Education 1st
"enhancing lives through education"
Sports 1st

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Behaviour Policy

Policy Review
The responsibility of reviewing and maintaining this policy is Craig Dembicki (Managing Director). This policy will be reviewed annually.

Start date of policy: **19th February 2015**
Updated: **24th June 2024**
Reviewed: **14th July 2026**
Date of next review: **14th July 2027**

Signed

Craig Dembicki
Managing Director
Education 1st

The purpose of this policy is to:

- Set out clear expectations of positive behaviour.
- Empower staff to model exemplary behaviour in their professional relationships with students, colleagues and parents and to reflect on the value of this behaviour through the mentoring process.
- Empower staff, students and parents to promote, recognise and celebrate examples of positive behaviour at every opportunity.
- Encourage students to be punctual, proactive, and positive members of the community
- Provide clear and robust intervention strategies that support students in understanding the triggers to their challenging behaviours and in managing strategies to communicate their frustrations, feelings and needs without verbal or physical aggression.

Introduction

This policy has been written with due regard to the requirements of the 2011 and 2006 Education Act and related guidance, the School Standards and Framework Act 1998, the Education Act 2002, the Equality Act 2010, The 0-25 SEND CoP 2015, DfE Behaviour in Schools Guidance 2024 and the Ofsted Framework for School Inspection were used as reference documents. The policy will be amended as appropriate to take into consideration any new guidelines and statutory obligations as soon as these are published. Updated DfE statutory guidance on suspensions & exclusions comes into effect for schools (July 2026).

Related Policies

- Attendance Policy
- Anti-Bullying Policy
- Drugs and Alcohol Awareness Policy
- Exclusions Policy
- Equality and Diversity Policy
- Child Protection and Safeguarding Policy
- Positive Handling Policy

Related Advice

- Screening, Searching and Confiscation guidance (DfE July 2022)
  Searching, Screening and Confiscation (publishing.service.gov.uk)

Responsibilities & Implementation

The expectations and responsibilities of the provision, parents/carers and students are set out in the Home/School Agreement which is issued to all students shortly before they join Education 1st at their admissions meeting, this should be signed before placement with Education 1st begins.

The management team will review the effectiveness of the policy on at least an annual basis.

Implementation - Strategies for promoting positive Attitudes to Learning

Education 1st promotes positive behaviour in a number of ways:

- We offer an environment in which students feel valued and welcomed. Education 1st's values and ethos must demonstrate that students feel that their presence in Education 1st is important and any negative impact on this positive ethos will be addressed **(Appendix A)**
- The provision is committed to working towards a behaviour management system that is predicated on rewards and celebration
- The provision's budget allocation to student rewards will reflect the importance placed on this celebration.
- A flexible and individualised curriculum is offered to all students; every effort will be made to ensure that learning tasks are challenging, stimulating and matched to students' needs.
- Behaviour and rewards data will be regularly collected and monitored in order to help identify patterns, set targets, implement early interventions, and support and inform policy/practice.
- Parents/carers and students will be regularly informed of the students' Attitude to Learning
- Education 1st takes a proactive approach to supporting students with social, emotional and mental health difficulties [SEMH] through personalised interventions.
- Education 1st is committed to working in partnership with other agencies (e.g. Education Psychology Service, CAMHS, and Police) when this may serve to support and assist students who are experiencing social, emotional and mental health difficulties.

Behaviour whilst under the care of Education 1st

Education 1st's behaviour policy applies in situations where a student's behaviour is deemed inappropriate or unsafe.

Education 1st operate a three-strike behaviour system for persistent low level behaviour misconduct. Outlined in Appendix A. The system follows:

Strike	Action Taken
1st Strike/ Warning	Explanation for warning. Consequences explained: "If I have to give another warning I will need to call the Duty Manager".
2nd Strike/ Warning	Explanation for warning. Call to Duty Manager.

	Implement advice.
3rd Strike/ Warning	Explanation for warning. Duty Manager called for final advice. Sanction imposed by Duty Manager in line with Behaviour Policy.

Accusations against staff

Should a student make an accusation against a member of staff, it will be investigated under the direction of the Managing Director in accordance with the complaints policy. If the outcome of the investigation concludes that there has been a malicious accusation, the sanction applied to the student will be decided by the Managing Director and will be drawn from the high to very high sanctions identified in the Sanctions Guidance (Appendix A1).

Monitoring, Evaluation and Review

The effectiveness and impact of the Behaviour Policy will be monitored through the collection and collation of evidence including:

- Achievement data (progress checks)
- Attendance data
- Exclusions data

Related Documentation:

Behaviour in Schools - Advice for headteachers and school staff Feb 2024 (publishing.service.gov.uk)

Appendix A1 – Sanction Guidance

Primary (KS1-KS2)

Behaviour	Strategy/sanction	Escalation
Persistent refusal to follow instructions	Use de-escalation strategies. Warning System Restorative conversation once calm.	Phone call home and incomplete work sent home. Exclusion (Depending on severity)

Low level disruption	Classroom rules reminder. Warning System. Restorative conversations when calm.	Phone call home and incomplete work sent home.
Bullying	Restorative conversation Warning System. PSHE Lessons Phone call home	Risk Assess Family/student/school Exclusion (Depending on severity) Multi-agency meeting Police
Inappropriate sexualised behaviour	Restorative conversation Risk Assessment Phone call home DSL informed.	Multi- agency meeting Police Exclusion (Depending on severity) Possible Permanent Exclusion (Depending on severity)
Damage to property within Education 1st community.	Phone call home Restorative Conversation (Once calm) De-escalation strategies Classroom rules reminder.	Exclusion Reintegration meeting Risk Assess Invoice parent/carer Police
Threatening Behaviour	Warning System Restorative conversation (Once calm) Phone call home Classroom rules reminder	Exclusion Risk Assess Police Multi-agency meeting
Theft	Restorative conversation (Once calm) Screening (Search) Phone call home	Risk assess Invoice parent/carer. Exclusion Police
Verbal abuse to another person	Restorative conversation (Once calm) Classroom rules reminder Dynamic Risk Assessment	Exclusion (Depending on severity) Multi-agency meeting Police
Physical abuse to another person	Phone call home. Exclusion for the rest of the day Exclusion	Risk Assess Police
Noncompliance with vehicle safety	Phone call home Exclusion Reintegration meeting	Parent/carer to transport student to Education 1st

	Transport protocol reminder Risk Assess	
Inappropriate behaviour in public	Warning System. Phone call home Restorative conversation (Once calm) Risk assess	Exclusion (Depending on severity)
Refusal of education	Encouragement. Reminder of Student Pathway. Restorative conversation (Once calm) Warning System Work sent home	
Spitting	Warning System. Phone call home Remainder of day exclusion Risk Assess	Exclusion (Depending on severity) Reintegration meeting
Allegations	Investigation Multi-agency meeting Risk assess	
Absconding	Remainder of day exclusion Offsite provision card revoked Risk Assess	Internal exclusion Exclusion (Depending on severity) Reintegration meeting

Secondary & Post 16

Possession of offensive weapon	Confiscation Remainder of day exclusion Exclusion Risk assess Screening and searching on arrival Police	
Drug dealing	Police Multi Agency Meeting	
Drugs – possession of, under influence of	Exclusion Police	

Persistent refusal to follow instructions	Warning System. Use de-escalation strategies Restorative conversation once calm	Phone call home Internal exclusion Exclusion (Depending on severity)
Low level disruption	Warning System. Classroom rules reminder Restorative conversations when calm	Phone call home. Internal exclusion Exclusion (Depending on severity)
Bullying	Warning System. Restorative conversation PSHE Lessons Phone call home	Risk assess Exclusion (Depending on severity) Multi-agency meeting Police
Inappropriate sexualised behaviour	Restorative conversation Risk Assessment PSHE Lessons Phone call home	Multi- agency meeting Police Exclusion (Depending on severity)
Damage to property within Education 1st community.	Phone call home Restorative Conversation (Once calm) De-escalation strategies Classroom rules reminder.	Exclusion Reintegration meeting Risk Assess Invoice parent/carer Police Possible Permanent Exclusion
Threatening Behaviour	Warning System. Internal exclusion Restorative conversation (Once calm) Phone call home Classroom rules reminder Risk Assess	Exclusion Police Multi-agency meeting
Theft	Restorative conversation (Once calm) Screening (Search) Phone call home Risk assess Exclusion	Police
Verbal abuse to another person	Warning System. Restorative conversation (Once calm) Classroom rules reminder	Exclusion (Depending on severity) Multi-agency meeting Police

	Risk Assessment Internal exclusion	
Physical abuse to another person	Phone call home. Exclusion for the rest of the day Risk assess Exclusion	Police
Noncompliance with vehicle safety	Phone call home Exclusion Reintegration meeting Transport protocol reminder Risk Assess	Parent/carer to arrange suitable transport for student to Education 1st Police
Inappropriate behaviour in public	Warning System. Phone call home Restorative conversation (Once calm) Risk assess	Exclusion (Depending on severity)
Refusal of education	Warning System. Restorative conversation (Once calm) Warning Classroom rules Internal exclusion	Exclusion (Depending on severity)
Spitting	Reminder of Classroom rules Phone call home Remainder of day exclusion Risk Assess	Exclusion (Depending on severity) Reintegration meeting
Persistent Allegations	Investigation Multi-agency meeting Risk Assess	
Absconding	Phone call home Remainder of day exclusion Risk assess	Inclusion Exclusion (Depending on severity) Reintegration meeting

Details of rationale for exclusions are found in the school's Exclusion Policy. All of the above (Appendix A) depending on the associated risk could be subject Education 1st no longer being able to meet the needs of the student.

Appendix A2- Positive Reward Guidance

Rewards are a positive influence at Education 1st. Rewards are used as incentives for good behaviour, positive choices and celebrating achievement. Students are able to work towards their personal rewards at every opportunity.

Primary:

Reward Method	Reward Criteria	Reward Examples
House Points,	Given for good work and good behaviour	Group based reward with students who achieved the same as them
Marble Jar,	for good in class behaviour and completing work	Celebration day, no lessons or in centre treat
End of term reward	for general good behaviour	End of term party/celebration day
Golden Ticket		

Secondary & Post 16:

Reward Criteria	Reward Examples
Completing a week of education and good behaviour	A small reward not exceeding the budget. (Activity, Restaurant visit)
End of term rewards for good behaviour	A larger reward of the student's choice or a group reward that can exceed budget (within reason).