



EARLY LIFE

ENTERPRISE | ENGAGE | INSPIRE

Behaviour and Relationships Policy

Last Review on: June 2024

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Contents

1. Aims.....	3
2. Legislation, statutory requirements and statutory guidance	4
3. Roles and responsibilities.....	5
4. Rewards and recognition.....	10
5. Use of consequences.....	11
6. SEMH within curriculum	12
7. Provision, support & intervention.....	13
8. Provision Expectations	15
9. Banned items, screening, searches & confiscation.....	16
10. Responding to specific incidents in provision	19
11. Bullying.....	20
12. Recording incidents	23
13. Monitoring arrangements.....	24
14. Links with other policies	25

About this Policy

This policy aims to promote an environment where everyone in our community feels happy, secure and safe to learn within an ethos of mutual respect and without discrimination. It is designed to promote and explicitly teach positive behaviour, rather than merely deter negative behaviour.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-provision approach to maintaining high standards of behaviour that reflect the values of the provision
- Outline the expectations and consequences of poor behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Unacceptable behaviour is any actions which are unsafe. This includes actions which could harm the individual or others, whether physically or emotionally. It also includes deliberate damage to property and disruption of the provision community.

We understand that all behaviour is communication. Often negative behaviours can indicate unmet need or used as an adapted, defensive stress response. The understanding that pupil learn best within positive, trusting relationships informs our approach to managing and improving behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers and allow successful engagement in provision life and learning.

All staff are expected to respond effectively in support of pupils who are distressed or presenting with challenging behaviours. All staff should have the skills, knowledge and understanding to effectively de-escalate incidents as they occur.

A consistent, whole provision approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations. Our relationships with each other as staff and how we interact with our pupil model our expectations for behaviour across our community.

Parents and carers are an integral part of our communities and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents and carers to support and promote positive behaviours both in provision and at home.

As a provision, we will seek advice from specialist services and agencies in order to best understand how to respond to individual needs in order to provide the provision required to help all pupils make progress, in their academic and social and emotional learning.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- > [Behaviour and discipline in provisions: advice for managing partners and school staff, 2016](#)
- [Behaviour in schools: advice for managing partners and provision staff 2022](#)
- > [The Equality Act 2010](#)
- > [Keeping Children Safe in Education](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a provision's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require provisions to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give provisions the authority to confiscate pupils' property.

The provision recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of negative behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of negative behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of negative behaviour will be made on a case-by-case basis.

When dealing with negative behaviour from pupils with SEND, especially where their SEND affects their behaviour, the provision will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the provision's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).

As part of meeting these duties, the provision will anticipate, as far as possible, all likely triggers of negative behaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Roles and Responsibilities

- The **Managing partner** is responsible for approving this policy and reviewing it. The Managing partner will ensure that the provision environment encourages positive behaviour and that staff

effectively manage pupil who are dysregulated, including monitoring how staff implement this policy.

- The **Managing partner** is responsible for;
 - Ensuring that the provision environment encourages positive behaviour
 - Ensuring that staff deal effectively with challenging behaviour
 - Monitoring that the policy is implemented by staff consistently with all groups of pupils
 - Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
 - Providing new staff with a clear induction into the provision's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
 - Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
 - Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- The **senior leadership team team** will support staff in responding to behaviour incidents.
- All **staff** are responsible for implementing the behaviour policy, modelling positive behaviour, providing a personalised approach to the specific behavioural needs of particular pupils and recording behaviour incidents.
 - Creating a calm and safe environment for pupils
 - Establishing and maintaining clear boundaries of acceptable pupil behaviour
 - Implementing the behaviour policy consistently
 - Communicating the provision's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
 - Modelling expected behaviour and positive relationships
 - Providing a personalised approach to the specific behavioural needs of particular pupils
 - Considering their own behaviour on the provision culture and how they can uphold provision rules and expectations
 - Recording behaviour incidents promptly
 - Challenging pupils to meet the provision's expectations
- **Parents and Carers** where possible, should;
 - support their child in adhering to the code of conduct,
 - inform the provision of any changes in circumstances that may affect their child's behavior
 - discuss any behavioural concerns with the class teacher promptly.
 - take part in any pastoral work following serious or significant incidents'
 - Raise any concerns about the management of behaviour with the provision directly, whilst continuing to work in partnership with the provision
 - Take part in the life of the provision and celebrate the success of pupils at home.

The provision will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the provision's policy, and working in collaboration with them to tackle behavioural issues.

- **Pupils** will be made aware of the following during transition into provision and reminded throughout the year:
 - The expectations for all pupils in provision.
 - The provision's key rules and routines
 - How they will receive recognition for positive behaviour and rewarded accordingly.
 - The pastoral support that is available to them to help them manage their feelings and behaviours in provision.
- Pupils will be supported to develop an understanding of the provision's expectations through the use of visuals and consistent scripts by staff.
- Pupils will be asked to give feedback on their experience of provision to support the evaluation, improvement and implementation of the behaviour policy.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Managing partner will take appropriate action with regard to the pupil. The Managing partner will also consider the pastoral needs of staff accused of misconduct.

Off-Site Behaviour

If a pupil has behaved in an inappropriate way when representing the provision off-site, for example on a provision trip or travelling to and from provision, provision staff will manage these situations in accordance with this policy.

Importance of effective de-escalation

Early Life Enterprise recognises that behaviour is a form of communication. Pupils are supported to develop effective strategies for communicating their needs and for managing their emotional regulation. This may be self-regulation (being able to use strategies to self-calm) or coregulation (accepting support and strategies from another person to regulate your emotions). We constantly strive to create a calm and appropriate environment and curriculum.

De-escalation techniques include but are not limited to;

De-escalation technique	Example
Acknowledge of feeling	I can see your..., I understand your feeling..., I'm wondering if you're feeling...
Agreeing	Acknowledge they are right (if they are).
Advice and support	Your 5 Point Scales says we should try...
Apologising	Its ok to get it wrong as staff, acknowledging your mistake and apologise.
Change of face	Ask for another member of staff and walk away... Also listen to staff when they come to support you and ask you leave. 'helps available', 'More helps available'.
Calm talking	Low tone, speaking clearly, be firm if needed, give boundaries, maxing 2 options.

Helps Scripts	'Helps available', always check if you come across an incident.
Humour	Be careful with this, try and avoid unless you know the pupil well enough and you know it works.
Incentives	Don't make promises!! Keep incentives reasonable e.g.: a game of basketball for 5mins, a walk around the building.
Limited attention	If safe and appropriate to do so.
Listening	Don't interrupt the pupil even if they are wrong, let them finish speaking and then you can challenge parts that are incorrect. When the pupil is regulated.
Modify activity	Help with the pupils writing, help with the pupils reading, use different equipment to suit pupil need.
Negotiation	Not always successful – but could offer a 'way out' of situation, shall we go for a walk, then discuss later?
Options offered	2 options given by staff. Id like you to go into the calm room or your safe space in the classroom.
Reassurance	I am here to keep you safe.
Remind consequences	What will happen if this behaviour continues. We will need to tidy a mess (logical consequence).
Remind of target	what are they working towards.
Removing audience	Move the rest of the class into another room, empty the corridor. (Keep to a minimum – staff and pupils not just stood around watching).
Remove from the situation	Guide pupil to a safer space if needed. Ask staff to move if they are not helping the incident (There's a phone call for you in the office Gav).
Step away	Move away if safe to do so.
Supportive touch	Keep this to a minimum
Time out offered	To a safe space and for a limited time

High Expectations:

We must all have high expectations of pupils learning and aspirations for the future. We expect pupil to engage with lessons, speak politely and treat each other with respect. Pupils and parents/ carers sign a home-provision agreement to ensure these expectations are clear to all. We employ a high staff to pupil ratio to ensure that pupils are supported by staff throughout the day, in order to achieve these expectations.

Restorative Justice:

When individuals make mistakes, we expect them to manage this positively, with support where needed. Staff are trained in helping pupil to positively resolve situations where they have behaved inappropriately. Restorative practice will take place in the form of a meeting between the involved parties. This will happen when all parties are ready to be involved in the process. A positive greeting and environment for the child on returning to learning and at key points throughout the day are important in supporting the pupil's needs.

Trauma Informed Approach:

We use the Protect, Relate, Regulate and Reflect model to support pupil who are struggling to manage their emotions. The significance of an emotionally available adult is understood as a protective factor in enabling pupil to do this, as well as a carefully managed environment. Building relationships, learning strategies to regulate and reflecting on the links between emotions and behaviour lead to a greater ability to manage themselves. Pupil Profiles are shared with staff, including history of trauma, to promote empathy, passion and knowledge when supporting the pupil.

Meet & Greet

All pupils should experience a positive, warm welcome to provision each day. Meet and greet expectations are set out within our duty rotas. Pupils should be welcomed back into provision and have a 'fresh start' each day. Our values of unconditional positive regard are essential in ensuring that relationships are protected and pupils feel valued and cared for by staff. Meet and greet expectations should continue throughout the provision day at each transition point. Staff should model positive interactions, using facial expressions and positive language to welcome pupils into provision and into lessons.

Use of consequences:

As a provision we focus on preventing negative behaviour through positive relationships, clear expectations and pupils engagement in a high quality curriculum. However, negative behaviours must be challenged appropriately by staff.

There are always consequences of any behaviour, whether good or not. There are two types of consequences:

- Natural consequences - Immediate result of an inappropriate action or poor choices
- Logical consequences – linked to the behaviour of the pupil.

If logical consequences are set by an adult, it must be clearly linked to the area of difficulty in behaviour. There is an expectation that all work should be completed by pupils, which can be done at a variety of times (including after provision) and would be supported by staff.

Examples of consequences at Early Life Enterprise: (see further details)

- Bringing a banned item into provision – items will be confiscated (see banned items list)
- Deliberate damage - £10 fine for acts of wilful damage and / or expectation to help repair damages.
- Incidents during break / lunch – 'time out' away from peers the following break or lunchtime.

Suspensions

The provision can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-provision consequences and interventions.

Where possible pupils will be managed within the provision setting and suspensions will only be considered as a last resort. Suspensions will be issued for incidents or actions that are deemed to be extreme at the discretion of the Managing partner.

A reintegration meeting will always take place following a suspension. This is to reinforce the provision rules, re-set expectations and seek assurances of future behaviour. Parents or carers are required to attend reintegration meetings. A member of SLT will conduct the meeting. A subsequent restorative meeting may take place if deemed necessary.

Early Life Enterprise Expectations for all pupils:

At Early Life Enterprise we expect *all* our pupils to:

- ✓ Have good attendance.
- ✓ Follow the instructions of adults.
- ✓ Be kind, caring and safe.
- ✓ Be polite and respectful towards others
- ✓ Take pride in their learning.
- ✓ Try their best at all times.

We will:

- Acknowledge positive behaviour
- Reward with verbal praise
- Record positives
- Provide certificates of success
- Inform parents & carers.
- Plan rewards & recognition activities.

Behaviour we will challenge and record at Early Life Enterprise;

- Disruption to learning
- Swearing at staff and pupils
- Unkindness to others
- Play fighting or use of “banter”

We will:

- Remind pupils of our expectations
- Redirect pupils to their learning
- Offer ‘time out’
- Provide intervention to reduce impact of negative behaviours
- Inform parents / carers
- Record incidents

Behaviour we do not want at Early Life Enterprise;

- Truancy from lessons & provision.
- Banned items on school site
- Defiance or refusal to follow instructions
- Bullying (see anti-bullying policy)
- Dangerous & unsafe conduct
- Damage to property
- Discrimination (Including prejudice language, racism, sexism, misogyny, homophobia, transphobia or disability related)
- Sexually Harmful Behaviour
- Smoking, vaping or use of illegal substances
- Violent or aggressive behaviour towards staff or pupils

Banned Items -Screening, searches and confiscation

The provision has identified a number of items that are detrimental to the health, safety and wellbeing of our pupils in provision. In order to keep our pupils safe and protected, these items are **prohibited in our provision.**

We will:

- Ask for contributions towards costs of damages.
- Provide intervention to reduce impact of negative behaviours
- Inform parents & carers
- Ask for support from services
- Suspension from provision

Can safely be returned to pupils, at the end of the day	Will <u>not</u> be returned to pupils	Must be reported to police
Aerosols including deodorants Steel toe cap Energy drinks including Monster and Redbull. Balaclavas	Cigarettes, tobacco or vaping, alcohol, lighters Pornographic images	Knives or weapons Stolen Items Illegal drugs

- In addition to this list, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- We will also confiscate any item which is harmful or detrimental to provision safety.
- These items may be returned to pupils after discussion with senior leaders and parents, if appropriate, or may be disposed of.
- In line with Government guidance, we reserve the right to search and screen pupils if we suspect that they may be in possession of a prohibited item. We may also carry out searches across provision at our discretion

Screening, searches and confiscation.

Searching, screening and confiscation is conducted in line with the DfE’s latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to provision discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the managing partner, or by the managing partner themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the managing partner, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the provision rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the provision premises or where the member of staff has lawful control or charge of the pupil, for example on a provision trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff should contact the senior leader for the key stage, to try and determine why the pupil is refusing to comply.

- The authorised member of staff may use a metal detector to assist with the search.

- An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of e.g. bag.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the provision rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the provision's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the provision has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the provision will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the provision's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Responding to specific behaviours and incidents at Early Life Enterprise.

Assaults & Violence – “Any action which has the intention of causing actual injury or harm to another person.”

Violence is not acceptable at Early Life Enterprise. Pupils are supported by staff to reduce risk of incidence and should know and understand each pupils’ individual needs and should follow the individual support plan in place to reduce risk of crisis behaviours.

However, if an assault on staff or pupils takes place, staff are expected to;

- Safety first – check pupils and staff are safe and if necessary move pupils away from the situation. If it is a peer on peer assault, pupils should always be separated.
- Ensure First Aid is administered as required.
- When safe and appropriate to do so, complete student and staff statements to establish the facts of the incident and ensure pupil voice is included in the investigation.
- SLT to decide next steps and consequences.
- Inform parents/carers.
- Complete a W2 form.

When recording an incident of assault staff should attempt to identify a trigger;

Triggers;

- Use of touch
- In crisis
- Direct Challenge (peer or adult)
- Power and control
- Other

Please state

Bullying - See Anti Bullying Policy for further details

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Damages

Pupils should not cause intentional damage to the provision environment. Prevention of damages should be a priority for staff by providing high levels of supervision of pupils at all times. Staff should intervene and challenge pupils who are deliberately causing damage.

Any damage caused which is a health and safety risk – staff must immediately report to the Caretaker or Managing partner.

- Pupils who caused damage will be sent a damages letter and will be expected to pay £10 fine.
- Multiple damages can result in a suspension from provision.

Harmful Language is defined as “language that expresses or incites hatred toward people on the basis of some aspect of their identity”. This includes any language which seeks to discriminate against others; Racism, Homophobic, biphobia, transphobic, (HBT) sexist, misogynistic, disability discrimination. Offensive language and swearing is not acceptable in provision. Pupils should not swear directly at staff or peers.

- **Hear it** – we accept what we choose to ignore. If you hear it, you must respond.
- **Challenge it** -All harmful language must be challenged immediately by staff.
- **Record it** – All incidents should be recorded. Parents/carers should be informed
- **Respond** – Pupils who persistently use harmful language will require additional intention from staff. Harmful language used to target individual pupils, staff should follow anti bullying procedures.

Missing from Provision & Truancy

Truancy is when a pupil leaves site without permission, but staff can see the pupil and is supporting and encouraging pupils to return to provision. Pupils are often off site for a few minutes and remain within close proximity to the provision. If pupils leave the area and staff no longer know where they are the pupil is considered ‘**missing from provision**’.

Missing from provision is when a pupil leaves site with the intention of not returning to provision. Staff are not aware of direction or location the pupil has gone in and is therefore at high risk of harm.

Staff should alert SLT and referring school immediately if a pupil has left site. If the pupil is ‘missing from provision’ SLT will contact the Police and report the child as missing.

Safety Plans will be put in place for individual pupils who are at risk of ‘missing from provision’.

Use of mobile phones

- Pupils are encouraged not to bring their mobile phone or any other electronic device into provision. The provision is not accountable for any loss or damage to phones in provision.
- Staff should never give pupils details of the Wi-Fi password for pupils to access the provision’s internet.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the senior leadership team will make an initial assessment of whether to report the incident to the police.

If staff have been assaulted, it is their decision as to whether they wish to report the incident to the Police.

When establishing the facts, the provision will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the managing partner or member of the senior leadership team will make the report.

The provision will not interfere with any police action taken. However, the provision may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Sexual harassment and sexual violence

The provision will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The provision's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The provision has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our safeguarding policy for more information.

Behaviour & Safeguarding

The provision recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Staff should raise concerns directly with a member of the safeguarding team

Please refer to our safeguarding policy for more information.

Monitoring Arrangements

This behaviour policy will be reviewed by the Managing partner every year.

Links with other Policies

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Attendance Policy
- Anti-bullying Policy