Behaviour Policy

Regroup Education

Approved by:	Directors	**Date:** 6th December 2023
Last reviewed on:	18th September 2024	
Next review due by:	September 2025	

Contents

1. Aims

This policy aims to:

- Detail Regroup Education's consistent approach to behaviour management
- Enable the School to educate pupils around unacceptable societal behaviours
- Outline the kinds of behaviours that we will support pupils to exhibit on their journey towards becoming thriving, successful adults
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of responses to pupil behaviours

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Working together to safeguard children

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- 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

3. Expectations

Regroup Education is committed to supporting our pupils to Grow, Succeed and Achieve. This policy sets out how we ensure that all pupils can do so in a safe, supportive environment.

Staff at Regroup Education have a strong track record of working successfully with pupils who may have struggled in a mainstream setting for many different reasons. We use a personalised, person-centred approach based on trauma informed and restorative practice. We aim to build confidence, motivation, and positivity, so that our pupils can succeed in their ambitions.

As well as a focus on academic success, we also support social and emotional wellbeing and mental health through modelling, listening, advice and guidance, strong boundaries, support, and unconditional positive high regard. Our work is built on trusted relationships and authenticity.

We take a holistic approach to our work and understand that there are many reasons why young people face the challenges that they do. We aim to support our young people to discover their own solutions to the problems that they face, and we then help them on their journey towards success.

Our approach to behaviour is built around key principles:

- At Regroup Education, we understand behaviour as a means of communication, generally stemming from an unmet need. It is our aim to support pupils to learn to meet their needs in a manner which does not impact negatively upon themselves or others. We seek to help pupils to learn to manage their own behaviour whilst building resilience, which in turn will lead to the acquisition of the skills necessary to grow, succeed and achieve.

- We value relational practice and staff model the importance of relationships through all their interactions. Where a relationship has been damaged, we seek to repair and restore this relationship, following a TIS approach.

- We are clear in our understanding that if a relationship is authentic, it will be tested. Staff will not shy away from confronting harmful behaviour to preserve relationships with pupils, but will stop harm in the first instance, and later look to repair any damage to that relationship. We provide our pupils with clear boundaries and consistency in maintaining those boundaries.

At Regroup Education, our approach to supporting pupils to manage their own behaviour begins with our inclusive learning environment and pupil-focused culture.

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued. All pupils have access to a curriculum that attempts to best meet individual needs subject to normal timetabling and resource restrictions.

Teaching is responsive to pupils' different learning styles and considers pupils' cultural backgrounds and linguistic needs. Teachers take positive steps to include all groups and individuals.

We are committed to a highly flexible manner of working which supports pupils for whom English is an Additional Language. In line with our wrap-around approach to personalised teaching and learning, we will develop, monitor, and review our approaches to supporting EAL pupils within the classroom and as part of the school and wider community.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under regular review and are centred on individual needs identified alongside group dynamics.

Harmful behaviours

At times, the way that pupils communicate through their behaviour may be harmful to themselves or others. Some examples of behaviour which meets this definition include:

- Disruption in lessons and in between lessons
- Negative or challenging attitude
- Disruption at break times or lunch times

More significant examples of behaviours which may be very harmful to pupils themselves or to others includes:

- Repeated breaches of the code of conduct
- Risk taking behaviours
- Any form of bullying
- Sexual violence, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting

4

- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items
- Child-on-child abuse (formally peer-on-peer)
- Use of mobile phones during school hours.
- Inappropriate physicality

Responses to behaviour that does not meet expectations

At Regroup Education, we expect that all pupils can Grow, Succeed and Achieve in a safe, supportive environment. Where the behaviour of pupils impacts upon this, we will take several actions, that we as a school deem appropriate and necessary, to ensure that harmful behaviour is stopped. We do not believe in punitive measures or punishment. Our key responses are:

1. Highlighting consequences
2. Repairing harm
3. Preventing further harm
4. Managing persistent/risk taking behaviours
5. Supporting personal growth

Highlighting consequences

Learning to understand how actions can be harmful to themselves and to others is a key part of our aim to support pupils to manage their own behaviour. Through emphasising and highlighting how a pupil's behaviour has impacted upon themselves and others, we aim to identify and provide alternative means for our pupils to communicate their needs in effective ways that are not harmful.

Highlighting consequences may involve supporting pupils to recognise natural consequences of their actions, which are things that automatically occur as a direct result of that person's actions. At other times, this may involve the use of logical consequences, where a member of staff would impose a consequence that is related to an incident. An example of this may be a pupil who refused to follow instructions when being transported as part of an activity, who would not be allowed to take part in a different school activity that also involved transportation.

Consequences should not be understood as being positive or negative. A pupil who appears to be communicating distress through harmful behaviour may be asked to spend time speaking to a trusted adult, with the aim of finding out what the pupil is trying to communicate.

Staff work alongside pupils to develop a trusting and open relationship and often this relationship is pivotal in terms of supporting pupils to understand consequences.

Repairing harm

At Regroup Education we strongly believe in the importance of relationships. Where pupil behaviour causes harm, this in turn damages relationships within our community. To help us to repair this harm, we use a restorative model. pupils are expected to engage with the restorative process to rebuild relationships whenever harm has been caused.

The restorative process is built around four key questions:

1. What happened?

2. What were you thinking/feeling at the time?
3. Who was affected?
4. What needs to be done to repair the harm?

The restorative process can take the form of a simple enquiry into a minor incident, or a full restorative circle in the case of an incident that has affected a number of people. Where another person has been harmed, it will often be necessary for a pupil to share space and speak to a person they have harmed as part of the restorative practice. Regroup Education staff are trained to support pupils through the process, whether they have caused harm or have been harmed by the actions of another. Where a pupil's actions have caused damage to the building or property the process of repairing relationships may also involve making good on any damage caused through agreed reparation.

Preventing further harm

To successfully and meaningfully repair harm caused by a pupil, a restorative process may need to take place at a later date. For example, a person who has been harmed by the behaviour of another may not be ready to share space with the person who has caused the harm straight after the event. To ensure that all pupils are able to continue their learning, it may be necessary to change the provision of an individual when their behaviour has been harmful to others but has not yet been repaired. This may involve changes to planned or agreed onsite or offsite activities. Changes to provision will be used as a means to prevent harm and not as a sanction for behaviour that has been harmful to others.

Managing persistent/risk taking behaviours

In order to effectively manage and maintain a positive and safe environment for staff and pupils, Regroup Education will assess any persistent challenging or risk-taking behaviours, that may be harmful, dangerous, or impacting negatively on others, in a case-by-case situation. All incidents regarding challenging or risk-taking behaviours will be reported to the referring academy or LA on the same day. The referring academy may wish to follow their own policies and procedures relating to behaviour.

Any pupil exhibiting inappropriate, risk-taking, dangerous, or potentially harmful behaviours will be considered as to whether the level of risk is too great to attend the Regroup provision. COnversations and information will be shared with the referring agency prior to any decision being made. A pupil may be asked to stay away from the site risk until an appropriate date and time has been agreed with the referring agency, parents/carers for a restorative meeting to enable the pupil to return. During this time, the pupil will receive their education through an alternative source that has been agreed by the referring agency, Regroup Education and parent / carer.

Further considerations when responding to behaviour

When responding to examples of unacceptable behaviour, it is recognised that cultural backgrounds and other elements relating to defined protected characteristics may have a bearing on specific instances of behaviour. Regroup Education takes this into account when dealing with incidents of non-complaint or unacceptable behaviour. For more information on protected characteristics, please see the Regroup Education Equality Information and Objectives.

4. Bullying

Bullying is a specific form of harmful behaviour which is defined by meeting the following criteria:
1. It is repetitive
2. It is intended to cause harm to another
3. It involves an imbalance of power between the bully and the victim
4. The perpetrator is aware of the impact of their behaviour

Bullying might take a variety of forms. It may be through harmful physical or sexualised acts or harmful words. Bullying might be directed around a protected characteristic (ethnicity, gender, disability, sexual orientation). Bullying might take place in person or through the use of technology. At Regroup Education there is no place for bullying, and we will take robust action when responding to all cases of bullying.

Reporting Bullying

Due to the nature of Regroup Education small provision, pupils will quickly build trusting relationships with the staff. Every pupil will have a key adult identified at the induction meeting. As well as providing a trusted adult that each pupil has regular access to and report incidences of bullying, a pupil's key adult will also be very aware of the pupil's usual behaviours, meaning that they are more likely to be able to identify when a pupil is upset or concerned.

Staff are in regular direct communication with referring agencies and parents/carers This means that reports of bullying incidents can be passed on from school to home and from Regroup Education to referring agencies.

Staff are aware of their duty to report incidents to the DSL, or the DDSL.

Responding to reports of bullying

When Regroup Education receives a report that bullying has taken place, we will follow our procedures for responding to behaviour. We will:

- Support pupils who have been the target of bullying and take steps to ensure that further harm is prevented. This may include changing provision, increasing levels of support in particular subjects or ensuring physical separation between reported perpetrators and victims of bullying.

   Where necessary and deemed appropriate, we will revert to the protocol stated in ***Managing persistent/risk taking behaviours – under section 3. Expectations*** – of this policy.

- Investigate the allegations thoroughly

- Inform the referring agency of any incidents involving pupils who they have referred.

- Inform and involve the parents/carers of pupils who have been the target of bullying and who have been the perpetrators of bullying

- Work in partnership with referring agencies to take agreed action to repair harm caused, in line with our restorative ethos

- If necessary, and in agreement with referring agencies, inform outside agencies where necessary. In particular, for cases involving sexual violence, racism or otherwise targeted at an individual or individuals as a result of a protected characteristic, Regroup will support referring agents with informing the Local Authority and/or the Police as appropriate.

In addition to responding to incidents of bullying that are brought to the attention of staff, Regroup Education works proactively to ensure that we are doing all we can to prevent bullying taking place in our school.

Other actions specifically relating to bullying include:

- Recording all incidences of harmful behaviour and bullying behaviour. This will detail key information including dates, times and types of bullying. Staff are responsible for recording incidents themselves.

- Regularly analysing the data on bullying incidence and type, so as to identify trends and inform ongoing actions. Responsibility for this process will be held by a member of the school's senior leadership team and communicated to Directors on a regular basis.

- Participation in national Anti-Bullying Week

For more information on Regroup Education's responses to Bullying, please see the Regroup Education Anti-Bullying Policy.

5. Banned items

Pupils must not bring in banned items.

These are:

- Any form of weapon
- Alcohol
- Cigarettes, tobacco, filters, rolling papers, vapes, or any other smoking related materials.
- Lighters or matches
- Illegal drugs (as well as prescription drugs or other "over the counter" drugs which must be kept by staff not pupils)
- Stolen items
- Fireworks
- Aerosols
- Pornography
- 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 pupil themselves)

Prohibited items found in a pupil's possession will be reported to the referring agency for a collaborative response to the repair the harm caused.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Where staff either know or suspect that a pupil has banned items in their possession, they will be asked to surrender these items. Where staff feel necessary, a pupil may also be searched with their consent. Under normal circumstances, a with-consent search will be conducted by a member of the leadership team. A search will always be conducted by a member of staff who is the same sex as the pupil. The search will be undertaken in the presence of a witness who is also of the same sex as the pupil, wherever possible. The exception to this is where a member of staff reasonably believes an immediate search is required to prevent serious harm. In these circumstances, a member of staff may undertake a with-consent search of a pupil of the opposite sex, either with or without a witness. During a search, a member of staff can request a pupil:

- Turns out their pockets
- Opens any bags they may be carrying
- Removes outer clothing, including jackets or coats, gloves, hats and footwear

Searching without a pupil's consent

Regroup Education does not require a pupil's consent to carry out a search. Where appropriate, staff will attempt to gain consent from a pupil prior to a search. A search may be undertaken without a pupil's consent if a member of staff reasonably believes that a pupil is in possession of items specifically outlined as banned items.

A member of school staff may act upon a suspicion that a pupil has brought a banned item or items into the school. In these circumstances, a pupil's belongings that are not in their direct possession will be searched without their consent. This will usually be done in the presence of a witness.

Where a pupil arrives at school in possession of items that are banned under the school rules which they refuse to hand in, that pupil will not be allowed on site. In line with the Education and Inspections Act (2006), a pupil who does not hand in banned items will have their attendance marked as an unauthorised absence, not as a suspension.

Where there is any concern that a pupil has items that are illegal for them to possess, and a pupil refuses to consent to a search, the Police will be informed.

Regroup Education has powers to use reasonable force to search for knives or weapons, alcohol, cigarettes, tobacco, filters, rolling papers, vapes, or any other smoking related materials, lighters, illegal drugs, stolen items, energy drinks, fireworks, aerosols, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force may not be used to search for any other banned items.

Disposal of confiscated items

Regroup will, at its discretion, confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Providing that staff have acted legally (following the guidance in this policy) staff are protected by law against any liability for loss or damage to an item confiscated.

Items that the provision will always pass to the police:

- Weapons, or items suspected to be weapons
- Controlled drugs
- Stolen goods, or items suspected to be stolen goods
- Child sexual abuse material
- Illegal pornography

Items the provision will dispose of as they see fit, but which **will not** be returned to a pupil:

- Non-illegal drugs, including legal highs
- Fireworks
- Pornography
- Alcohol

Any items that have been confiscated will be reported back to the referring agency

Mobile Phones

A member of staff may search the contents of a mobile phone that they believe

- Has been used to commit an offence, or cause injury to another person

Or

- Is against the provisions code of conduct.

The member of staff must have a good reason to search the mobile phone. They may also delete data or files on the phone if they have good reason to do so. 'Good reason' means the member of staff should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules

This power applies to all schools and there is no need to have parental consent to search through a pupil's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the provisions code of conduct is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property. For further information on use of mobile phones – refer to *Regroup Education Mobile Phone Policy*.

Where a member of staff has a suspicion that a mobile phone contains evidence of illegal activity or child sexual abuse material, the mobile phone should not be searched and instead handed over to the police. The referring agency will be contacted immediately. Where such evidence is discovered in the course of a search it should not be deleted. This guidance should be read alongside the school Safeguarding Policy.

6. Roles and responsibilities

The Directors

The Directors will review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher and senior staff are responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the provision environment encourages positive behaviour and that staff deal effectively with behaviours and will monitor how staff implement this policy to ensure appropriate responses to behaviour are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on the provisions reporting system.

Senior leaders team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the provision of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their key adult immediately

7. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Make it possible for all pupils to learn
- Move quietly around the site
- Treat the buildings and provision property with respect
- Ensure that they wear suitable clothing for school. Pupils should not wear:
  - o Flip-flops or sliders
  - o Inappropriate or revealing clothing
  - o Clothing that has images or text that are likely to cause offence
- Engage with the restorative process and work to repair harm when it has been caused
- Refrain from behaving in a way that brings the provision into disrepute, including when outside school

8 Appropriate responses to behaviour

8.1 List of appropriate responses to behaviour

Positive behaviour will be rewarded with:

- Praise and recognition

- Letters or phone calls to parents
- Phone calls to referring agencies
- Targeted rewards
- Trips or excursions outside of School

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

- A reflective discussion
- Requiring the pupil to move to a different area
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Adjustment of provision
- Phone call to referring agency

8.2 Zero-tolerance approach to sexual harassment and sexual violence

We will respond to all incidents of sexual harassment and/or violence. pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The provision'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
- Encourage the referring agency to refer pupil to early help
- Refer to children's social care where applicable and agreed
- Report to the police

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

8.3 Off-site behaviour

Responses to behaviour may applied to a pupil representing Regroup Education in an off-site activity. This includes

- Taking part in any organised or provision-related activity
- Travelling to or from the provision
- In any other way identifiable as a pupil of our provision

Regroup Education may also take action to respond to behaviour that has taken place off-site at any time (including outside session hours) when such behaviour:

- Could have repercussions for the orderly running of the provision
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the provision

8.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the provision will take action in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the provision will take action in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the provision (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate in agreement with the referring agency..

The provision will not take action against a pupil who makes an unsubstantiated, unfounded or false allegation regarding a protected characteristic, providing that the allegation was made in good faith. The provision will also consider the pastoral needs of staff and pupils accused of misconduct.

 For more information on Regroup Education's policies regarding allegations against staff, including – low level concerns - please see the Regroup Education Safeguarding and Child Protection, and Equality and Diversity Policies.

9. Management of behaviours

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for behaviour in the classroom.

They will:

- Create and maintain an environment that encourages pupils to be engaged
- React to incidents in a calm and professional manner
- Develop a positive relationship with pupils, which may include:
- Welcome pupils into the learning environment
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight, promote and reward good behaviour
- Conclude sessions positively and start new sessions afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement.
- Use of Verbal Interventions
- Use of Safety Interventions (physical restrictions as a last resort).

9.2 Safe Touch

(See Safe touch policy).

Safe touch may be used to guide a pupil to prevent them from harming themselves, others or causing damage.

Safe touch may be used to guide a pupil or restrict them to manage an escalating situation as to prevent further harm to a pupil, staff member or others.

Safe touch may be used as a sensory measure to calm a pupil and build trust.

Restrict means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active safe physical contact such as leading a pupil out of a classroom. Where a pupil is restricted from leaving a space they must always be accompanied by a member of staff to maintain and restore safety to others.

After an incident

The provision will support who have been involved in an incident requiring safe touch and it will be recorded on the relevant recording system within 24 hours of the incident. In line with the provision's restorative ethos, we will seek to repair harm that has occurred at a suitable time. We will communicate with referring agencies, parents/carers regarding these incidents.

9.3 Pupil support

The provision recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of the pupil.

Where necessary, support and advice will also be sought from referring agencies, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil'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.

10. Pupil transition

Transition support can be offered to pupils who are:

- Joining the provision
- Transitioning into a new setting (for example a return to mainstream)
- Moving on to post-16
- Moving between groups

To ensure behaviour, progress and welfare is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff or other settings.

11. Training

The school CPD calendar includes regular sessions focusing upon developing staff skills to address and support pupil behaviour. Both internal and external training will form part of the school's ongoing commitment to high quality CPD.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher annually. At each review, the policy will be approved by the Headteacher and the Directors.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

- Anti-bullying policy
- Safe-Touch Policy

Appendix 1: Web link to 'DfE Use of reasonable force Advice for headteachers, staff and governing bodies'

[DfE advice template (publishing.service.gov.uk)](#)