Behaviour Policy

Valid From	Review Date	Approved By
01.11.2026	01.11.2027	Matt Ford & Shahed Koyes

Active Support Education Centre is a registered independent school supporting learners aged between 11 and 16 years old in Luton and Bedfordshire. We are committed to making it our mission to promote resilience and positive wellbeing for all our pupils and staff. We understand Wellbeing as state of being comfortable, healthy and happy. We will drive the message forward, to ensure that mental health is 'everyone's business' across the whole school community.

We will strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We will put Wellbeing at the heart of our school to ensure successful learning and commit to our policies reflecting this.

1. Aims

1.1 The main purpose of this policy is to enable us to

1.2.1. Encourage adherence to the Active Support Code of Behaviour (Appendix one) by learners during teaching and non-teaching time.
1.2.2. To support effective teaching for learning.
1.2.3. To support learner attendance as outlined in the local education authority's attendance policy.
1.2.4. To give clear guidelines for staff on action to be taken in instances of unacceptable behaviour and discipline. These include rewards, sanctions and support.
1.2.5. Clear procedures to follow when staff need to search and confiscate potential weapons or drugs from a learner, DfE July 2022. (Appendix 3)
1.2.6. To encourage healthy choices to better equip their mental health and wellbeing.

2. Objectives

2.1. This policy is a statement of good practice that covers all aspects of the school including codes of practice when working with young people. All members of staff and all learners are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.
2.2 Good behaviour and discipline is a necessary condition for effective learning and teaching. Children learn best and behave best when they know what is expected of them, when they feel safe, when they are positively encouraged to behave well and when they are consistently, fairly and appropriately treated.
2.3 Active Support is committed to support our learner's physical and mental wellbeing as directed through the Mental Health and Wellbeing policy.

3. Implementation

In order to achieve our goals, we will take the following action

3.1 The Active Support code of Behaviour for learners and school rules, (Appendix 1) will be displayed in all classrooms, planners and on our website.

3.2 A copy of the Active Support Behaviour code and school rules will be included in the Induction Agreement at the start of each placement, and learners are made aware of rewards and sanctions we use.

3.3 The Active Support code of practice for staff when dealing with learners is shared with new staff at induction (Appendix 2). Alongside the Active Support Behaviour code for learners, staff will follow the Active Support code of Practice for Staff.

3.4 Supervision of non-teaching time: Staff will monitor/supervise non-teaching time to ensure the safety and well-being of the learners.

3.5 Learners are not allowed to smoke or vape at any time, learners who do smoke or vape will be supported and will be referred to appropriate agencies who can positively help in reducing the habit or quitting.

3.6 Active Support encourages learners to improve mental and physical wellbeing through workshops, a healthy eating culture and physical exercise through time tabled sessions.

4. Mobile Phones

4.1 Any learner who refuses to hand over a mobile phone when requested to do so will be removed from their lesson by a member of the Senior Leadership Team and the refusal will be treated as a disciplinary matter.

4.2 It is forbidden to record photographic images (still or video) or sound recordings of staff or learners at any time without their explicit permission.

4.3 Any learner caught filming another person (and/or uploading images or video onto the Internet) will have their phone confiscated. It will be treated as a disciplinary matter and their parents will be informed. If the action is repeated, flagrant or of a serious nature, the matter will be treated as a serious disciplinary issue. In such circumstances, the child's parents will be informed and the Governing Body and/or the police may be notified.

4.4 The school reserves the right to search the content of a confiscated device where there is a reasonable suspicion that it may contain undesirable material, including those which promote pornography, violence or bullying.

4.5 Where parents or learners need to contact each other during the school day, they should do so only through the School's telephone system (via Reception) and not via learner mobile phones.

4.6 Mobile phones in Examination Rooms - Taking a mobile phone or smartwatch into the exam room can lead to learners losing marks or being disqualified from that examination, whether it is switched on or not. Learners must hand these in to a staff member prior to any examination.

5. Rewards

5.1 Praise and rewards encourage good standards of behaviour and discipline. Rewards have a motivational role in helping learners to realise that good behaviour is valued. Staff are therefore encouraged to make full use of the praise and rewards scheme.

5.2 Learners are given Daily Reward Slips which are scored and signed by Keyworkers or Teachers at the end of each learning session, providing learners have shown an appropriate attitude to learning for that session.

5.3 Signed slips may be traded for treats and drinks from the Tuck Shop or accumulated to count towards a more expensive item (up to a maximum of £30). Learners are responsible for keeping their Reward Slips safe.

5.4 Keyworkers make contact with learner's homes to share positive feedback with parents or carers, whenever possible. This includes keyworker weekly reports being sent home at the end of the week.

5.5 Achievement points will be recorded on the SIMS behaviour management section to show exceptional behaviours, positive attitude, perseverance or on completion of targets.

6. End of term trips and visits - Rewards

6.1 Weekly reports sent to schools include a score of how well each learner engages with learning and progressed against targets set by their keyworker. An average score is calculated over the term and learners with the highest average score qualify for the end of term trip.

6.2 Rewards include working towards achieving sports equipment, ear phones, music vouchers etc., which is given to learners for exceptional work and good behaviour.

6.3 Postcards and Certificates are awarded to learners for positive behaviour and attitude to learning. Learners who do exceed their targets have their name displayed on the Active Support Achievement Board in Reception.

6.4 Learner successes are shared on our social media sites.

7. Sanctions

The following should always be taken into account

7.1 Sanctions should be fair, consistent and should support the Active Support Behaviour code.

7.2 The nature of the behaviour being sanctioned.

7.3 The age of the learner.

7.4 Any special educational needs, disability, and needs of vulnerable children.

7.5 When sanctions become necessary, the first stage is individual sanctions, as agreed by the Unit manager. This may be followed by referral to the Co-headteachers.

7.6 Staff make a decision at the end of each session as to what score each learner has achieved for that session. Good practice will allow learners the opportunity to improve their daily average through a change in attitude, hard work or extra effort. (Steps to "Putting it Right").

7.7 Learners may need to stay behind during activity sessions to complete un-finished work, for example, during the lesson, all efforts to avoid this action are taken: - the 3 warnings strategy is used to give learners an opportunity to turn it around.

8. The following actions may then be taken if appropriate

8.1 Centre Manager refers learner to Behaviour Support Worker for a keyworker session to reflect on behaviour choices.

8.2 Reduction in the scores given for the weekly reports, affecting the level of rewards earned.

8.3 Postponement of participation in practical activities until steps to put previous behaviour is put right.

8.4 Completion of the Behaviour Management (Initiatives) section on SIMS, to record serious incidents or constant low level disruptive behaviour.

8.5 Parent/career and / or school contacted, possible meeting organised to discuss concerns and investigate strategies to use to encourage an improvement.

8.6 Fixed term exclusions will be issued for serious incidents or persistent low level disruptive behaviour. In more serious cases this may result in a permanent exclusion. Examples of serious incidents include, but are not limited to: bringing into school inappropriate or unlawful items that could possibly endanger lives, or have a detrimental impact on another learner's behaviour, health and wellbeing in school. Abuse against sexual orientation and gender identity/disability and physical assault or serious verbal abuse against staff or pupils. Serious damage to school property will not be tolerated.

8.8 Physical Intervention will only be used as the last resort, if a learner is in danger of hurting others or him/herself, or serious damage being caused to property, then staff will use physical intervention, providing they have been trained to do so.

9. Support

9.1 The most effective discipline is always that administered by the member of staff concerned, however, this policy recognizes that there will be occasions when staff may need support, especially staff new to the provision.

9.2 Staff will receive support through staff training, induction for new staff and through their line managers.

9.3 In the first instance staff should refer to Centre manager for support. Staff will record incidents on the SIMS system in the Initiatives section and inform the Centre Manager/Co-Headteachers, who will then make contact with school and/or home, as required.

9.4 Staff will, where necessary, after discussion with Centre Manager refer learners to their Behaviour Support keyworker or an appropriate external agency for:

- Anger Awareness strategies
- Soft skills curriculum
- Individual alternative timetables

- Conflict resolution (in-house)
- ELSA interventions

9.5 The Behaviour Support keyworker will liaise with the Centre Manager to discuss and agree a reintegration plan.

9.6 The Wellbeing team offers emotional support through life skill sessions, and keyworker referral.

9.7 Active Support have a network of external agencies that can help support and mentor our learners. This includes: CAMHS, Resolutions, CHUMS and therapeutic partners.

9.8 In some cases, a Behaviour Contract is drawn up with parent/carers involvement to support learners in making positive choices.

10. Monitoring and Evaluation:

10.1 This policy will be monitored by:
10.2 Classroom observations
10.3 SIMS – Behaviour management (Initiatives) section.
10.4 Weekly reporting and registers.
10.5 Referrals to wellbeing team and keyworkers.
10.6 Exclusion figures and attendance figures.
10.7 External and internal audit reports
10.8 Recording serious concerns/safeguarding on CPOMS

11. Behaviour when travelling on the Active Support transport:

11.1 All learners will wear seat belts, and any learner who refuses will be asked to leave the bus and walk back to the school or Centre, accompanied by a member of staff. Learners will refrain from putting hands out of the window, shouting abuse or inappropriate gestures to other road users or pedestrians will not be tolerated.

Appendix 1 - Code of conduct – Learners

Learners are encouraged to remember our "4 R's"

- Responsibility for our actions
- Respect yourself
- Respect others
- Respect your environment

Learning

All learners will

- Help each other learn.
- Recognise their own achievements and that of others.
- Always do their best.

Behaviour

All learners will

- Be co-operative with everyone in the school, keep yourselves and everyone safe at all times.
- Have a positive attitude to learning.
- **NEVER BULLY. This includes passing off comments that make fun of others as banter, cyber bullying, either on line or social media.**
- Care for the School environment.
- Try to resolve problems positively.
- Refrain from chewing gum and NO fizzy drinks.
- All mobiles will be handed into a member of staff at the start of each day.
- Take outside coats and hats off while in the classroom. (Unit 2 and 3).
- Be aware of the steps to putting it right.
- No vaping or smoking on the premises at any time.
- No substance use or drug use will be tolerated at any time.

Language

All learners will

- Be polite and respectful to others.
- Avoid using foul, racist, sexist, homophobic, biphobia or transphobic language.
- Not make fun of others.
- If you want to speak to someone, your keyworker, manager or a member of the wellbeing team they are always available.

Appearance

All learners will

- Will wear appropriate clothing to allow them to participate in activities - see school uniform requirements in school planners.

Safeguarding

All learners will

- Allow staff to search personal belongings on request.
- Allow staff to use a metal detector on learners on request.

Use all computer equipment safely and appropriately.

Appendix 2 - Active Support Staff Code of Conduct

Professionalism

All staff will be expected to follow the safeguarding policy and procedures including KCSIE 2024, The Threshold Framework – Meeting the Needs of Children and Young People and their families in Luton and Working together DfE 2018.

- Staff will be expected to dress appropriately for school, smart casual, jeans no ripped jeans.
- Staff will be expected to conduct themselves in a professional manner at all times, no inappropriate behaviour, foul language, drug or alcohol intake in work time will be tolerated and may result in your dismissal.
- Smoking breaks to be taken away from the learners and off site. Please liaise with your centre managers regarding the timings and frequency of these.
- Be prepared for all lessons.
- Manage the entry and exit of learners to and from sessions in an orderly and quiet way, including supervision of learners moving between the unit buildings and supervise non-teaching times, i.e., lunch times.
- Know and treat the learners as individuals.
- Model the standards of courtesy and behaviour expected from the learners.
- Use appropriate tone and volume of voice when talking to learners.
- Use appropriate body language when talking to and dealing with learners.
- Emphasise the positive behaviour, and gently challenge the negative behaviour.
- Make valid, fair and consistent use of interventions.
- Use private rather than public interventions to challenge poor behaviour where possible.
- Always keep yourself safe, keep classroom doors open.
- Use of personal mobile phones during school must be kept to a minimum and only used in an emergency during lessons or during break and lunch times.
- Social media – under no circumstances are staff to contact learners through social media platforms for any reason.
- Whistleblowing: If you think your organisation is putting children at risk even if you are not certain, you must tell someone, if you don't want to talk to your manager you can contact the Chair of our Governors, Sujel Miah – his email address is sujelmiah@hotmail.com or the NSPCC helpline on 0800 028 0285 help@nspcc.org.uk
- All monitoring and storage of data, use of personal information will be in line with the new Data Protection Law and GDPR procedures and Confidentiality Policy.

Behaviour Management

- Address the behaviour and not the person,
- Avoid confrontation and allow other staff to tag in to deal with behaviour before it escalates – supporting staff to use the phrase "help is available".
- Adopt a flexible teaching approach, support colleagues who may require assistance.

Behaviour Policy

- All staff to read and adopt the behaviour policy when working with learners.
- Make learners aware of consequences of negative behaviour on staff and other learners, including challenging inappropriate language.

Sanctions for learners

The following is not an exhaustive list, but will give an indication of what will happen to learners who do not follow the behaviour code.
All decisions taken regarding any sanction must have the approval of Centre Managers or the joint Headteachers.

Vaping/Smoking Policy

- No vaping/smoking is allowed on school premises.
- Discourage learners from vaping/smoking, offer support to help quit. Refer to appropriate agencies and inform parent/carers.

Drugs and substance abuse

- Drug and substance misuse will not be tolerated at school. Any learner found bringing in drugs or associated paraphernalia will be excluded, and repeat offenders' risk permanent exclusion.
- Support will be offered with referrals to local agencies, such as Resolutions.
- Any learner under the influence (or suspected to be) will be isolated from other learners in attendance, and parent/carers called to collect them. Attendance Officer to be notified of this unauthorised absence (not exclusion).
- All incidents related to drug and substance abuse must be notified to DSL and recorded on CPOMS.

Physical Contact

- Minimise physical contact with learners, i.e.no play fighting, set good examples, be aware of personal space and boundaries between staff and learners.
- All staff must have completed physical restraint training before use of physical intervention or holding, and this is only used in circumstances where learners are at risk of harming themselves, others or causing serious damage to property. See Appendix 4 – using force to restrain learners.

Safeguarding

- All staff must read the Safeguarding policy and ensure they are familiar with keeping themselves and learners safe, including the latest updates on up skirting, sexting and online safety.
- Report any concerns to your line manager without delay. Serious incidents need to be referred to the Designated Safeguarding Lead (Matt Ford) or DDSL. (Shahed Koyes) immediately.

- Staff to familiarise themselves with signs and symptoms of abuse, as set in the Safeguarding Policy and to be aware when working with our learners, any concerns to bring to the attention of their line managers immediately.
- All Active Support Policies should be read, especially the Safeguarding policy, Wellbeing and Mental Health policy, Behaviour Policy, Acceptable Usage policy and GDPR policy which will be covered in the induction process within the first month of starting at Active Support.
- All staff must complete mandatory training such as Safeguarding, GDPR, Wellbeing and Mental Health, CSE, FGM, Prevent and any new training, as set out in the Annex A of our safeguarding policy, within their probationary period.

Photography/videos

- Permission forms from parents/carers must be completed before any photographs are taken and must be taken on the school phone or camera.
- Photos should be shared with the learner to check they are satisfied with the content. If material is to be used for publishing (i.e., ASEC social media, prospectus or website) staff must ensure that permission has been granted by checking the referral form in the learner's file. NEVER add names or personal information, always check if unsure.
- No photographs of learners are to be taken on personal mobile phones.

Gifts and Rewards

- Gifts and rewards should only be used as an incentive for learners to meet their personal targets. Our ethos is that small changes make a big difference. Rewards can be in the form of praise, phone call home, treats from the snack cupboard, vouchers, certificates and trips.
- Notice that rewards have been achieved should be passed on to parents and carers.

Company Vehicles

- Anyone can drive Active Support vehicles as long as they are over 25 years old and have a full clean driving licence. When transporting learners please make sure you are accompanied by another member of staff. Please refer to our travel and transport policy for further information.
- Please treat the cars as you would your own and remember drivers are responsible for the safety of the passengers. You may refuse to take a learner on a journey if they refuse to wear a seatbelt or behave responsibly but you cannot abandon them mid-journey without supervision.

Name: **Unit:** **Date:**

Signed:

Appendix 3 - SEARCH SCREENING CONFISCATION AT SCHOOL DfE 2022

Searching

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

2. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 or any other item that the school rules identify as an item which may be searched for.

3. The list of prohibited items is:
    - knives and weapons;
    - alcohol;
    - illegal drugs;
    - stolen items;
    - any article that the member of staff reasonably suspects has been, or is likely to be used:
        - to commit an offence, or
        - to cause personal injury to, or damage to property of; any person (including the pupil).
        - an article specified in regulations:
        - tobacco and cigarette papers;
        - fireworks; and
        - pornographic images.

4. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

5. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. See Keeping children safe in education and Working together to safeguard children.

6. The school's behaviour policy should outline the banned items for which a search can be made. This must include the list of prohibited items in paragraph 3, and may include other items which a headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment.

Appendix 4 – USING FORCE TO RESTRAIN LEARNERS

The Education Act 1996 forbids corporal punishment (abolished in 1986) but allows all teachers to use reasonable force to prevent a learner from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- acting in a way that is counter to maintaining good order and discipline in the school

The Education and Inspections Act 2011 gives schools new powers to discipline badly behaved learners. The measures include:-

- The legal right to confiscate inappropriate items from learners, such as mobile phones or music players.
- Statutory powers to discipline learners who behave badly on the way to and from school.
- Greater legal scope and flexibility in giving pupils detentions, which may include after school detentions.
- A legal duty on schools to make provision to tackle all forms of bullying.

When can reasonable force be used?

• Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
• In a school, force is used for two main purposes – to control pupils or to restrain them.
• The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Section 93, Education and Inspections Act 2006.

• The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

• remove disruptive children from the classroom where they have refused to follow an instruction to do so;
• prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
• prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
• restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

• use force as a punishment – it is always unlawful to use force as a punishment.