

Behaviour Policy

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Reference: SP-03

This policy outlines how Rise Learning Zone promotes positive behaviour and supports students in developing self-regulation, social understanding, and responsibility. It is rooted in restorative practice, trauma-informed care, and inclusive education principles.

We believe that instilling in learners a sense of responsibility for their own behaviour has a positive impact on their ability and desire to learn and has wider positive consequences in their behaviour with others, including staff, parents, peers and the wider community. Everyone should treat each other with dignity, kindness, and respect.

We accept that most learners referred to us will have experienced difficulties in meeting the demands of their mainstream education provision. They will have often faced sanctions and the feeling of rejection. Combined with similar experiences in the home lives of many learners, this often compounds the situation and makes behaviour worse. We believe that one of the best ways to counteract this is to provide a consistent setting for learners, and to recognise and encourage even the smallest positive steps in a learner's behaviour.

Aims

- To provide a safe, respectful, and nurturing environment.
- To support pupils in understanding and managing their behaviour.
- To reduce exclusions through therapeutic approaches.
- To build strong relationships between staff and students.
- To promote re-engagement with education and personal growth.

The Behaviour Policy Principles

- **Consistency with compassion:**

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Expectations are clear and fair, but responsive to individual needs.

- **Restorative practice:**
Focus on repairing harm and rebuilding relationships.
- **Trauma-informed:**
Recognise the impact of adverse experiences on behaviour.
- **Relational approach:**
Strong staff-student relationships underpin effective behaviour support.
- **Inclusion:**
Behavioural challenges are not grounds for exclusion unless absolutely necessary for safety

Roles and Responsibilities for Behaviour Policy

The Board of Directors, head of provision and staff will promote desired behaviour and keep it under review. It will ensure that this is communicated to learners and parents, is non-discriminatory and the expectations are clear.

The head of provision will be responsible for the implementation and day-to-day management of the policy and procedures, supported by all staff.

All staff (Including teaching & non-teaching), will be responsible for ensuring that the policy and procedures are followed, and consistently applied. Staff have an important role to play developing a calm and safe environment for learners and establishing clear boundaries of acceptable learner behaviour. Staff should model the expected Rise behaviours. Staff will challenge learners to meet the behaviour expectations. Staff will use consistent, clear language when acknowledging positive behaviour and addressing misbehaviour.

The induction process for new employees & volunteers includes time to share and discuss Rise Policy and Procedures. Staff will be signposted on where to find such documents. Daily briefings provide the forum to discuss, explore and manage any behaviour issues or incidents in provision. Briefings will be fully documented, and any issues escalated to the management team or DSL will be recorded.

The directors, head of provision and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, or sexuality. They will also ensure that the concerns of learners are listened to and appropriately addressed.

Parents and carers will be expected, encouraged, and supported to take responsibility for the behaviour of the child both inside and outside the provision. We will encourage parents to work in partnership with us to assist in maintaining high standards of desired behaviour.

Learners are expected to take responsibility for their own behaviour and will be made fully aware of the Rise policy, procedure, and expectations. Learners will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour. Learners will have a role in feeding back on the effectiveness of the policy and procedures.

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Provisions set out in an Education, Health & Care Plan must be met, and Rise will cooperate with the school, other agencies, and the local authority. To promote good behaviour and to avoid misbehaviour preventative measures will be used as appropriate, including:

- Short movement breaks
- Adjusting seating plans
- Staff training
- Allowing adjustments to be made to support learners with hearing, visual impairments, or sensory issues.

Behaviour Support Strategies

- **De-escalation techniques:**

Trained staff use calm language, body posture, and time-out strategies.

- **Personalised support plans:**

Created for pupils with known behavioural or emotional needs.

- **Positive reinforcement:**

Praise, rewards, and acknowledgment of effort and improvement.

- **Reflective conversations:**

Students are encouraged to reflect on behaviour with a trusted adult.

Responses to Challenging Behaviour

- Focus on understanding the cause of behaviour, not just the incident.
- Use restorative conversations and reparation activities.
- In rare cases where safety is compromised:
 - Internal reflection time
 - Daily reports
 - Behaviour support meetings with school, families
 - Multi-agency involvement

Exclusion (fixed-term or permanent) is a last resort

For pupils with SEND, staff make reasonable adjustments to expectations, responses, and support strategies. This includes adapting the curriculum, environment, or routines to support emotional regulation.

Responding to Positive behaviours

Acknowledging good behaviour reinforces the standards expected. Examples may include:

- Verbal praise

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- Informing parents of good behaviour
- Certificates or small prizes
- Positions of responsibility
- Group rewards

An ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping learners to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures.

Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's positive behaviour.

Young Person Rules and Regulations

All staff should be committed to challenge behaviour that is in contrary to the following. This should be done sensitively.

- Keep hands and feet to yourself
- No fighting or play-fighting
- No smoking / drugs / alcohol
- Respect others and their opinions
- Show kindness to others
- Share equipment and refreshments
- Listen and learn
- No Bullying
- No racist / sexist / homophobic behaviour
- Take responsibility for your actions

Behaviour Sanctions

No matter how well planned a curriculum or lesson is set-up, disruptive behaviour is bound to occur at some point. Controls and sanctions are necessary to maintain reasonable order throughout the provision. The aims of the sanctions are to create an environment, which gives a firm and commonly understood structure and sense of order. Discipline should not be viewed as an end, but it is essential for effective individual and collective learning.

Staff will respond to misbehaviour promptly, predictably, and assertively. The priority should be to restore a calm, safe environment. Staff will always use de-escalation techniques, as a first response.

Sanctions will be given in a way that informs pupils their behaviour is unacceptable and are most effective when given as soon as possible after the inappropriate behaviour has occurred. Sanctions are limited but for lesser offences could include:

- Option to continue work in an alternative space before the issue escalates.
- Phone calls to parents / carers

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- Restriction from enrichment activities
- Daily report

Should more serious inappropriate behaviour take place, (such as violence, bullying, vandalism, substance misuse, persistent defiance) and the need for more serious sanctions occur, this should be done with following discussions with the referring school, but can result in:

- Immediate isolation to limit risks.
- A fixed term exclusion
- Involvement of the police
- Permanent removal from provision back to the referring school

Parents should always be kept aware of the situation and may be asked to take part in a behaviour meeting before a final sanction is placed.

A written report will be made available for both parents and the home school.

Alongside all behaviour incidents, Rise will support the learner by keeping regular contact with parents, including phone calls, meetings, and home visits. A specific worker may be assigned to mentor the learner, based on the issue. Rise will continue to engage with other agencies to address specific issues where necessary.

Extreme Situations

It should be noted that from time-to-time behaviour can escalate and can no longer be managed using regular strategies. Extra physical presence can be sought, either from within the provision, from the referring school, or from the police (if the situation warrants this course of action)

Physical intervention from staff should be a final course of action in the following circumstances:

- When a learner attacks a member of staff
- When a learner attacks another pupil
- When learners are fighting
- When a learner is, or is perceived to be in danger of hurting themselves

Physical intervention may include:

- Physically interposing between two learners
- Blocking a learner's path
- Leading a learner by the arm
- Shepherding away by guiding with an arm, placing a hand in the centre of a learner's back.

Following a Sanction

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Staff will discuss and implement strategies to improve learners' behaviour and reduce the risk of misbehaviour reoccurring, this will include a targeted discussion with the learner. A phone call or meeting with the parents will take place to share information.

Following an exclusion, the learner must attend a reintegration meeting, parents will be invited. If necessary, a representative from the home school will also be invited.

Reintegration Meetings Following an Exclusion.

A reintegration meeting is set up following a fixed term exclusion. The purpose of the meeting is to support the learner to return to Rise successfully.

The Welfare Officer should be clear about what they hope to achieve from the reintegration meeting. It could be one, or a combination, of the following:

- To re-establish behavioural expectations
- To agree a behaviour support plan
- To offer a restorative justice intervention
- To welcome a learner back to Rise.

It is helpful to have a consistent model for reintegration meetings. This will ensure that each learner has a similar experience on their return to Rise.

Tips for an effective meeting

- Be aware that the learner and their parents might be anxious about the return to Rise and that this could have an impact on their behaviour and attitudes during the meeting.
- Ensure that the person carrying out the meeting is aware of the Rise agreed approach for reintegration meetings and feels able to adhere to this.
- Prepare for the meeting in advance. Make sure that the person who is holding the meeting has all the information that they need to have a meaningful discussion.

Areas for discussion

The focus of the discussion will be determined by the Welfare Officer's approach to the meeting. Possible topics could include:

- what the learner's goals and aspirations are.
- what the learner can do to achieve these.
- what Rise can do to support the learner with these.
- any curriculum areas and aspects of school life that the learner is currently struggling with.
- any support that could be put into place to help them with this.
- any other factors that might be influencing the learner's behaviour and how these could be addressed.

It is helpful for the learner to leave the meeting with a clear idea of expectations and an understanding of how they need to behave in future.

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Searching, Screening and Confiscation

On arrival at the Rise entrance, learners will be asked to hand over any bags, mobile phones, food and drink and smoking paraphernalia including e-cigarettes. Learners may be asked to turn out pockets and pat themselves down. A security wand may be used to check for any prohibited items. Staff will not physically search learners. All items will be held safely until the end of the Rise school day and returned to the learner.

It is illegal to carry knives or other offensive weapons on and around the Rise premises. RISE recognises that the presence of weapons, or items that could potentially be offensive weapons in the school would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines our educational purposes.

As per the Department for Education Document '*Searching, Screening and Confiscation*', 2022, searching can play a critical role in ensuring that schools are safe environments for all pupils and staff.

The list of prohibited items is:

- Knives & weapons
- Alcohol
- Illegal drugs
- Stolen items

Any articles that the member of staff reasonably suspects has been, or is likely to be used:

- To commit an offence
- Or to cause personal injury, or damage to property of any person.

An article specified in regulations

- Tobacco & cigarette papers
- Fireworks
- Pornographic images

If staff have reason to believe a learner has in their possession a prohibited item, they should not allow entry to the site. The Officer for Programme & Welfare must be informed immediately, who will make the decision to inform police. The Welfare Officer will communicate with parents, school, and any appropriate agencies.

In making decisions, a risk assessment approach should be adopted, and it should be noted that immediate preventive action could either prevent a potentially dangerous situation escalating or could, conversely, inflame the situation.

Smoking

RISE Learning Zone has adopted a no-smoking policy for learners and will not permit smoking on site or taking breaks to go off-site for smoking. This includes vaporising devices.

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Smoking paraphernalia must be handed in at the gate at the start of the Rise school day and will remain in school care until the end of the day.

Staff should not smoke with or in front of young people.

Smoking is not permitted in any part of the building, fire escapes or car parks. Staff should walk away from the building and its surrounds.

Dealing with violent or aggressive behaviour:

Workers should be sensitive to the potential risk of violent or aggressive behaviour and be careful to avoid the risk of personal harm. In these situations, personal safety is the priority.

Workers should be careful to avoid confrontational situations whenever possible and be aware of their personal responses which may fuel an aggressive situation. Faced with conflict, workers should attempt to defuse the situation by asking other people to leave the area and by being nonthreatening with appropriate use of body language, tone of voice, eye contact and use of reflective listening skills.

If necessary, workers should leave the situation and seek support from colleagues. If young people or staff are in immediate danger the police should be informed by telephoning 999 requesting immediate response.

Child on Child Sexual Violence and Sexual Harassment

Any incidents of Child-on-Child violence & sexual harassment, should follow the safeguarding principles set out in KCSIE. The Designated Safeguarding Lead will advise on individual cases.

Sexual violence and Sexual harassment are never acceptable and will not be tolerated. Staff will challenge all inappropriate language and behaviour between learners. Staff will respond assertively to sexually inappropriate behaviour. Abusive behaviour should never be seen as banter. Abuse that takes place online or outside of Rise should be treated equally seriously.

Please also see the Rise Safeguarding Policy

Behaviour Incidents Online

Negative interactions online can damage the school's culture and can lead to Rise feeling like an unsafe place. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour.

Rise will include parents in any investigations into online incidents. Rise will not allow any behaviour incidents online to pose a threat or cause harm to other learners or allow repercussions on the orderly running of Rise.

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Incidents will be referred to the Designated Safeguarding Lead, and will follow the relevant Rise policies & procedures, as well as following the safeguarding principles set out in KCSIE.

Please also see the Rise Safeguarding Policy

Mobile Phones

Learners are not permitted to use personal mobile devices during the Rise school day at Rise. On arrival at the Rise entrance, learners will be asked to hand over mobile phones. Learners are not admitted on to the Rise site until mobile devices are handed in.

For further guidance please see the Rise Electronic Devices and ICT Policies.

Suspected Criminal Behaviour

If criminal behaviour is suspected at Rise, information will be gathered to make an assessment of whether to report this to the police. Investigations will be fully recorded. Rise investigations, during initial assessment or after any referral will not interfere with any police action taken.

Incidents will be referred to the Designated Safeguarding Lead, and will follow the relevant Rise policies & procedures, as well as following the safeguarding principles set out in KCSIE.

Monitoring and Review

- Behaviour is tracked through incident logs and pastoral notes.
- Patterns are analysed to inform early intervention.
- Policy is reviewed annually with input from staff, pupils, and parents/carers.