Students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort following multiple attempts at de-escalation strategies
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a Student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to Students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

All students will be searched upon arrival at Springboard each day. This measure is in place to safeguard both students and staff by ensuring that no prohibited or unsafe items are brought onto the premises. Staff members who conduct these searches are authorised to confiscate any prohibited items found. Wherever possible and subject to the exception below, searches will be carried out by a member of staff of the same sex as the student, and always in the presence of another staff member who will act as a witness, ensuring the process is safe, respectful, and transparent.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**



- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

Before carrying out a search the authorised member of staff will:

- Explain to the Student why they are being searched
- Explain to the Student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the Student the opportunity to ask questions
- Seek the Student's co-operation

If the Student refuses to agree to a search, staff will further explain why searches need to be carried out and attempt to put the student at ease to carry out the search. Should the situation escalate the member of staff should remind students of what will happen if they don't consent to the search, which is likely to be refusal of entry to school.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / SLT, to try to determine why the student is refusing to comply.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets and possessions e.g. bags.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching Students' possessions

Possessions means any items that the student has or appears to have control of, including but not limited to:

- Desks
- Lockers
- Bags

A Student's possessions can be searched for any item if the student agrees to the search. If the Student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a Student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

Informing parents/carers

Parents/carers will always be informed of any search where a prohibited item was found (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened



- What was found
- What has been confiscated, if anything
- What action the school has taken, including any responses that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the Student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Further restorative practices will then be used to ensure the relationship between staff and students/parents or carers can be maintained.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing). Strip searches will not be carried out at Springboard Project and students will be refused admission to the building if there is any reasonable doubt around prohibited items and safety of all concerned.

7.7 Off-site Incident

Responses may be applied where a student has been involved in an incident off-site when representing the school. This means when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- In any other way identifiable as a student at our school

Responses may also be applied where a student has been involved in an incident off-site, at any time, whether or not the conditions above apply, if the incident:

- Could have safety considerations that would affect the orderly running of the school
- Poses a threat to another Student

Responses will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online incidents

The school can issue responses to Students for online incidents when:

- It poses a threat or causes harm to another Student
- The student is identifiable as a member of the school

Responses will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

7.9 Suspected criminal involvement

If a student is suspected of criminal involvement, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the **headteacher / member of the senior leadership team** will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce responses, as long as it does not conflict with police action.



If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to racism, sexual harassment and sexual violence

The school will ensure that all incidents of racism, sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police
- Make a prevent referral

Please refer to our child protection and safeguarding policy for more information

7.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to respond to the student in accordance with this policy.

Where a student makes an allegation of racism, sexual violence or sexual harassment against another Student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to respond to the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the Student who made the allegation is in need of help, or the allegation may have been a communication of a need not being met. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and Students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other Students.

8. Serious responses

8.1 Removal from classrooms



In response to serious or persistent incidents, the school may decide to remove the student from the classroom for a limited time and offer an adapted curriculum. This will be a course taken when all other options have been exhausted and not something we will do without suitable support being given to a student first. This may include attendance at an Alternate Provision, reduced timetable, Adapted Curriculum Pathway, educating at one of our provisions offsite and home learning. This will be reviewed every 6 weeks.

Students who have been offered an alternative curriculum will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

This step can be used to:

- Restore order if the student is causing disruption to others learning
- Maintain the safety of all Students
- Allow the disruptive Student to continue their learning in a managed environment
- Allow the disruptive Student to regain calm in a safe space

Students will not be offered an adapted curriculum for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed and involved with the decision-making process around adapted curriculums

8.2 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school responses and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

9. Supporting Students following a response

Following a response, the school will consider strategies to help the student to understand how to avoid this situation occurring again and offer restorative practice sessions to allow for reflection and rebuild relationships with both staff and students where applicable. We will also offer further support using

Reintegration meetings

Daily contact with the pastoral lead

Support from care team

10. Student transition

10.1 Inducting incoming Students

The school will support incoming Students to meet school standards by offering an induction process to familiarise them with this policy and the wider school culture.

10.2 Preparing outgoing Students for transition

To ensure a smooth transition to the next year, Students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure incidents are continually monitored and the right support is in place, information relating to Student behaviour issues may be transferred to relevant staff at the start of the term or year.



11. Training

As part of their induction process, our staff are provided with regular training on managing our Student's needs, including training on:

- The proper use of restraint (Team Teach)
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating incidents

The school will collect data on the following:

- All incidents, including removal from the classroom
- Attendance, exclusions and suspensions
- Use of Student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, Students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every Half Term by Andrew Greenway, Assistant Head overseeing Behaviour and Pastoral.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of Students are identified by this analysis, the school will review its policies to tackle them.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and **Board of Governors** at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the **Assistant Head overseeing Behaviour and Pastoral**.

13. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti Bullying Policy

Appendix 1: written statement of principles

- Every Student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others



- All Students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to Students at all times
- Rewards, responses and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by Students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions and offered support to reflect and restore.
- Families and carers are involved in the handling of incidents to foster good relationships between the school and Students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

