

BEHAVIOUR POLICY

Compass Learning & Education

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1. Introduction

This Behaviour Policy sets out the expectations, systems and procedures that underpin conduct within Compass Learning & Education. It applies to all learners on roll, whether attending full-time, part-time, dual-registered placements, post-16 programmes or short-term intervention packages. It also applies to behaviour that occurs off-site where learners are representing the provision, including work experience placements, employer visits, community projects and educational visits.

Our provision works with learners who may have experienced barriers to mainstream education, including social, emotional and mental health needs (SEMH), unmet special educational needs, adverse childhood experiences, disrupted schooling, or exclusion. **As such, this policy is rooted in high expectations, consistency, relational practice and trauma-informed principles.** It recognises that behaviour is a form of communication and that sustainable improvement requires both clear boundaries and structured support.

The purpose of this policy is to ensure that:

- The learning environment is safe, calm and purposeful.
- All learners are treated with dignity and respect.
- Expectations are clear and consistently applied.
- Staff respond to behaviour proportionately and professionally.
- Positive behaviour is actively taught, modelled and reinforced.
- Systems are legally compliant and aligned with statutory guidance.

This policy should be read alongside the Safeguarding Policy, Exclusions Policy, SEND Policy, Anti-Bullying Policy, Health & Safety Policy and Use of Reasonable Force guidance.

2. Aims and Principles

The aims of this policy are to:

1. Establish a culture of high expectations and mutual respect.
2. Promote positive behaviour, emotional regulation and self-discipline.
3. Provide clarity and consistency in how behaviour is managed.
4. Support learners to reflect, repair and restore relationships.
5. Reduce repeat incidents through structured intervention.
6. Prepare learners for reintegration into mainstream education, employment or further training where appropriate.
7. Protect the safety and wellbeing of learners and staff at all times.

The following principles underpin this policy:

- Behaviour must be taught, not assumed.
- Consequences must be proportionate, fair and consistently applied.
- Restorative approaches are preferred wherever safe and appropriate.
- Vulnerability does not remove accountability, but accountability must consider context.
- Every interaction is an opportunity to model and reinforce expectations.
- Safeguarding overrides all other considerations.

3. Legislative and Statutory Framework

This policy is informed by statutory guidance and legislation including, but not limited to:

- Behaviour in Schools (DfE)
- Suspension and Permanent Exclusion Guidance
- Keeping Children Safe in Education
- Equality Act 2010
- SEND Code of Practice
- Alternative Provision Statutory Guidance
- The Education and Inspections Act 2006

The provision reserves the right to take action in accordance with statutory powers where behaviour meets thresholds for suspension, termination of placements, police involvement or referral to children's social care.

4. Scope of the Policy

This policy applies:

- On the premises.
- During off-site provision.
- During work placements and employer visits.
- During travel arranged by the provision.
- Online, where conduct impacts the safety, wellbeing or reputation of the provision or its learners.

Behaviour outside of normal hours may be addressed where there is a clear link to the provision.

5. Roles and Responsibilities

5.1 Head of Provision / Director

The Head of Provision is responsible for:

- Implementing and monitoring this policy.
- Ensuring staff training in behaviour management and trauma-informed practice.
- Making decisions regarding suspension or permanent exclusion.
- Ensuring systems are applied consistently.
- Liaising with commissioning schools and local authorities.
- Ensuring behaviour data is analysed and informs improvement planning.
- Approving and reviewing this policy annually.
- Monitoring behaviour data and trends.
- Ensuring systems are compliant with statutory guidance.
- Overseeing suspensions and permanent exclusions.

5.2 Designated Safeguarding Lead (DSL)

The DSL ensures that behaviour incidents with safeguarding implications are:

- Risk assessed.
- Appropriately recorded.
- Shared with external agencies where necessary.
- Considered within the context of vulnerability and harm.

5.4 Staff

All staff are responsible for:

- Modelling calm, respectful conduct.
- Establishing predictable routines.
- Applying expectations consistently.
- De-escalating situations safely.
- Recording incidents accurately.
- Engaging in restorative conversations.
- Contributing to behaviour support planning.

5.5 Learners

Learners are expected to:

- Attend punctually and engage with learning.
- Follow staff instructions.
- Treat all staff and other learners with respect.
- Use appropriate language.
- Respond appropriately to reminders about behaviour expectations.
- Work safely, particularly during practical or vocational sessions.
- Take responsibility for their actions.
- Engage in reflection and repair when behaviour falls below expectations.

5.6 Parents and Carers

Parents and carers are expected to:

- Support the provision's behaviour expectations.
- Attend review meetings where required.
- Communicate concerns promptly.
- Work collaboratively on behaviour improvement plans.

6. Expectations for Behaviour

Expectations are explicitly taught, displayed and reinforced. They apply equally to academic, vocational and community contexts.

Learners are expected to:

- Arrive prepared and ready to learn.
- Use respectful language.
- Follow instructions first time.
- Remain in designated learning areas unless authorised.
- Respect property and equipment.
- Use tools and materials safely.
- Avoid physical or verbal aggression.
- Avoid discriminatory or prejudicial language.
- Mobile phone use is not permitted on site. All students will be expected to put their phone in a lockable unit on arrival, and will receive it back at the end of their session.

7. Teaching and Promoting Positive Behaviour

Positive behaviour is promoted through:

- Clear routines and structured timetables.
- Explicit teaching of social and emotional skills.
- Personal development curriculum content.
- Mentoring and coaching.
- Positive reinforcement.
- Celebrating progress publicly and privately.
- Reintegration preparation where applicable.

Recognition may include verbal praise, certificates, progress recognition, positive phone calls home, and leadership opportunities.

8. Responding to Misbehaviour

Responses are proportionate and escalated where necessary.

8.1 Low-Level Disruption

Examples include refusal to engage, minor defiance or distraction.

Responses may include:

- Reminder of expectations.
- Directed choice.
- Short restorative conversation.
- Reflection activity.
- Temporary relocation within the classroom.

8.2 Repeated Disruption

If behaviour continues:

- Formal reflection session.
- Loss of specific privileges.
- Behaviour report monitoring.
- Meeting with parent/carer.
- Adjustment to Behaviour Support Plan.

8.3 Serious Misbehaviour

Serious behaviour includes:

- Physical aggression.
- Threatening behaviour.
- Discriminatory abuse.
- Damage to property.
- Bringing prohibited items.
- Behaviour creating significant safety risk.
- Sexual harassment or harmful sexual behaviour.
- Persistent refusal to comply.

Responses may include:

- Removal from group setting.
- Formal investigation.
- Risk assessment review.
- Suspension.
- Police involvement where appropriate.
- Termination of placement (as a last resort).

9. Behaviour Management Pathway

The Behaviour Pathway provides a clear, structured and graduated response to behaviour. It ensures consistency across the provision while allowing professional judgement and proportionality in response to individual circumstances.

The pathway operates on the principle that early intervention prevents escalation. All staff are expected to follow the staged process unless behaviour is so serious that it warrants immediate escalation.

The pathway applies across all contexts, including academic sessions, vocational workshops, off-site provision, employer visits and unstructured times.

Stage 1: Universal Expectations (Daily Practice)

All learners begin each day at Stage 1. We welcome all students into the provision positively and allow them time to regulate should they need it before sessions begin.

At this stage:

- Expectations are explicitly taught and reinforced.
- Staff use positive narration and praise.
- Clear routines are maintained.
- Learners receive reminders where necessary.

If low-level disruption occurs, staff will:

- Give a calm verbal reminder of the expectation.
- Re-state the instruction clearly.
- Offer a directed choice where appropriate.
- Provide brief restorative redirection.

Examples of behaviour addressed at Stage 1:

- Calling out.
- Off-task behaviour.
- Refusal to start work.
- Minor inappropriate language.
- Lack of focus.

If behaviour improves, no further action is taken.

If behaviour continues, escalation to Stage 2 occurs.

Stage 2: Formal Correction and Reflection

We do not use the language “warning”. We call it a “correction” because this is intended to be a non-threatening opportunity for a student to be supported to change their choices.

At Stage 2:

- The learner is issued a correction.
- The behaviour and expectation are clearly stated, whilst ensuring they receive the reminder that we know they can achieve this correction.
- The learner is informed of next steps if behaviour continues.
- A short reflection may be completed during or after the session.

Staff will:

- Record the incident on the behaviour system.
- Inform mentor/key worker if pattern emerges.
- Provide structured reflection time.
- Use positive framing at all times.

Examples of behaviour at Stage 2:

- Repeated disruption after reminders.
- Persistent refusal to follow instructions.

- Inappropriate language directed at peers.
- Unsafe conduct in workshop after instruction.

If behaviour improves following intervention, the learner returns to Stage 1 the following session.

If behaviour escalates, move to Stage 3.

Stage 3: Removal from Session (Internal Reset)

At Stage 3:

- The learner is removed from the learning space.
- A supervised reset period is implemented. This is not “isolation” – this is a chance for the student to reflect away from the session.
- A restorative conversation is mandatory before re-entry.
- Work must still be completed.

This stage is used where behaviour:

- Significantly disrupts learning.
- Poses low-to-moderate safety risk.
- Includes verbal aggression.
- Involves refusal that prevents session continuation.

In vocational settings (e.g., kitchen, construction workshop):

Immediate removal will occur where unsafe tool use or non-compliance with safety instructions is observed.

The learner will not return to workshop activity until:

- A safety discussion has taken place.
- Risk has been reassessed.
- The staff member is confident safe conduct will resume.

Parents/carers may be informed depending on severity or pattern.

Repeated Stage 3 incidents trigger Stage 4 intervention planning.

Stage 4: Behaviour Intervention Plan

Stage 4 is implemented when:

- There is a pattern of repeated Stage 3 removals.
- Behaviour indicates unmet SEMH needs.
- Risk is increasing.
- Engagement is deteriorating.

At this stage:

- A Behaviour Support Plan (BSP) is created or reviewed.

- A meeting with parent/carer is held.
- The commissioning school is informed (if dual registered).
- Targets are agreed and monitored weekly.
- Adjustments may be made to timetable or provision structure.

Support strategies may include:

- Reduced group size.
- Mentor check-in/check-out.
- Emotional regulation intervention.
- Modified vocational access pending safety review.
- Multi-agency referral where appropriate.

Failure to improve under Stage 4 may result in suspension.

Stage 5: Suspension

Suspension is considered where:

- There has been serious breach of policy.
- Safety of staff or learners has been compromised.
- There is persistent refusal to comply despite support.
- There has been physical aggression.
- There is serious discriminatory or threatening behaviour.
- There is possession of prohibited items.

Suspension decisions will:

- Follow statutory guidance.
- Be proportionate.
- Be formally recorded.
- Be communicated to parents/carers and commissioners.
- Be formally and legally issued by the commissioning school, where they are the main registered provider.
- Include a reintegration meeting prior to return.

Suspension may be fixed-term or, in exceptional circumstances, placement termination may be considered.

Stage 6: Placement Termination

Permanent exclusion will only be used:

- As a last resort.
- Where serious harm or risk has occurred.
- Where all other interventions have been exhausted.
- Where the learner's continued presence presents significant risk.

The Head of Provision will review and confirm decisions in line with statutory processes.

Immediate Escalation Criteria

Certain behaviours bypass Stages 1–3 and move directly to senior leadership review:

- Physical assault.
- Threat with weapon or prohibited item.
- Serious safeguarding incident.
- Sexual assault or harmful sexual behaviour.
- Significant damage to property.
- Behaviour requiring police involvement.

10. Suspensions and Placement Termination

Suspension or placement termination will only be used where:

- There has been serious breach of behaviour policy.
- Allowing the learner to remain would seriously harm others.
- Alternative strategies have been exhausted, unless the severity requires immediate action.

Parents, commissioners and the Local Authority will be notified in accordance with statutory timelines.

Where the child is dual registered, with another school as the main registered provision, the main registered school will issue the suspension.

Reintegration meetings with provision staff will be mandatory following suspension.

11. Behaviour Support and Intervention

Where behaviour reflects unmet need, the provision will implement structured support including:

- Functional Behaviour Assessment.
- Individual Behaviour Support Plan.
- Emotional regulation interventions.
- Mentoring.
- Multi-agency involvement.
- Adjusted timetable where appropriate.
- Risk management plan.

Support does not remove consequences but ensures underlying needs are addressed.

12. Searching, Screening and Confiscation

The provision reserves the right to search learners in line with statutory guidance where there are reasonable grounds to suspect possession of prohibited items.

Prohibited items include:

- Knives or weapons.
- Alcohol or drugs.
- Stolen items.
- Tobacco or vaping devices.
- Fireworks.
- Pornographic material.
- Items that could cause harm.

Confiscated items will be recorded and disposed of appropriately.

The provision reserves the right to report any findings arising from searching to the police or Children's Social Care.

13. Use of Reasonable Force

Statutory Basis

All staff employed by the provision have the legal power to use reasonable force in very limited and defined circumstances. This power is established under Section 93 of the Education and Inspections Act 2006, enabling staff to use such force as is reasonable in the circumstances for the purpose of preventing a pupil from harming themselves or others, damaging property, or causing significant disruption to learning or safety.

From 1 April 2026, updated statutory guidance on restrictive interventions, including the use of reasonable force, replaces earlier guidance and introduces a legal duty to record and report every significant incident to parents/carers, reflecting the importance of transparency and safeguarding oversight.

All use of reasonable force must be lawful, necessary, proportionate, and carried out in the least intrusive way for the minimum time necessary. It must never be used as a form of punishment or routine behaviour management.

For the full government guidance see:

- Use of reasonable force in schools – DfE guidance (effective until 31 March 2026): <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Restrictive interventions, including use of reasonable force (coming into force from 1 April 2026): <https://www.gov.uk/government/publications/restrictive-interventions-including-use-of-reasonable-force-in-schools>

Reasonable force may be used to:

- Prevent injury.
- Prevent serious damage.

- Prevent criminal offence.
- Maintain order.

All incidents involving reasonable force will be recorded and reviewed by senior leadership.

See the full Reasonable Force Policy for full information on this.

14. Behaviour Risk Assessments

14.1 Legal and Statutory Framework

The provision recognises that, within an Alternative Provision context, some learners may present behaviours that pose a foreseeable risk to themselves, other learners or staff. The management of such risk must be lawful, proportionate and consistent with safeguarding duties.

Behaviour Risk Assessments are informed by statutory duties including:

- Health and Safety at Work etc. Act 1974, which places a duty on employers to ensure, so far as reasonably practicable, the health, safety and welfare of employees and others affected by their activities.
- Management of Health and Safety at Work Regulations 1999 (Regulation 3), requiring suitable and sufficient assessment of risks to staff and others.
- Education Act 2002 (Section 175), requiring arrangements to safeguard and promote the welfare of children.
- Children Act 1989 and 2004, placing a duty to safeguard and promote welfare.
- Keeping Children Safe in Education (current edition).
- Equality Act 2010, requiring reasonable adjustments for disabled pupils.
- SEND Code of Practice 2015.
- Behaviour in Schools (DfE), including use of reasonable force.
- Alternative Provision Statutory Guidance.

Behaviour risk assessment sits at the intersection of safeguarding, SEND and health & safety law. The provision must balance:

- The right of the individual learner to access education,
- The rights of others to feel safe,
- The duty of care to staff and visitors,
- The requirement to act proportionately and lawfully.

14.2 When a Behaviour Risk Assessment is Required

A Behaviour Risk Assessment will be completed where a learner:

- Has a history of physical aggression.
- Has threatened serious harm.
- Has previously brought prohibited or dangerous items.
- Has demonstrated unsafe conduct in vocational or workshop environments.
- Presents with significant emotional dysregulation creating foreseeable risk.
- Is returning from suspension for serious behaviour.

- Is subject to multi-agency safeguarding planning.
- Has an EHCP identifying behavioural risk factors.
- Is new to the provision with known risk history.

Risk assessments are dynamic documents and may also be implemented following a serious incident.

14.3 Purpose of a Behaviour Risk Assessment

The purpose is not punitive. It exists to:

- Identify foreseeable behavioural risks.
- Reduce likelihood of harm.
- Clarify supervision levels required.
- Inform reasonable adjustments.
- Guide staff responses.
- Support safe inclusion wherever possible.

The aim is risk reduction, not risk elimination. Decisions must be proportionate and evidence-based.

14.4 Content of a Behaviour Risk Assessment

A Behaviour Risk Assessment will typically include:

1. Learner Profile

- Background information.
- SEND status and EHCP summary (if applicable).
- Known diagnoses.
- Trauma history where relevant and known.

2. Identified Risks

- Nature of behaviour.
- Triggers and patterns.
- Contexts in which behaviour is more likely.
- Severity and frequency.

3. Who May Be at Risk

- Staff.
- Peers.
- The learner themselves.
- Visitors.
- Employers (where work placement applies).

4. Protective Factors

- Positive relationships.

- Successful strategies.
- Motivators.

5. Control Measures

- Supervision level.
- Environmental adjustments.
- Structured timetable modifications.
- Restricted access to tools or equipment.
- Seating plans.
- Staggered transitions.
- Check-in/check-out systems.
- Behaviour support plan alignment.
- De-escalation strategies.

6. Clear Escalation Procedures

- Named staff response.
- Removal protocol.
- When to contact senior leadership.
- When to contact parents/carers.
- When to involve police or external agencies.

7. Review Date

- Risk assessments must include a review date and named responsible lead.

14.5 Practical Vocational Specific Behaviour Risk

Where the provision includes practical based learning, behaviour risk assessment must specifically consider:

- Access to equipment.
- Compliance with safety instructions.
- Emotional regulation in practical environments.
- Proximity to other learners during practical tasks.
- Capacity to follow immediate stop instructions.

Unsafe behaviour in a practical setting may present elevated risk and therefore may require:

- Temporary restriction from practical elements.
- 1:1 supervision during practical sessions.
- Completion of safety re-induction.
- Demonstrated understanding of equipment safety before re-access.

Safety overrides staged behaviour processes in practical contexts. The provision reserves the right to remove the learner from practical sessions if their behaviour is deemed unsafe to themselves or others.

14.6 Dynamic Risk Assessment

Staff are trained to undertake dynamic risk assessment in real time.

Where behaviour escalates unexpectedly, staff must:

- Prioritise safety.
- Remove other learners where appropriate.
- Use de-escalation techniques.
- Call for senior support.
- Record the incident in detail.

Dynamic assessment does not replace formal documentation; it informs post-incident review.

14.7 Reasonable Adjustments and Equality Considerations

Under the Equality Act 2010, the provision must consider whether behaviour is linked to disability or SEND and whether reasonable adjustments are required.

Adjustments may include:

- Modified instructions.
- Movement breaks.
- Reduced sensory stimulation.
- Additional adult support.
- Adjusted expectations around communication.

However, reasonable adjustments do not permit behaviour that poses serious risk to others. Safety remains paramount.

14.8 Information Sharing and Multi-Agency Working

Where behaviour risk reaches safeguarding threshold:

- The DSL will be informed.
- Referring schools will be notified (where dual registered).
- Local Authority case officers may be consulted.
- Social care or police may be contacted if necessary.

Information sharing will follow statutory safeguarding guidance and data protection law.

Risk assessments may be shared with:

- Commissioning schools.
- Work placement providers.
- Alternative site leads.
- Relevant professionals.

Sharing will be proportionate and necessary to ensure safety.

14.9 Review and Monitoring

Behaviour Risk Assessments are reviewed:

- After any serious incident.
- Following suspension.
- At scheduled review meetings.
- When significant change in behaviour occurs.
- At least termly for high-risk learners.

If risk cannot be reduced to a manageable level despite reasonable adjustments and intervention, leaders may consider whether the placement remains appropriate.

14.10 Record Keeping

Behaviour Risk Assessments:

- Are stored securely.
- Are accessible to relevant staff.
- Form part of safeguarding and behaviour records.
- Inform Behaviour Support Plans and reintegration planning.

All documentation must be clear, objective and evidence-based.

15. Off-Site Behaviour

During work placements, trips or employer visits:

- Learners remain subject to this policy.
- Expectations are clearly communicated beforehand.
- Breaches may result in withdrawal from placements.

Risk assessments will reflect behavioural considerations.

16. Behaviour and SEND

The provision recognises its statutory duties under the Equality Act 2010 and the SEND Code of Practice (2015) to identify, assess and make appropriate provision for learners with special educational needs and/or disabilities. In accordance with the SEND Code of Practice, behaviour may be an expression of an unmet need, and settings must consider whether underlying learning, communication, social, emotional or sensory needs are contributing to presenting behaviour.

We acknowledge that learners within Alternative Provision are disproportionately likely to have SEND, including SEMH needs, and that exclusions or serious sanctions must not arise from a failure to provide appropriate support or reasonable adjustments.

Before imposing serious sanctions, including suspension or removal from specific elements of provision, leaders will give careful consideration to:

- The learner's EHCP outcomes and specified provision.
- Any identified or suspected special educational needs.
- Known medical or neurodevelopmental diagnoses.
- Social, emotional and mental health vulnerabilities.
- Communication and language difficulties.
- Trauma history where known and relevant.
- Whether reasonable adjustments have been implemented effectively.
- Whether the behaviour may be a manifestation of unmet need.

Where appropriate, this may trigger:

- Review of the learner's Behaviour Support Plan.
- Review or amendment of risk assessments.
- Consultation with the provision and the commissioning school's SENDCo.
- Multi-agency discussion.
- Early annual review of an EHCP.

In line with the SEND Code of Practice, the provision adopts a graduated approach ("assess, plan, do, review") when addressing behaviour linked to SEND. Adjustments may include modified instructions, additional adult support, structured transitions, reduced sensory stimulation, or adapted expectations around communication.

However, while SEND must be considered carefully and lawfully, it does not remove the provision's duty to maintain a safe environment. All learners, regardless of need, are expected to maintain behaviour that does not place themselves or others at risk of harm. Safety, dignity and proportionality remain central to all decision-making.

17. Bullying and Discriminatory Behaviour

Bullying, including cyberbullying and prejudice-based behaviour, will not be tolerated. In line with the Education and Inspections Act 2006, the provision has a duty to promote good behaviour and prevent bullying. We also meet our responsibilities under the Equality Act 2010 to eliminate discrimination and harassment, and under Keeping Children Safe in Education (KCSIE) to respond appropriately where peer-on-peer abuse or sexual harassment is identified.

Bullying is behaviour that is repeated, intentional and causes harm, whether physical, verbal, relational or online. Discriminatory behaviour includes racist, sexist, homophobic, transphobic, ableist or other prejudice-based language or actions related to protected characteristics. Such incidents will always be treated seriously.

All incidents will be:

- Investigated promptly and impartially.
- Recorded formally.
- Addressed through restorative and disciplinary measures.
- Escalated to safeguarding procedures where thresholds are met, in line with KCSIE.

Where behaviour may constitute harassment, hate-related abuse or criminal conduct, the provision will involve parents/carers and external agencies as appropriate. Patterns of discriminatory behaviour will be monitored to ensure compliance with equality duties and to inform preventative education through the personal development curriculum.

18. Sexual Harassment and Harmful Sexual Behaviour

The provision adopts a zero-tolerance approach to sexual harassment and harmful sexual behaviour. Such conduct is never dismissed as “banter”, “part of growing up” or harmless behaviour. In line with Keeping Children Safe in Education (KCSIE) and Part 6 of the Equality Act 2010, we have a duty to protect learners from sexual harassment and sexual violence and to respond robustly where concerns arise.

Sexual harassment may include unwanted sexual comments, sexualised language, sexist remarks, upskirting, sharing sexual images without consent, or online sexual harassment. Harmful sexual behaviour includes behaviour that is abusive, coercive, exploitative or potentially criminal in nature.

All incidents will be:

- Taken seriously and responded to immediately.
- Recorded accurately.
- Risk assessed in line with safeguarding procedures.
- Investigated proportionately and sensitively.
- Addressed through disciplinary action and safeguarding intervention.

Where behaviour may constitute sexual violence, sexual assault or other criminal conduct, the DSL will consider referral to children’s social care and/or the police in accordance with KCSIE and Working Together to Safeguard Children.

The safety and wellbeing of the victim will always be the primary consideration. Appropriate support will be provided, and measures will be implemented to ensure they feel safe within the provision. Perpetrators will be held accountable in line with this Behaviour Policy, and risk assessments will be reviewed to prevent recurrence.

We must be clear that if harmful sexual behaviour appears to have occurred following investigation, we reserve the right to terminate the placement.

19. Recording and Monitoring

All incidents are logged electronically.

Behaviour data is analysed:

- Weekly by leadership.
- Termly for trend analysis.

- Annually for policy review.

Patterns relating to SEND, gender, ethnicity or vulnerability are reviewed to ensure equity.

18. Reintegration and Transition

Where placements are short-term or dual-registered:

- Behaviour progress is shared with referring schools.
- Review meetings are held regularly.
- Reintegration plans are developed.
- Graduated return may be implemented.

Behavioural readiness forms part of reintegration decision-making.

20. Malicious Allegations

Where a learner makes a deliberately false allegation against staff, this will be treated as serious misbehaviour and may result in suspension or exclusion.

21. Monitoring and Review

This policy will be reviewed annually or sooner if required by changes in legislation or operational need.

The Head of Provision is responsible for ensuring this policy remains effective and aligned with statutory guidance.