

Be You Education Alternative Education Provision - Behaviour Policy

At Be You Education, we are committed to implementing a positive behaviour culture where every young person feels supported, valued, and empowered to make positive changes. We understand the complexity of behaviour and take pride in recognising challenges and applying supportive strategies for growth and development. Our approach is empathetic, consistent, with a firm belief in the potential of every learner.

Our behaviour approach focuses on:

- Consistent and fair behaviour management practices
- Strong, supportive leadership
- Effective classroom management with clear routines
- Restorative practices and positive communication
- Teaching and reinforcing positive behaviours through high expectations
- Ongoing staff training and development
- Comprehensive pupil support systems
- Collaboration with families and external agencies
- Thoughtful transition management
- A safe, nurturing environment

Our policy outlines the steps we take to address malicious accusations against staff and our commitment to upholding legal duties under the Equality Act 2010, safeguarding, and SEN responsibilities.

Purpose of the Policy: Our behaviour policy aims to:

- Promote positive behaviour choices and self-awareness
- Encourage respect and kindness towards others
- Prevent bullying and unsafe behaviours
- Foster a positive attitude toward learning and personal growth
- Support emotional regulation and reflective practices

Mission Statement: At Be You Education, we challenge, support, and inspire positive change. We promote kindness, acceptance, and respect, creating a safe, inclusive culture where learners and staff can thrive. We act as role models, understanding the influence our actions and attitudes have on the young people we serve.

Key Principles:

- That every individual feels valued, respected, and treated fairly
- The environment is safe, supportive, and conducive to learning
- The focus is on building relationships and understanding, not just enforcing rules

Daily Routines and Positive Cultures:

- Morning welcomes and end-of-day reflections encourage self-regulation
- Staff use therapeutic approaches like PACE and restorative practices
- Rewards are meaningful, focusing on trust and personal growth

Supporting Learners with SEMH Needs: We use a graduated approach, including:

- Quality First Teaching
- Small group and 1:1 intervention
- External agency support
- Tailored plans (IEP, PSP, EHF, EHCP)

Time to Reflect: We provide designated spaces for self-regulation, always ensuring health, safety, and wellbeing. Time away is used constructively and monitored carefully, with the aim of reintegrating learners smoothly.

Managing Transitions: We use tailored on-site sessions, with clear reintegration pathway to ensure learners feel prepared and supported.

External Support for Families: We connect families with relevant services, such as:

- Early Help Teams
- Social Workers
- Youth Justice Teams
- Local mental health services

Equal Opportunities: We monitor and analyse behaviour data to identify trends, address inequalities, and ensure our practices remain inclusive and equitable. This includes regular reviews to ensure fairness and consistency in the application of behaviour strategies.

Staff Training: Our team receives ongoing training in behaviour management, trauma-informed practices, and safeguarding to ensure we provide the highest standard of care and support. Regular refresher sessions and access to external experts enhance our team's ability to respond to evolving needs.

Behaviour Expectations On and Off-Site: We maintain high expectations for behaviour at all times, including during online learning and in the wider community. We take appropriate action when behaviours compromise safety or the reputation of our provision, working with learners to rebuild trust and understanding.

Managing Risk and Safety: We follow DfE guidelines regarding confiscation of items, drug and alcohol policies, and the use of reasonable force, always acting proportionately and in the best interests of the young person. Risk assessments are regularly updated to pre-emptively manage potential safety concerns.

Exclusion: Exclusion is a last resort, used to prioritise safety and reinforce expectations. Reintegration meetings are held to support a positive return to the provision, with individualised support plans to prevent recurring issues and promote sustained positive change.

Handling Allegations: We take all allegations seriously and follow clear, fair procedures to protect staff and pupils, ensuring quick resolution and appropriate consequences for false claims. Support is provided to all parties involved to facilitate healing and maintain trust.

Pupil and Parent Voice: We regularly seek feedback from learners and their families, using their insights to shape and refine our approach to behaviour management. Learners are encouraged to take ownership of their growth through reflection journals and self-assessment.

Policy Monitoring and Review: Our leadership team reviews this policy annually, with ongoing evaluation through feedback, behaviour data, and external quality assurance processes. Regular team debriefs and case studies help us continually evolve and refine our practices.

At Be You Education, we believe in the power of understanding, patience, and support to guide every young person towards positive change and a brighter future.

Confiscation of Inappropriate Items

Be You Education staff will follow Department for Education (DfE) guidelines regarding the confiscation of inappropriate items to ensure student safety and well-being.

Drug and Alcohol Policy

At **Be You Education**, we are committed to providing a safe, supportive environment. To protect students, we have clear guidelines around drugs and alcohol:

- No student should bring medication to **Be You Education** without prior agreement. If medication is required during the day, parents or carers must inform staff, and the medication will be securely stored and administered under adult supervision, following our **First Aid Policy**.
- Any misuse of substances, including alcohol, solvents, or other harmful materials, will be taken seriously. Parents or carers will be informed immediately, and appropriate support or medical advice will be sought.
- If a student brings substances to the setting with the intention of misuse, they may be asked to leave the site temporarily, with re-integration dependent on a supportive meeting with parents, carers, and senior staff. If necessary, external agencies may be involved.

For repeated incidents or cases involving illegal substances:

- **Temporary Exclusion:** The student may be temporarily excluded, and a re-integration meeting will be held with parents/carers and senior staff to reflect on the incident and discuss next steps.
- **Permanent Exclusion:** If a student is found to be distributing illegal substances, permanent exclusion may be considered, and the appropriate external services (e.g., police, social services) will be informed to safeguard all students.

Use of Reasonable Force — Positive Handling & Physical Intervention

Staff are trained in trauma-informed practices and will always act in the best interests of the child.

- Staff have the power to use reasonable force to prevent students from harming themselves or others, committing an offence, or damaging property.
- Force or restraint will **never be used as a punishment**.
- Any intervention will follow DfE guidelines and will be recorded, reviewed, and discussed with parents/carers to ensure transparency and continuous support for the student.

Exclusions

Exclusions are a last resort and only used to protect the safety and well-being of the individual and the wider **Be You Education** community.

- **Reflection-Based Exclusion:** Exclusions may be used to give students time to reflect, reset, and prepare for a fresh start.
- **Reintegration Meetings:** After an exclusion, a meeting with the student, parents/carers, and senior staff will be held to plan a successful reintegration.
- **Alternative Pathways:** If a student's ongoing behaviour consistently compromises the safety or culture of the setting, staff may determine that **Be You Education** is not the best fit and will work collaboratively with families and external agencies to explore alternative options.

Our aim is always to support, not punish, and we view exclusions as part of a wider restorative approach.

Self-Regulation & Calm Spaces

At **Be You Education**, we understand that students may need time and space to regulate their emotions.

- **Calm Spaces:** Students may access a quiet, supervised space to reset. This is never used as a punishment but rather as a supportive intervention to help students regain control.
- **Review Process:** If a student regularly needs time away, this will trigger a review of their support plan (e.g., Individual Behaviour Plan, EHCP) to explore additional strategies.
- **Proactive Approach:** We distinguish between "time out" (a psychological intervention) and "time away" (a proactive strategy). Staff will always choose the most supportive, least restrictive option.

Allegations Against Staff

All allegations will be taken seriously, but the **quick resolution of allegations** is a priority for the well-being of all involved.

- **Fair Process:** Suspension of staff is not automatic; it will only occur if absolutely necessary for safeguarding purposes.
- **False Allegations:** If a student makes a malicious allegation, this will be handled in line with the behaviour policy, and external services may be contacted if required.
- **Staff Support:** False or unfounded allegations will not affect staff records or future employment references, and staff will be supported throughout the process.

Allegations should be reported to **Be You Education's Senior Leadership Team**, or, if the concern involves leadership, to the provider school or designated safeguarding officer.

Home & Family Relationships

We know that collaboration between home and school is key to student success.

- **Regular Communication:** Staff will check in with parents/carers through calls and meetings to share progress and concerns.
- **Home/School Agreement:** Parents/carers may be asked to sign an agreement when their child joins **Be You Education**, committing to shared expectations and the positive behaviour culture.

Pupil & Parent Voice

We value feedback and ensure students and parents feel heard:

- **Regular Reviews:** We hold meetings to gather insight into students' experiences and well-being.
- **Open Communication:** Families are encouraged to share thoughts, concerns, and suggestions to help shape and strengthen our positive behaviour culture.

Monitoring & Policy Review

- The **Be You Education Leadership Team** will review this policy annually or sooner if necessary. We use tools like pupil/parent surveys, incident records, and external feedback to assess the effectiveness of the policy and make continuous improvements.
- **Be You Education** is committed to providing a supportive, nurturing environment where students can learn, grow, and thrive — and this policy is a living document designed to evolve with our community's needs.