



Behaviour Policy

Youth Challenge

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Introduction

Youth Challenge predominantly serves the children of Bolton who have been permanently excluded from school and a small number of students who have been placed with us directly from their mainstream school to work as an intervention to reduce the risk of permanent exclusion. For KS3 we aim to be a short stay provision with the goal of returning students to mainstream school or an appropriate specialised provision. In some cases, students remain with us through KS4. At Youth Challenge we strive to ensure that all of our students feel valued, know how to keep safe and have the skills needed for an independent future.

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 2022](#)
- › [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 pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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

Misbehaviour is defined as:

- › Behaviour that disrupts the good order of the school

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence
- › 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
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs and 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 pupil)

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: <ul style="list-style-type: none"> • 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, spreading rumours
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)

Anti-bullying Strategy

Intent

- To provide a safe and secure environment for our students and staff
- To encourage respect for the individual at all times, celebrating the differences between us

- To prevent all forms of prejudiced-based bullying, including homophobia and transphobia

Implementation

To raise awareness of bullying via:

- assemblies, form time, PSHE and SRE
- pastoral work including enrichment
- curriculum work in the classroom
- one to one key working or counselling
- prominently place promotional materials, such as posters
- awareness days

To minimise situations in which bullying may occur by:

- promoting a strong community ethos
- classroom layout
- student involvement in establishing classroom rules and routines
- use of the rewards and consequences system
- monitoring potential hot spots
- flexible learning practices
- unstructured time kept to a minimum
- supervision of all areas, including toilets, particularly during unstructured time

To have clear consistent response to bullying by:

- ensuring all reports of bullying are taken seriously and investigated
- escalating incidents to be dealt with at the highest level
- recording incidents of bullying on CPOMS and reporting these to governors on a termly basis
- contacting parents of both the person being bullied and the person bullying
- sharing information across the staff team

Supportive measures

Support for the person being bullied:

- reassure the student that they are right to report bullying and seek help
- assure the student that the situation is being taken seriously and give clear guidance on next steps
- offer support in the form of 1:1 key working sessions
- facilitate mediation
- offer support to parents/carers

Support for the person carrying out the bullying:

- ascertain any underlying issues
- give clear guidance on next steps including potential sanctions

- offer support in the form of 1:1 key working sessions
- facilitate mediation
- offer support to parents/carers

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 The Academy Lead

The Academy Lead 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 sanctions are applied consistently to all groups of 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 sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and 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 (minor issues to be recorded on pupil tracking, serious incidents to be recorded on CPOMS)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will 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 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 a staff member 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

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, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

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 additional support, if 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.

6. School behaviour curriculum

At Youth Challenge we ensure that all of our students feel **valued** by celebrating them as individuals. We offer a fresh start to students who have previously made some poor choices and have often experienced adversity. Through our child centred approach and the genuine warmth from our staff team, we guarantee that every child who walks through the door knows and feels that they are welcome, valued and cared for. Through our diverse curriculum, we educate our students to respect and value those close to them, their community, the wider environment and to understand and celebrate the differences that all individuals bring.

Youth Challenge students leave us with the knowledge and understanding of how to keep themselves and others **safe**. They are encouraged to think about the wider consequences of actions and are taught how and where to seek support when they need it. Our academy is a safe haven for our students and safeguarding our young people underpins everything that we do.

Youth Challenge students leave with the knowledge and skills required for a fulfilling **independent** life. Careers is weaved throughout our curriculum and we offer opportunities to experience employer encounters, work experience linked to industries that our children may not previously have considered. At KS4, our curriculum option subjects have clear industry links and present opportunities to gain experience and qualifications that will open the door to further training and careers. We dedicate time to character development and work to build students' resilience, communication skills and problem solving ability to become self-sufficient adults who contribute positively to society.

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Treat the school buildings and school property with respect
- › Wear appropriate clothing
- › Accept sanctions 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

Pupils are not permitted to use mobiles in school. For further details, see the 'mobile phones policy'

7. Responding to behaviour

All Youth Challenge staff are expected to follow the 'BIT Way' (appendix 1) which is underpinned by our ethos of unconditional positive regard for all students who come through the door.

A personalised lesson by lesson behaviour tracking document is completed daily for each child individually. This scores the student against their personal targets and reflects their general attendance, behaviour and engagement each lesson. Tracking is sent home to parents on a weekly basis and the information from this is used to inform school reports. Points earned via behaviour tracking are used to earn places on half termly rewards trips. Full details of how the behaviour tracking scoring system works can be found in appendix 2.

7.1 Classroom management

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

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › 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

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.

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 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.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Raffle draws and certificates
- Positions of responsibility
- Whole school rewards trips (earned via scoring points through behaviour tracking system)

As a skills builder school, pupils are also rewarded for practicing and evidencing the use of essential transferrable skills throughout the curriculum. They are rewarded with the logo stickers that are placed into their class books to evidence the work and to clearly identify when the skill has been shown or used, and pupils gain raffle tickets and certificates for this achievement. The icons used are as follows:



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 are fundamental in helping to prevent further behaviour issues arising

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Directed time out of class with a key worker
- A verbal reprimand and reminder of the expectations of behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based restorative actions, such as aiding in the repair of damage caused
- Cost recouped due to deliberate damage.*
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers

- Pupil monitored via behaviour tracking
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

In conjunction with the sanctions above, we will always endeavour to explore reasons for misbehaviour and address these via bespoke key working.

* Any deliberate damage caused to school property will result in charges being made towards the offender's parents/carers. Each case will be individually assessed by the Academy Lead to determine the percentage of the total bill to be recouped.

7.5 Reasonable force

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:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an 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 on CPOMS and reported to parents/carers

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

All fulltime staff complete annual de-escalation and positive handling training via CPI (Crisis Prevention Institute).

7.6 Confiscation and searching

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 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 the good order of the school day. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher 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 is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. 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 an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead, to try to determine why the pupil is refusing to comply.

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.

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

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

‘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, such as 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 sanctions 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 is appropriate.

7.7 Off-site misbehaviour

Sanctions 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

Sanctions 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

Sanctions 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 sanctions 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

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

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 headteacher or DSL 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 sanctions, 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 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.

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

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 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, and our policy for managing allegations against staff, for more information on responding to allegations of abuse against staff or other pupils.

8. 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 sanctions and interventions.

The decision to suspend or exclude will be made by a member of the senior leadership team and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We may make reasonable adjustments, such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Use of quiet spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from 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/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Bolton SEND Team: 01204 332207

10. Supporting pupils following a sanction

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. We may do this via:

- Reintegration meetings
- Daily contact with the Deputy Head

11. Pupil transition

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

12. Training

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

- Safeguarding training

- › De-escalation and positive handling (CPI)
- › 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.

Staff training logs are held electronically and can be accessed on request.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of alternative provision
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the senior leadership team.

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Deputy Head 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 Headteacher.

14. 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
- › Managing allegations against staff
- › Attendance policy

Appendix 1: The BIT Way

✓ The “BIT” Way

The “BIT” Way ensures that our vision and values are consistently applied across the Trust to create a culture where everyone feels respected and valued

<p>Leadership and Management In order to support our staff and equip them to work successfully with our pupils, our leaders prioritise the following:</p>	<ul style="list-style-type: none"> • Daily opportunities for open discussion about our pupils as well as more formal discussions during weekly meetings • Promoting the well-being of all our staff • Providing ample opportunities for staff to get to know our pupils emotional and educational needs • Maintaining an open-door culture in which staff SLT presence is supportive and not judgemental • High visibility of the senior leadership team • A collaborative solutions focused approach to issues. • Invest in valuable CPD
<p>Staff In order to support our pupils and equip them to work successfully at BIT, our staff will prioritise the following:</p>	<ul style="list-style-type: none"> • A welcoming ‘fresh start’ approach when greeting each student each day • Showing genuine care and interest in our pupils as individuals • Applying the philosophy and skills of CPI to create an environment where everyone feels safe • Challenging opinions and beliefs in a non-judgemental way • Making the effort to forge impactful relationships with families • Understanding the difficulties that contributed to the breakdown in their previous provision • Be alongside our pupils every step of the way • Creating opportunities for pupils to grow socially by working with them outside the traditional classroom environment • Being the champion for the pupils that they are assigned to key work • Appropriate information sharing between school, home, and other professionals to ensure the best outcomes for pupils • A non-confrontational approach when dealing with behaviour and conflict • Not being overly reactive to secondary behaviours and recognising that all behaviour is a form of communication • Maximising all opportunities for learning (curriculum starts at the front door) • Using trauma informed practice to understand pupils’ needs
<p>Curriculum In order to support our pupils at BIT, we deliver a curriculum that:</p>	<ul style="list-style-type: none"> • Has the flexibility to meet the changing needs of our cohort • Inspires life-long learning and is designed to challenge our pupils • Has clear links to employment and building aspirations • Is tailored to assist and support the learning of pupils with additional needs (EHCP) • Is informed by the SEMH needs of our pupils • Prioritises key knowledge and skills • Provides opportunities to try new things and broadens horizons • Is character building • Is intelligently designed and based on research around best practice • Develops pupil’s cultural capital.
<p>Environment In order to support our pupils and staff at BIT, we create a calm and purposeful environment by:</p>	<ul style="list-style-type: none"> • Beginning each day with an operational briefing where key information for the day is shared • Having prominent displayed timetable to ensure pupils are able to easily navigate their way throughout the day • Sharing clear established duty points that ensure that hot spot areas are managed, promoting pupil’s wellbeing • Creating a safe place environment build around routine and clear boundaries • Considered classroom displays that are not over stimulating and are informative and impactful • Tidy and cared for pupil areas to promote respect • A genuine family feel in which barriers are removed without compromising boundaries • Understanding that loud noise and overt emotion can be triggering for our pupils.

Appendix 2: Behaviour Tracking Scoring Guide

Points value	Sanction Name	Behaviours	Consequences/ actions
+3	P2	<p>Personalised targets (pg1 - scored once at the end of the day)</p> <p>Overall behaviour target</p> <p>a) Fully meets the behaviour target</p> <p>In class target</p> <p>b) Fully meets the in class target</p> <p>Attendance target</p> <p>c) Attended the full timetabled day</p> <p>For work placement/alternative placement – blank out grey</p> <p>Main behaviour tracking (pg2 onwards - scored every lesson and registration)</p> <p>Attendance</p> <p>d) Full attendance in lesson (45 - 50 mins) or attendance to work placement/alternative provision</p> <p>Behaviour</p> <p>e) Good/Very good behaviour all lesson or attendance to work placement/alternative provision</p> <p>Engagement</p> <p>f) Full engagement in class or attendance to work placement/alternative provision</p>	<p>Essential - Re tracking on a weekly basis:</p> <p>a) Positive points on behaviour tracking to add towards the reward points and end of half term trip</p> <p>b) Phone call home via the keyworker to talk to parents/carers about positive achievements at the end of the week</p>
+1	P1	<p>Personalised targets (pg1 - scored once at the end of the day)</p> <p>Overall behaviour target</p> <p>a) Working towards meeting the behaviour target (reflected in 3/5 lessons of the day)</p> <p>In class target</p> <p>b) Working towards meeting the in class target (reflected in 3/5 lessons of the day)</p> <p>Attendance target</p> <p>c) Attended ½ - ¾ of their timetabled day</p> <p>For work placement/alternative placement – blank out grey</p> <p>Main behaviour tracking (pg2 onwards - scored every lesson and registration)</p> <p>Attendance</p> <p>g) Partial attendance in lesson (30 – 45 mins) or attendance to work placement/alternative provision</p> <p>Behaviour</p> <p>h) Behaved okay but could improve or attendance to work placement/alternative provision</p> <p>Engagement</p> <p>i) Partial engagement in class or attendance to work placement/alternative provision</p>	<p>Essential - Re tracking on a weekly basis:</p> <p>a) Positive points on behaviour tracking to add towards the reward points and end of half term trip</p> <p>b) Phone call home via the keyworker to talk to parents/carers about positive achievements at the end of the week</p>
0	C0	<p>ABSENT FROM SCHOOL/ WORK EXPERIENCE/ALTERNATIVE PROVISION FOR THE WHOLE DAY (This is for both authorised and unauthorised absence – but needs to be the whole day – not partial)</p>	<p>LH to follow the attendance procedure</p>
-1	C1	<p>Low level behaviours</p> <p>Main behaviour tracking (pg2 onwards - scored every lesson and registration)</p> <p>Attendance</p> <p>a) Late to registration (5 – 19 mins late)</p> <p>b) Late to lesson (1 – 19 minutes late)</p> <p>c) Partial attendance in lesson (20 – 29 minutes in lesson at any point)</p> <p>Behaviour</p> <p>d) Persistent talking in class – (non-aggressive, low tone) – stopped eventually when spoken to</p> <p>e) Disrupting the learning of others by distracting them at their desk</p> <p>f) Mobile phone seen – had to be spoken to 2 – 3 times before putting it</p>	<p>Essential - Re tracking on a weekly basis:</p> <p>a) consequence points are deducted from the overall total</p> <p>b) Phone call home or a home visit by the support mentor to talk to parents/carers about consequence points gained on the</p>

		<p>away or putting it in the classroom basket but complied eventually</p> <p>g) Rude to staff – ignoring requests, none offensive low level verbal language being used (no, I'm not doing it etc)</p> <p>h) Abscond from class but returns to work (1 – 5 mins)</p> <p>i) Refusal to follow a request from a member of staff</p> <p>j) Non-directed inappropriate language</p> <p>k) Mean comments to other peers – supposedly in jest but with intention</p> <p>Engagement</p> <p>l) Some work completed but work incomplete despite support being offered</p> <p>m) Initial refusal to complete work set but eventually completed some work but not all</p> <p>n) Refusal to listen to staff in the class but not rude/aggressive in manner</p>	<p>day</p> <p>c) Key worker to talk to the pupil about the incidents highlighted on the tracking when they catch up to review behaviour tracking – how can they improve and what strategies can be used to help them?</p>
-2	C2	<p style="text-align: center;">Medium level behaviours</p> <p>Main behaviour tracking (pg2 onwards - scored every lesson and registration)</p> <p>Attendance</p> <p>a) Arrive at the end of form time 'L' on sims (20 – 39 mins late)</p> <p>b) Very late to lesson (20 – 40 minutes late)</p> <p>c) Partial attendance in lesson (10 – 19 minutes in lesson at any point)</p> <p>Behaviour</p> <p>d) Shouting over the teacher/support mentor– stopped eventually when spoken to</p> <p>e) Disrupting the lesson by walking around and distracting others from working</p> <p>f) Mobile phone seen – had to be spoken to more than 3 times before putting it away or putting it in the classroom basket. Complied eventually before SLT assisted.</p> <p>g) Very rude to staff. Language used is more direct, use of offensive words, but not directed personally at the staff</p> <p>h) Absconding from class but returns to work (5 – 20 minutes)</p> <p>i) Verbally aggressive and refusing to comply after a request from a member of staff</p> <p>j) Inappropriate language with some directed swearing at a member of staff/peer, without aggression.</p> <p>k) Verbally aggressive and threatening towards other peers/staff</p> <p>l) A bullying incident -- racist/ homophobic/ biphobic/ sexist/ transphobic/ or gender related abuse comment made</p> <p>m) Smoking paraphernalia out in class, some refusal to hand it in but does so before SLT have to be contacted</p> <p>n) Theft / graffiti / vandalism / threat to damage classroom equipment/furniture/structure</p> <p>Engagement</p> <p>o) Very little work completed and clear refusal to accept support for help</p> <p>p) Refusal to complete work set for the majority of the lesson. Completed very little before the end of the lesson</p> <p>q) Refusal to listen to staff in the class and responding quite rudely/aggressively to staff</p>	<p>Essential - Re tracking on a weekly basis:</p> <p>a) consequence points are deducted from the overall total</p> <p>b) Phone call home or home visit by the class teacher to talk to parents/carers about consequence points gained on the day</p> <p>c) Support mentor to work with pupil out of classroom on a 1:1 to complete work and discuss behaviour</p> <p>d) Key worker to work with the pupil (restorative) 1:1 to discuss the incident and look to support pupil to avoid recurrences</p>
-3	C3	<p style="text-align: center;">High level behaviours</p> <p>Personalised targets (pg1 - scored once at the end of the day)</p> <p>Overall behaviour target</p> <p>a) Not met behaviour target</p> <p>In class target</p> <p>b) Not met in class target</p> <p>Attendance target</p> <p>c) Not met attendance target (attended less than a ¼ of timetabled lessons)</p> <p>Main behaviour tracking (pg2 onwards - scored every lesson and registration)</p> <p>Attendance</p> <p>a) Arrive very late to school 'U' on sims (40 minutes +)</p> <p>b) Very late to lesson (41 – 50 mins late) or non-attendance</p>	<p>Essential - Re tracking on a weekly basis:</p> <p>a) consequence points are deducted from the overall total</p> <p>b) Phone call home or home visit by a member of SLT to talk to parents/carers about consequence points gained on the day</p>

		<p>c) Very little attendance to lesson/ refusal to attend (0 – 9 minutes in lesson at any point)</p> <p>Behaviour</p> <p>d) Intentionally shouting over the teacher/support mentor with no intention of listening to the staff – SLT has to be called</p> <p>e) Intentionally disrupting the lesson by throwing things around (e.g. pens/ books/items) and encouraging others to join in – SLT has had to be called</p> <p>f) Mobile phone seen – spoken to more than 3 times, complete refusal to put it away or to put it in the classroom basket, SLT have to be called to assist in the removal of the phone</p> <p>g) Extremely rude to staff, Language used is very direct and offensive to the staff – SLT has had to be called</p> <p>h) Absconding from class – no return/ complete refusal to return – SLT has had to be called to assist</p> <p>i) Inappropriate language used with clear aggressive directed swearing at a staff member/peer with intent to offend – SLT has had to be called</p> <p>j) Inappropriate language which is very direct and aggressive in manner – SLT has had to be called</p> <p>k) Physically aggressive (fighting/assault) and threatening towards other peers/staff – SLT has had to be called to assist</p> <p>l) Persistent bullying during lesson – clear racist/ homophobic/ biphobic/ sexist/ transphobic/ or gender related abuse – SLT has had to be called</p> <p>m) Smoking in class / persistently messing about with smoking paraphernalia and refusing to hand it in – SLT has had to be called</p> <p>n) Serious Theft / graffiti / vandalism / damage to classroom equipment/furniture/ structure – SLT has had to be called</p> <p>o) Possession of illegal drugs – SLT has had to be called</p> <p>Engagement</p> <p>p) No engagement in the lesson at all</p> <p>q) No work completed/ refusal to complete work set</p> <p>r) Completely ignorant to staff requests, SLT has had to be called to support</p>	<p>c) SLT to remove pupil from class</p> <p>d) Discussion at SLT level re further sanctions (exclusion, change of group, change of timetable)</p>
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