OP-03 Behaviour and Positive Relationships Policy

RISE Learning Zone.
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Full Policy Sign Off

Signed 

Printed Kirsty Sanders

Position Director

Dated 08.2026

Behaviour and Positive Relationships Policy

1.1 Policy Statement

- RISE Learning Zone CIC is committed to providing a safe, calm, respectful and nurturing environment in which all learners can access education and develop the skills required to manage their behaviour, regulate their emotions and build positive relationships.
- RISE recognises that many learners accessing Alternative Provision have experienced difficulties within mainstream education and may have additional needs relating to SEND, trauma, adverse childhood experiences, emotional regulation, attendance, anxiety or other barriers to learning.
- RISE therefore adopts a relational, restorative and trauma-informed approach to behaviour.
- This does not mean that expectations are lowered.
- RISE maintains high expectations of behaviour, while recognising that individual learners may require different strategies, adjustments and levels of support to meet those expectations.
- The aim is not simply to stop unwanted behaviour, but to understand its causes, teach appropriate behaviour, repair harm and enable learners to re-engage successfully with education.

2. Aims

The aims of this policy are to:

- provide a safe and respectful learning environment
- establish clear and consistent behavioural expectations
- promote positive relationships between learners and staff
- recognise and reward positive behaviour
- support learners to develop emotional regulation and self-management
- teach learners how their behaviour affects others
- use restorative approaches wherever appropriate
- identify underlying needs contributing to behaviour
- provide appropriate support for learners with SEND and other additional needs
- reduce repeated incidents of challenging behaviour
- minimise the use of restrictive interventions
- maintain the safety of learners, staff and visitors
- respond appropriately to bullying, discrimination, harassment and abuse
- ensure behaviour concerns that may indicate safeguarding risks are referred appropriately
- work in partnership with parents/carers, referring schools, local authorities and other agencies

- ensure behaviour management is fair, proportionate and non-discriminatory.

3. RISE Behaviour Principles

RISE's approach is based on the following principles.

Consistency with compassion: expectations are clear and consistently applied, while recognising individual circumstances and needs.

Relationships matter: positive relationships between staff and learners are central to effective behaviour management.

Behaviour is communication: behaviour may communicate an unmet need, emotional difficulty, anxiety, trauma, sensory need or other underlying difficulty. Understanding behaviour does not mean accepting harmful or unsafe behaviour.

High expectations: all learners are expected to behave respectfully and safely.

Positive reinforcement: positive behaviour, effort, progress and improvement are recognised and reinforced.

Restorative practice: where harm has occurred, learners will be supported to understand the impact of their behaviour and, where appropriate, repair relationships.

Trauma-informed practice: staff will consider whether previous experiences, trauma or adverse circumstances may be influencing behaviour.

Inclusion: behaviour management will take account of SEND and other individual needs. Reasonable adjustments will be considered where appropriate.

Safeguarding first: where behaviour may indicate that a learner is at risk of harm, exploitation, abuse or neglect, the matter will be treated as a safeguarding concern rather than simply a behaviour issue.

4. Legal and Guidance Framework

RISE will have regard to relevant legislation and statutory guidance, including:

- Education Act 1996
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Behaviour in Schools: Advice for Headteachers and School Staff
- Current DfE guidance on restrictive interventions and reasonable force

Current DfE guidance concerning suspensions, permanent exclusions and pupil movement, where applicable
- Relevant local safeguarding partnership procedures
- RISE Safeguarding and Child Protection Policy.
- KCSIE 2026 comes into force on 1 September 2026. (GOV.UK)

Working Together 2026 strengthens expectations around multi-agency safeguarding and recognises that children may experience multiple forms of harm simultaneously, including extra-familial harm. (GOV.UK)

5. Roles and Responsibilities

The Directors are responsible for:

- approving the Behaviour Policy
- ensuring appropriate systems are in place
- monitoring behaviour and safeguarding information
- ensuring the policy is implemented fairly
- ensuring appropriate resources and training are available
- reviewing behaviour data and trends.

The Head of Provision is responsible for the day-to-day implementation of the policy. This includes:

- ensuring consistent implementation
- supporting staff
- monitoring incidents
- reviewing individual behaviour patterns
- coordinating interventions
- liaising with parents/carers and referring schools
- ensuring serious incidents are appropriately escalated
- working with the DSL where behaviour may have safeguarding implications.

All staff are responsible for:

- modelling positive behaviour
- maintaining clear boundaries
- applying expectations consistently
- recognising positive behaviour
- using appropriate de-escalation strategies
- recording incidents accurately
- reporting safeguarding concerns
- seeking support when behaviour escalates
- treating learners with dignity and respect.
- Staff should never use humiliation, ridicule, intimidation or deliberately provocative language.

6. Learner Expectations

Learners at RISE are expected to:

- treat others with respect
- follow reasonable instructions from staff
- use appropriate language
- keep hands, feet and objects to themselves
- avoid fighting and play-fighting
- respect other people's property
- use equipment appropriately
- attend and participate in learning
- respect differences between people
- avoid bullying and harassment
- avoid racist, sexist, homophobic, transphobic or otherwise discriminatory behaviour
- not bring prohibited items onto the premises
- not possess, use or supply alcohol or illegal drugs
- take responsibility for their behaviour
- report concerns about their own or another person's safety.

These expectations apply within the RISE premises and, where relevant, to behaviour outside the provision or online where it has an impact on the safety, wellbeing or orderly operation of RISE.

7. Preventative Behaviour Support

RISE will seek to prevent behaviour difficulties wherever possible. Strategies may include:

- clear routines
- predictable expectations
- positive relationships
- visual prompts
- movement breaks
- sensory adjustments
- appropriate seating arrangements
- structured transitions
- access to a trusted adult
- mentoring
- personalised behaviour support plans
- emotional regulation strategies
- restorative conversations
- appropriate curriculum adaptations
- clear communication with families
- early intervention
- liaison with referring schools and other professionals.

Where a learner has an EHC plan, RISE will work with the referring school and relevant professionals to ensure that provision and reasonable adjustments are consistent with identified needs.

8. SEND and Reasonable Adjustments

RISE recognises that some learners may have SEND or other needs that affect their behaviour. These may include:

- ADHD
- autism
- speech, language and communication needs
- learning difficulties
- sensory processing needs
- social, emotional and mental health needs
- trauma-related difficulties
- other disabilities or medical conditions.

Staff will consider whether behaviour may be connected to an identified or unidentified additional need. This does **not** mean that unsafe or harmful behaviour is ignored. Instead, RISE will consider whether:

- expectations need to be communicated differently
- reasonable adjustments are required
- environmental triggers can be reduced
- additional support is required
- an individual behaviour/support plan is appropriate
- the learner's SEND provision needs reviewing.

It would be inappropriate and potentially discriminatory to treat a learner's disability or SEND as misconduct without considering the impact of their needs.

9. Positive Behaviour and Rewards

RISE believes that recognising positive behaviour is more effective than focusing exclusively on sanctions. Staff should regularly recognise:

- effort
- progress
- respectful behaviour
- positive communication
- emotional regulation
- perseverance
- attendance and engagement
- helping others
- taking responsibility
- repairing harm following an incident

Rewards may include:

- verbal praise
- positive feedback
- contacting parents/carers
- certificates
- small prizes
- recognition during group sessions
- positions of responsibility
- enrichment opportunities
- group rewards.

Praise should be specific and genuine.

10. Responding to Misbehaviour

When behaviour falls below expectations, staff will generally use a graduated response. The response may include:

- reminder of the expectation
- verbal redirection
- opportunity to make a different choice
- de-escalation or regulation strategy
- change of activity or environment
- restorative conversation
- contact with parents/carers
- behaviour monitoring
- individual support plan
- involvement of the referring school
- additional professional or multi-agency support
- appropriate sanction where necessary

The response will depend on:

- the seriousness of the behaviour
- the circumstances
- previous behaviour
- the learner's needs
- the impact on others
- safeguarding considerations
- whether the behaviour was deliberate
- whether reasonable adjustments are appropriate.

11. De-escalation

De-escalation should be the **first response to escalating behaviour wherever possible**.

Staff should:

- remain calm
- use a low and appropriate tone

- give the learner appropriate personal space
- avoid unnecessary confrontation
- use short, clear instructions
- allow processing time
- offer choices where appropriate
- remove an audience where possible
- reduce environmental stimulation
- seek support from colleagues
- consider whether another adult may be better placed to support the learner.

Staff should avoid:

- shouting
- threatening
- crowding the learner
- arguing
- making personal comments
- issuing multiple instructions
- demanding immediate compliance where this is likely to escalate risk.

If staff believe that a situation is becoming unsafe, they should seek assistance immediately.

12. Alternative Space / Regulation Time

Where appropriate, a learner may be offered time in an alternative supervised space to regulate and prevent escalation. This should not automatically be treated as a punishment.

The purpose should be to:

- reduce immediate stimulation
- allow the learner to regulate
- prevent harm
- enable learning to resume
- provide an opportunity for a restorative conversation.

Any use of a separate space must be appropriately supervised and must not become an inappropriate or prolonged form of isolation or seclusion.

13. Sanctions

Sanctions may be used where behaviour is inappropriate and where a proportionate response is required.

Possible sanctions include:

- loss of a privilege

- restriction from an enrichment activity
- additional restorative work
- behaviour monitoring
- contact with parents/carers
- behaviour support meeting
- temporary change to activities
- increased supervision
- involvement of the referring school.

Sanctions should:

- be proportionate
- be applied consistently
- be explained to the learner
- take account of SEND and individual circumstances
- not humiliate the learner
- not interfere unnecessarily with education
- be recorded where appropriate.

14. Serious Behaviour

Serious behaviour may include:

- violence
- threats of violence
- serious bullying
- sexual violence or sexual harassment
- discriminatory abuse
- possession of weapons or other dangerous items
- significant damage to property
- serious theft
- possession, supply or use of illegal drugs
- possession or use of alcohol
- significant disruption
- behaviour placing others at serious risk
- deliberate and serious safeguarding-related behaviour.

Serious incidents must be reported to the appropriate member of the Senior Leadership Team and, where relevant, the DSL. The police may be contacted where criminal behaviour is suspected or where there is an immediate risk to safety.

15. Behaviour and Safeguarding

RISE recognises that behaviour can be an indicator of safeguarding concerns.

A change in behaviour may indicate:

- abuse
- neglect
- exploitation
- criminal exploitation
- sexual exploitation
- bullying
- domestic abuse
- mental health difficulties
- peer-on-peer abuse
- online harm
- involvement in gangs
- trafficking or modern slavery.

Staff must therefore consider:

"Is this only a behaviour issue, or could there be a safeguarding concern underneath it?"

Where there is any concern that behaviour may indicate a safeguarding issue, staff must report the concern to the DSL in accordance with the Safeguarding and Child Protection Policy.

Working Together 2026 specifically highlights extra-familial harm including child criminal exploitation, serious violence, modern slavery, human trafficking, online harm and sexual exploitation. (GOV.UK)

16. Bullying

RISE does not tolerate bullying.

Bullying may be:

- physical
- verbal
- emotional
- relational
- discriminatory
- sexual
- online/cyber.

Bullying can occur within or outside the RISE premises and online.

All reports will be taken seriously and investigated appropriately.

RISE will consider the needs and wellbeing of both the child experiencing bullying and the child displaying the behaviour.

Repeated bullying behaviour may require:

- individual intervention
- restorative work

- parental involvement
- safeguarding referral
- involvement of the referring school
- external agency support.

17. Child-on-Child Abuse

Child-on-child abuse is unacceptable.

This includes:

- bullying
- physical assault
- sexual violence
- sexual harassment
- coercive or controlling behaviour
- sharing of sexual images
- initiation/hazing
- discriminatory abuse
- domestic abuse within teenage relationships
- other abusive behaviour.

Sexual violence and sexual harassment must never be dismissed as "banter". Where such behaviour is reported or suspected, the DSL must be informed and the matter managed under RISE's safeguarding procedures. This reflects the strengthened safeguarding expectations in KCSIE 2026 and Working Together 2026. (GOV.UK)

18. Online Behaviour

Behaviour occurring online will be addressed where it affects another learner's safety or wellbeing, and constitutes:

- bullying or harassment
- involves threats
- involves sexual harassment
- involves sharing intimate images
- causes disruption to RISE
- involves discriminatory or abusive content
- creates a safeguarding concern.

This may include behaviour occurring:

- outside RISE hours
- at home
- on social media
- through messaging platforms
- in online gaming

- through group chats.

Online safeguarding concerns must be referred to the DSL.

19. Mobile Phones and Electronic Devices

RISE requires learners to follow its arrangements regarding mobile phones and personal electronic devices.

Where RISE's agreed procedure requires phones to be handed in, learners will be expected to follow that requirement.

Phones may be retained securely for the agreed period where they have been handed in or appropriately confiscated under RISE procedures.

Any searching or confiscation must be undertaken in accordance with RISE's separate Electronic Devices/Search and Confiscation procedures and the legal powers applicable to RISE.

The DfE's mobile phone guidance became statutory for schools from 29 June 2026 and schools are expected to follow it from 1 September 2026. (GOV.UK)

20. Drugs, Alcohol and Prohibited Items

RISE does not permit learners to:

- possess illegal drugs
- supply or distribute drugs
- consume alcohol on site
- attend under the influence of alcohol or illegal drugs
- bring weapons or dangerous items onto the premises.
- Any suspected drug, weapon or other serious prohibited-item incident will be treated as a serious behaviour and safeguarding concern.
- The DSL and Senior Leadership Team will determine the appropriate response, which may include contacting the police, parents/carers and referring school.

21. Suspected Criminal Behaviour

Where criminal behaviour is suspected, RISE will:

- ensure immediate safety
- preserve relevant evidence where appropriate
- inform the Senior Leadership Team
- involve the DSL where safeguarding is relevant
- consider whether police involvement is required
- cooperate with any police investigation.

RISE will not undertake an investigation that could compromise police enquiries.

22. Physical Intervention and Restrictive Interventions

Physical intervention must **always be a last resort**.

RISE staff should use preventative and de-escalation strategies wherever reasonably possible.

Physical intervention may only be used where it is lawful, reasonable and proportionate in the circumstances, for example where necessary to:

- prevent injury to a learner or another person
- prevent serious damage to property
- prevent a criminal offence
- prevent serious disruption where other strategies are ineffective
- protect a learner who is at immediate risk.

The amount of force used must be **no more than necessary and for no longer than necessary**.

The current DfE guidance, effective from 1 April 2026, places increased emphasis on prevention, de-escalation, minimising restrictive interventions, recording and reporting significant incidents, and appropriate support for pupils with SEND. (GOV.UK)

RISE staff must not use physical intervention:

- as a punishment
- to humiliate a learner
- because a learner is verbally challenging
- as a routine behaviour-management strategy
- for convenience
- to force compliance where there is no immediate safety justification.

23. Training in Physical Intervention

Only staff who have received appropriate training should undertake planned restrictive physical interventions, except where an immediate emergency requires staff to act to protect someone from harm.

RISE will ensure that staff understand:

- prevention
- de-escalation
- risk assessment
- the legal framework
- appropriate use of force
- post-incident procedures
- recording requirements

- safeguarding implications.

Where physical intervention is used, the incident must be reported to the Senior Leadership Team and recorded. Where relevant, parents/carers and the referring school will be informed.

24. Recording Physical Intervention

Any use of physical intervention must be recorded as soon as reasonably practicable.

The record should include:

- date and time
- location
- people involved
- behaviour leading to the intervention
- de-escalation strategies attempted
- reason physical intervention was considered necessary
- type of intervention used
- approximate duration
- injuries or medical concerns
- witnesses
- action taken afterwards
- whether parents/carers were informed
- whether the referring school was informed
- whether safeguarding referral was required.

RISE will review incidents to identify patterns and reduce the likelihood of recurrence.

25. Seclusion and Isolation

RISE will distinguish between:

Regulation/alternative space: A supervised opportunity for a learner to regulate or continue learning away from an escalating situation.

and

Seclusion: Confining a learner and preventing them from leaving.

Seclusion must not be used as a routine punishment.

Any situation involving preventing a learner from leaving a space must be treated as a serious restrictive intervention and managed in accordance with applicable legal requirements and RISE procedures.

The updated DfE guidance specifically provides additional advice on seclusion and emphasises that restrictive interventions should be minimised. (GOV.UK)

26. Following a Behaviour Incident

Following an incident, RISE will seek to understand:

- what happened
- what contributed to the behaviour
- who was affected
- what the learner was trying to communicate
- whether any safeguarding concerns are present
- whether reasonable adjustments are required
- what can prevent recurrence.

A restorative conversation will take place when the learner is sufficiently regulated to participate meaningfully.

This may involve:

- acknowledging what happened
- considering the impact on others
- repairing relationships
- agreeing future strategies
- identifying support required.

27. Behaviour Support Plans

Where behaviour is persistent, complex or presenting significant risk, RISE may develop an individual Behaviour Support Plan.

This may include:

- identified triggers
- early warning signs
- preventative strategies
- preferred communication approaches
- de-escalation strategies
- reasonable adjustments
- positive reinforcement
- agreed responses to escalating behaviour
- safeguarding considerations
- post-incident support
- responsibilities of staff and other professionals.

Where appropriate, parents/carers, the referring school and other agencies will contribute.

28. Parent and Carer Partnership

RISE believes that positive communication with parents/carers is essential.

Parents/carers may be contacted regarding:

- significant behaviour incidents
- repeated concerns
- positive behaviour
- behaviour support plans
- restorative meetings
- serious sanctions
- safeguarding concerns where appropriate.

RISE will seek to work with parents/carers rather than simply informing them of sanctions.

29. Referring School and Multi-Agency Working

As an Alternative Provision provider, RISE will maintain effective communication with the referring/commissioning school.

Where behaviour is persistent or serious, RISE may involve:

- the referring school
- local authority representatives
- SEND professionals
- social care
- CAMHS/health services
- youth justice
- police
- other relevant agencies.

Where behaviour is linked to wider safeguarding or welfare concerns, information will be shared in accordance with safeguarding and information-sharing requirements.

30. Suspension, Removal from Provision and Placement Breakdown

RISE will use removal from the provision only where necessary and proportionate.

Where a learner's behaviour presents a significant risk that cannot safely be managed within RISE, the organisation may temporarily remove the learner from the provision while an appropriate response is agreed with the referring school/commissioning authority.

31. Reintegration

Where a learner returns following a significant behaviour incident or temporary removal, RISE will seek to ensure a successful reintegration.

A reintegration meeting may:

- welcome the learner back
- re-establish expectations
- review what happened
- identify triggers
- agree support

- update the Behaviour Support Plan
- agree restorative actions
- identify consequences where appropriate
- ensure staff understand the agreed approach.

The emphasis will be on **successful return and preventing recurrence**, rather than punishment.

32. Equality and Non-Discrimination

RISE will ensure that behaviour policies are applied fairly and without unlawful discrimination.

Particular consideration will be given to:

- disability
- SEND
- race
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- other protected characteristics.

RISE will monitor behaviour data where appropriate to identify potential disproportionate application of behaviour responses.

33. Behaviour and Attendance

RISE recognises the relationship between attendance, engagement and behaviour.

Persistent absence or disengagement will not automatically be treated as deliberate misbehaviour.

Staff will consider possible underlying barriers, including:

- anxiety
- SEND
- family circumstances
- safeguarding concerns
- bullying
- transport difficulties
- health
- unmet additional needs.

Where appropriate, attendance and behaviour interventions will be coordinated.

34. Staff Safety

Staff have the right to work in a safe environment.

RISE will not expect staff to manage unsafe situations alone.

Staff should:

- seek assistance when behaviour escalates
- follow emergency procedures
- remove themselves from danger where possible
- contact emergency services where there is an immediate risk of serious harm.

If a situation presents an immediate threat to life or serious injury, staff should contact **999**.

35. Recording and Monitoring

RISE will maintain appropriate records of behaviour incidents.

Records may include:

- incident logs
- behaviour monitoring
- pastoral records
- safeguarding records where applicable
- physical intervention records
- parent communication
- support plans
- referrals.

Behaviour information will be reviewed to identify:

- recurring incidents
- patterns or triggers
- individual needs
- times or locations where incidents occur
- disproportionality
- safeguarding themes
- effectiveness of interventions.

36. Staff Training

Staff will receive appropriate training and guidance in:

- RISE behaviour expectations
- de-escalation
- trauma-informed approaches
- restorative practice
- SEND and reasonable adjustments
- safeguarding
- child-on-child abuse
- online safety
- managing challenging behaviour
- restrictive interventions where relevant to their role.

Training needs will be reviewed following significant incidents.

37. Complaints

Parents/carers or learners who have concerns about the implementation of this policy may raise their concerns through the RISE Complaints Policy.

Complaints will be handled fairly and without prejudicing the learner's access to education or support.

38. Monitoring and Review

The policy will be reviewed annually or sooner where legislation, statutory guidance or organisational arrangements change.

The Directors and Senior Leadership Team will monitor the effectiveness of this policy.

This will include reviewing:

- behaviour incidents
- serious incidents
- use of sanctions
- use of restrictive interventions
- safeguarding referrals
- bullying
- discriminatory incidents
- attendance and behaviour patterns
- parent/carer feedback
- learner feedback
- staff feedback
- patterns affecting particular groups of learners.