Behaviour policy

Anderida Learning Centre

Under review

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

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
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools

- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- 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. Definitions

Misbehaviour is defined as:

- Disruption to other students, staff or members of the public
- Poor attitude
- Refusal or non-completion of classwork

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- 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:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as 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
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - 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 pupil)

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4. Bullying

Bullying is defined as the intentional harming, physically or emotionally, of one 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, 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)

Further details of our school's approach to preventing, addressing, reporting and monitoring bullying are set out in our anti-bullying and vulnerable learner policies:

Anti-Bullying policy

Vulnerable Learner policy

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5. Roles and responsibilities

5.1 The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the head of centre to account for its implementation.

5.2 The Head of Centre

The Head of Centre is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, 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 pupils both consequences and support when necessary
- Ensuring that the data from daily logs that is behaviour specific is reviewed regularly, to make sure that no pupil is being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- Key workers update the students report cards daily and review and sign off daily logs regularly
- Key workers communicate with parents/carers sending weekly report cards and communicate with parents/carers at the start of the week to check-up on behaviour outside of school

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

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Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or key worker promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour 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's behaviour and the school's policy, working in collaboration with them to tackle behavioural issues.

5.5 Pupils

At ALC, pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

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6. School behaviour curriculum

At Anderida Learning Centre, we believe that learners want to behave well. We understand that our learners are happiest when their needs are recognised and met, enabling them to self-regulate and maintain positive behaviour. We value their efforts in managing themselves and acknowledge their sensory and emotional needs, as well as our role in supporting them to develop these skills.

Learners are more capable of behaving well when their needs are effectively addressed at school, at home, and in the community. How learners behave provides us with important insights into their feelings. Our learners have diverse communication styles, and supporting them in communicating effectively is crucial to promoting self-regulation and positive behaviour.

Learners with profound and complex needs require a personalised approach to manage their behaviour. This involves considering sensory and emotional needs, pain thresholds, the messages behind self-injurious behaviour, and their levels of stimulation and engagement.

Learners can improve their behaviour over time. At ALC, we recognise that learning new behaviour is challenging, much like learning to read or write. As adults, we must take into account the learning styles and needs of our pupils, and set realistic expectations regarding the rate of their progress in adapting or developing new behaviours.

Most of our learners progress in small, incremental steps over extended periods. Mistakes are part of the learning process; we do not judge but rather support our learners in getting it right. All adults can learn strategies to help learners improve their behaviour. Many adults respond to learners' behaviour based on a blend of personal and professional experiences, training, and experiential learning.

At ALC, we encourage teachers and intervention tutors to reflect on the underlying issues that drive or trigger behaviour in learners, and to respond to challenging behaviour in a non-judgmental and supportive manner. As a school, we support departments in building their own emotional resilience through professional support, which may include peer-to-peer, group, or individual support, drawing on a range of expertise within and beyond the school.

All adults must be committed to developing their practice and sharing their skills and experiences. This commitment involves ongoing professional development, coaching and mentoring, reflective practice, and peer support to enhance practice, professional competence, and responsibility.

Pupils are expected to:

- To the best of their ability, behave in an orderly and self-controlled way,
- Show respect to members of staff and each other
- In class, make it possible for other pupils to also learn (not disrupt, intrude, take over the lessons)
- Move respectfully around the school
- Treat the school buildings and school property with respect
- Wear clothing that covers their middle (no cropped tops, vests, extra short hoodies)
- Only vape in designated outside areas
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

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At ALC, pupils are allowed the use of phones within lessons, so long as these are used appropriately. This is due to the increased levels of anxiety that pupils may face when their phone is not in their possession and the subsequent distraction this may cause to the lesson. Appropriate use of phones may include:

- To be used for research purposes within lessons
- To take part in quizzes and other educational activities
- To take/make calls for emergency purposes such as medical or personal reasons
- For emotional support, e.g. playing music at an appropriate volume to help maintain focus
- For use in short agreed breaks within the lesson

However, the use of phones during lesson times is closely monitored by staff, and any form of inappropriate use will result in this privilege being removed. Inappropriate use of phones within lessons may include:

- Messaging other students and causing disruption or harm to others
- Listening to music at an inappropriate volume
- Using social media outside of agreed lesson breaks
- Watching videos that are not for educational purposes
- Making unnecessary calls that can be made outside of lesson time
- Sharing inappropriate content
- Inappropriate use of AI

7. Responding to behaviour

7.1 Lesson management

Teachers and Intervention tutors are responsible for setting the tone and context for positive behaviour within the school. This should reflect on the pupil and support their need to learn, ability to self-regulate and manage their own behaviour successfully.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Clearly display the rules for awarding points for each lesson within classrooms
- Carry out one-to-one lessons with pupils
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils 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
    - Providing nurture-based sessions where accessing the curriculum is not possible due to a pupil's circumstances.

7.2 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 misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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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 or directly to social workers, is appropriate. Please refer to our Child Protection and Safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil'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 reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

At ALC we adopt a points-based system with each pupil for each lesson. A total of 5 points can be achieved relating to student engagement, behaviour, punctuality, location of lesson and meeting intended lesson objectives. This is recorded on report cards daily and sent to parents/carers on a weekly basis and can result in treats or trips that students request from the Head of Centre via their keyworker.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via emailed weekly reports
- Certificates or raffle tickets where students are randomly picked to receive a reward on a weekly basis
- Awarding points for lessons where behaviour meets or exceeds standards

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising

Individual behaviour support plans (IBSP's) for each pupil are regularly reviewed and updated by key workers to share expected behaviours and individualised strategies to manage these behaviours.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

In the event of physical damage/vandalism, pupils will be given the opportunity to put things right through physically repairing damage, recognising behaviour and apologising, failure to do so may result in pupil points deductions.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The following consequences and strategies are used in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Removal of audience if required (staff and students)
- Loss of privileges – for instance, the loss of a prized responsibility or activity

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- Referring the pupil to a senior member of staff
- Phone call and/or email to parents/carers
- Reparation meeting with senior staff and key worker
- Suspension (further information can be found in our Suspension policy)
- Permanent exclusion, in the most serious of circumstances

In the event that a permanent exclusion is deemed necessary ALC will always aim to work with the pupil's parents/carers and the Local Education Authority to identify a suitable alternative placement for a managed move. All exclusions will be reported to the Governing Body, Local Authority, allocated social worker, and Head of the pupil's Virtual School. Personal circumstances of the pupil will be taken into account when choosing consequences, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Positive Handling

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

- Hurting themselves or others
- Damaging property
- Committing a serious offence

Incidents of reasonable force must:

- Always be used as a last resort
- 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 (see appendix 3 for a Incident Report Form)

When considering using positive handling, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. All staff receive PRICE training to ensure correct and appropriate restraints are carried out, only if necessary. More information can be found in our Positive Handling policy.

7.6 Searching and confiscation

Searching 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 pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

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Searching a pupil

Searches would only occur as a last resort as risk assessed at the time of the incident and when all other alternatives have been considered.

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of Centre, or by the Head of Centre themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil 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 pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Head of Centre, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil such as the pupil's Key Worker. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil 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 pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give appropriate advice and consider a behaviour consequence.

If they still refuse to cooperate, the member of staff will contact the Head of Centre or a member of SLT, to try to determine why the pupil is refusing to comply. Contact will be made with the pupil's parent/carer and in most cases the pupil will be removed from the learning environment.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

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An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'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 pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil 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 pupil's possessions when the pupil 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 pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

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

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences 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 pupil 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 or directly to social worker, is appropriate.

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7.7 Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil of our school

consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. For further information, please refer to our Online Safety policy

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, 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 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 consequences, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will send a report to social care or directly to social workers if applicable.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

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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 or directly to social worker
    - Report to the police

Please refer to our Child Protection and Safeguarding policy for more information.

7.11 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 school will consider whether to discipline the pupil 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 school will consider whether to discipline the pupil 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 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 or directly to social worker if applicable may be appropriate.

The school will also consider the pastoral needs of staff and pupils 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 pupils.

8. Serious consequences

8.1 Sending pupils home

In response to serious or persistent breaches of this policy, the school may remove the pupil from the learning environment for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the initial intended curriculum.

Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove pupils from the learning environment once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

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Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

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

Parents/carers will be informed on the same day that their child is removed from the learning environment.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with key worker
- Professional meetings that can include social workers
- Individual behaviour support plans
- Timetable adjustments
- Multi-agency assessment

Staff will record all incidents of removal from the learning environment in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 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 consequences and interventions.

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

Please refer to our Suspension policy for more information.

9. Supporting pupils following consequences

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. Examples of this may include measures such as:

- Reintegration meetings
- Daily contact with parents/carers from Keyworker/SLT
- A report card with personalised behaviour goals

10. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

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

Behaviour management will also form part of continuing professional development.

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A staff training log can be found in appendix 2.

11. Monitoring arrangements

11.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents recorded on daily logs and incident forms
- Attendance, permanent exclusions and suspensions
- Use of off-site directions and managed moves
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every quarterly throughout the academic year by the senior leadership team.

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

- 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 pupils are identified by this analysis, the school will review its policies to tackle them.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the Head of Centre and the full governing board 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 Director of Education.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension policy
- Child protection and safeguarding policy
- Positive Handling Policy
- Online safety policy
- Anti bullying policy
- Vulnerable learners policy

Under review

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils 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
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

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ANDERIDA LEARNING CENTRE
Breaking Barriers to Learning

Appendix 2: staff training log

Continuous Professional Development (CPD) Record

Completed CPD				
Date	**Course / Event**	**Delivered by**	**Time spent GLH**	**Impact**
5\9\25				

Under review

Appendix 3: Incident Report Form

Under review

Name of Young Person:			**DoB:**	
Local Authority:			**Police Reference Number:**	
Names of Other Young People Involved if Applicable and Initials:				
Date of Incident:	**Time of Incident:**		**Location:**	
Missing (M) or absent without permission (AWP): N/A	**Safeguarding**		**Refusing to Complete Work**	
	Disruption of Others		**Self-Harm**	
	Substance Misuse		**Damage to Property**	
	Alleged bullying		**Bullying**	
	Public disorder		**Assault on Student**	
	Racism		**Assault on Staff**	
Other: **(please specify)**	**Type of Bullying:**			
	Verbal Aggression		**Sexualised Behaviour**	
	Physical Aggression		**Physical Intervention Y/N**	
Date of Report:	**Full Name of Individual Writing this Report:**			
Full Names of Team on Duty:				
Full Names of Staff with Position and Initials:				
Description of incident:				

Under review

Actions Taken:	
Outcome of Incident:	
Follow up actions since incident : (include by who, and when)	
Consequences/Interventions following incident:	
Student's View of the Incident: (if applicable)	
Incident checked by Senior Leader	

Under review

ANDERIDA LEARNING CENTRE
Breaking Barriers to Learning

Appendix 4: Daily Logs

Daily logs			Student name:	Term: - Academic year:			
Date	**Staff initials**	**Category**	**Details / description**	**Location**	**Actions taken**	**Follow up actions by who**	**Key Worker sign**
Example	*DWI*	*Incident*	*No kit brought in today* *Assaulted staff member (See I/R)*	*School*	*Logged in report card for home, home staff informed at end of day* *Exclusion issued* *Letter sent home re: concerns*	*Discuss back up activities for when no kits in staff meeting this week* *Return to school meeting planned for Wednesday – TF*	*STC*

Under review

Under review