ACHIEVE BEYOND SCHOOLS

"We R.A.I.S.E. each other"

Behaviour Policy

Independent School Standard: paragraph 9

Latest review and update	September 2026
Next external review and update	September 2027

AIM

At Achieve Beyond Schools, we recognise that the pupils referred to our schools come to us with a history of behavioural challenges and complex personal experiences. As special schools, we are committed to offering supportive, nurturing, and structured environments where pupils are valued, understood, and given the opportunity to succeed.

Our mission is to work in partnership with each individual pupil, using a reflective, restorative, and therapeutic approach, that seeks to build and repair relationships, foster accountability, and promote personal growth. While we acknowledge the diverse needs and backgrounds of our pupils, we also maintain high expectations around behaviour, mutual respect, and positive engagement.

Through consistent reinforcement of our behaviour expectations, through our school values and commitment to modelling positive interactions, we aim to empower pupils to develop the skills they need to manage their emotions, make positive choices, and become respectful and responsible members of their communities.

This policy aims to:

- provide a consistent approach to behaviour management
- define what we consider to be unacceptable behaviour, including bullying
- outline how pupils are expected to behave
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- outline our system of rewards and sanctions.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is informed by advice from the Department for Education (DfE) on:

- *Behaviour in Schools*
- *Searching, Screening and Confiscation at School*
- *The Equality Act 2010*
- *Use of Reasonable Force in Schools (2026)*
- *Special Educational Needs and Disability (SEND) Code of Practice*.

It also aligns with:

- Section 175 of the *Education Act 2002*, which outlines a school's duty to safeguard and promote pupils' welfare
- It must also be considered alongside and in addition to our safeguarding policy, anti-bullying strategy, online safety policy and reasonable force policy.

DEFINITIONS

Misbehaviour includes:

- persistent disruption in lessons or corridors
- failure to attempt or complete classwork
- poor attitude towards both peers and adults.

Serious misbehaviour includes:

- repeated breaches of school expectations
- any form of bullying
- verbal, physical, or sexual assault
- vandalism, theft, fighting
- smoking or vaping
- discriminatory behaviour (racist, sexist, homophobic, etc.)
- possession of prohibited items, including:
    - knives or weapons
    - alcohol or illegal drugs
    - stolen items
    - tobacco, cigarette papers, or vaping devices
    - fireworks
    - pornographic material
    - items reasonably suspected of being used to cause harm or commit an offence.

Bullying

Bullying is defined as repetitive, intentional harm involving an imbalance of power. It can include:

Type	Definition
Emotional	Exclusion, tormenting
Physical	Hitting, pushing, taking belongings
Racial	Taunts, graffiti, gestures
Sexual	Unwanted remarks, gestures, physical attention
Verbal	Name-calling, teasing, rumours
Cyber	Online abuse, social media bullying

The school's anti-bullying strategy includes:

- reporting procedures for pupils, adults, and parents/carers
- clear investigation and sanctions processes
- support for victims and those at risk of bullying
- whole-school preventative measures
- training for adults.

ROLES AND RESPONSIBILITIES

Adults

- Ensure a positive school culture and consistent application and reinforcement of school expectations and values
- Apply the schools' behaviour policy consistently and fairly
- Model positive behaviour
- Build positive relationships using flexible and personalised approaches
- Work as one for behavioural support
- Understand behaviour as a means of communication and respond with appropriate approaches
- Log and record serious incidents of behaviour using the schools' pupil management information system (MIS).

Leaders

- Monitor the implementation and impact of the schools' behaviour policy
- Monitor and analyse incidents of behaviour on a weekly basis and changes are made proactively and rapidly to avoid repetition.

Parents/carers

We aim to bring out the best in every pupil. We have a strong belief that an effective working relationship between ourselves and parents/carers is a fundamental part to this. This includes:

- open communication
- ensuring that your child attends school and arrives on time
- contacting the school by phone as soon as possible and by the latest 9:30 if your child will be absent
- if applicable, agreeing that your child's mobile phone will be handed in at the beginning of the day and returned at the end of the day
- reading our behaviour policy.

RECORDING AND COMMUNICATING BEHAVIOUR MANAGEMENT EVENTS

- All pupils have an individual risk assessment (IRA) which records and highlights known behaviour and triggers which could pose as a potential risk to the pupil and others
- Serious incidents of misbehaviour, including those resulting in a sanction such as suspension or permanent exclusion, are logged on the schools' MIS
- Physical interventions are also logged and are always checked by the Headteacher on the same day as part of a reflective debrief
- Accidents, injuries and use of first aid are reported using the schools' MIS.

OUR EXPECTATIONS:

- Follow the schools' values

- Behave in a safe manner
- Respect both peers and adults, and the school and its property
- Try my very best
- Learn to accept that my choices have consequences

UNIFORM

- Pupils are required to always wear full school uniform, which consists of black shoes/trainers, black trousers/dress and an Achieve Beyond Schools top (t-shirt and jumper). A purple checked summer dress can also be worn
- Purple PE t-shirts and shorts are provided for pupils along with a book bag
- Non-uniform clothing should not be worn over school uniform and the wearing of hats/caps and hoods are not permitted
- Pupils are not permitted to wear any jewellery, aside from a single stud in each ear. Necklaces that hold significant meaning may be worn, however they need to be concealed under tops.

MOBILE PHONES

- In line with the latest 'Mobile phones in school' guidance (February 2026), our school, including external areas, are phone-free environments
- Pupils must hand in any electronic device or mobile phone on arrival to an adult, usually the Head of School
- All devices are kept safely secured until the end of the school day where they handed back to pupils.

SCHOOLS' VALUES

Key elements of our approach to promote positive behaviour include our **R.A.I.S.E values.** These are highly visible in all classrooms and are repeatedly referred to actively encourage positive behaviour. They also permeate the curriculum and underpin conversations about pupils' behaviours and skills for learning:



REWARDS AND SANCTIONS

We recognise that every pupil is an individual and aim to promote positive behaviour through encouragement and relationship-building.

Positive behaviour may be rewarded with:

- verbal praise
- individual/class rewards
- letters or calls to parents/carers/social workers
- special privileges, activities, or rewards.

Sanctions may include:

- verbal reminders
- reflection time
- completion of work during 'catch-up'
- contact with parents/carers/social workers
- reintegration meetings
- behaviour contracts.

Off-Site Behaviour

The schools' expectations for behaviour apply during off-site school activities or transport.

Malicious allegations

False accusations against adults will be dealt with seriously, in line with this policy and safeguarding procedures.

Classroom management

Adults will:

- create a stimulating, safe learning environment
- display clearly our school expectations
- build positive relationships:
    - greet pupils warmly daily
    - use routines, predictability and visual prompts
    - celebrate positive behaviour, however small.
- start each day afresh. We recognise that many pupils have experienced trauma and require sensitive and informed support and never take behaviour personally.

Physical intervention

May be used only to:

- prevent harm to the pupil or others
- protect property.

and must always be:

- a last resort
- minimum force and for the shortest time
- respectful of dignity
- recorded and communicated to parents/carers on the same day
- in line with the schools' use of reasonable force policy.

SUSPENSIONS, PERMANENT EXCLUSIONS AND INTERIM REVIEWS

- In extreme cases only the Executive Head may authorise the suspension of a pupil from attending school for a period (previously known as a 'fixed-term exclusion')

- When the decision is taken to suspend a pupil, an explanatory letter is always sent to the parent/carer (and social worker if appliable) and local authority on the same day

- During a suspension, we provide schoolwork of a suitable quantity and quality

- During a suspension, contact will be made with a pupil by an adult to provide emotional support during their absence from school. Contact is in the form of a phone call or virtual session if necessary

- Following on from the suspension, a reintegration meeting (before or at the beginning of the pupil's return to school) is held to discuss strategies and support for the pupil to meet the expected standards of behaviour takes place with the Executive Head or Head of School

- Occasionally, parents/carers may be asked to collect their child from school by the Executive Head or Head of School if it is obvious that every strategy has failed (to calm and/or engage and/or keep safe the pupil)

- In very exceptional circumstances the Executive Head may make the difficult decision to permanently exclude a pupil. An exceptional circumstance may include, as non-exhaustive examples, extreme violence and/or being in possession/threatening/bringing forbidden items into school such as a dangerous weapon or illegal drugs

- When we have exhausted our resources/strategies and have no choice but to conclude that we can no longer meet a pupil's needs, we will call for an interim (formerly knowns as an emergency annual review) review with the placing authority and pupil's family to re-evaluate the suitability of the placement and recommend that another provision be sought. This is **not** the same as a suspension or a permanent exclusion. In this scenario, we will continue to provide education in the form of online learning, work packs and a remote therapy offer. While the pupil remains on our roll, a trusted adult will contact the pupil once a week to check in and ensure the pupil is well and safe. This will be logged on the pupil's MIS profile.

CONFISCATION

Prohibited or harmful items will be confiscated. Confiscated items may or may not be returned, based on appropriateness and safeguarding guidance.

ADDITIONAL PUPIL SUPPORT

We differentiate support for pupils with specific needs and ensure:

- clinical and educational assessments are offered
- external professionals may be involved
- personalised plans are made in collaboration with parents/carers.

PROFESSIONAL TRAINING

All colleagues receive behaviour management training during induction and as part of continuous professional development. We use various **approaches** and all adults are trained in **P.A.C.E** principles:

- **Playfulness** to connect and defuse
- **Acceptance** and **Empathy** for pupils' emotional needs
- **Curiosity** to understand behaviour.

Additional, specialist training is also supported through a structured CPD calendar throughout the year.