



Behaviour Policy

Signed by:

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Chair of governors

Date:



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Statement of intent

Wild Intervention believes that to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of provision life. The provision is committed to:

Embrace a Spirit of Ambition and Perseverance

- Approach challenges with determination and a positive mindset.
- Set realistic goals and take small, consistent steps toward progress.
- Celebrate achievements—big or small—and learn from setbacks.
- Stay committed to your personal and academic growth.

Cultivate an Atmosphere of Kindness and Accountability

- Treat everyone with respect, fairness, and integrity.
- Take responsibility for your actions and their impact on others.
- Support your peers and contribute to a safe, inclusive environment.
- Communicate with kindness and listen to different perspectives.

Nurture a Desire for Knowledge and Personal Growth

- Engage with curiosity and an open mind.
- Take initiative in learning, asking questions, and seeking understanding.
- Challenge yourself to improve, both academically and personally.
- Recognize that growth is a lifelong journey and embrace new experiences.

Reasonable and proportionate sanctions will be used where a young person's (YP's) behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The provision acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.



1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for management teams and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and YP referral units in England, including YP movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following provision policies:

- YP Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy



- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- YP Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- YPs' Personal Electronic Devices Policy
- Behaviour Action Plan

2. Roles and responsibilities

The SLT will have overall responsibility for:

- Making a statement of behaviour principles, and guiding the Management Team on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the provision's Complaints Procedures Policy.
- Ensuring this policy is published on the provision website.



The management team will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the provision. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of YPs' conduct and behaviour, and implementing measures to achieve this.
- Determining the provision rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

Support staff will be responsible for:

- Planning and reviewing support for YPs with behavioural difficulties in collaboration with parents, where appropriate, the YPs themselves.
- Aiming to support all YPs with the learning, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every YP achieving their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the YPs in their sessions.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's experiences.



All members of staff, including support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting YPs in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every YP.
- Being aware of the needs, outcomes sought, and support provided to any YPs with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Management team.
- As authorised by the management team, sanctioning YPs who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

YPs will be responsible for:

- Their own behaviour both inside the provision and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

Supporting their child in adhering to the provision rules and reinforcing this at home.

Informing the provision of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the provision will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the provision within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:



- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- **Possession** – of legal or illegal drugs, alcohol or tobacco or banned items
- **Truancy** – running away from provision
- **Theft**
- **Verbal abuse** – including swearing, racist remarks and threatening language
- **Fighting** – and aggression
- **Refusing to comply with disciplinary sanctions**
- **Disobedience** – Persistent or disruptive behaviour
- **Extreme behaviour** – such as violence and serious vandalism
- **Threatening behaviour** – safety or presents a serious danger
- **Any behaviour that seriously inhibits the learning of YPs**
- **Any behaviour that requires the immediate attention of a staff member**



For this policy, the provision will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other YPs, including, but not limited to, the following:

- Lateness
- Low-level disruption
- Failure to complete tasks
- Rudeness
- Lack of correct equipment
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the provision’s behaviour culture to ensure they understand its rules and routines and how best to support all YPs to participate in creating the culture of the provision. Staff will be provided with bespoke training, where necessary, on the needs of YPs at the provision to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including understanding matters which may affect a YP’s behaviour.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting YP wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the provision develops and refines its behaviour policies and procedures.



The SLT and the management team will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the provision.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the provision will create a safe and calm environment in which positive mental health and well-being are promoted and YPs are taught to be resilient. The provision will promote resilience as part of an approach using the following methods:

- **Culture, ethos and environment** – the health and well-being of YPs and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Community engagement** – the provision proactively engages with parents, outside agencies and the wider community to promote consistent support for YPs' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a YP's mental health, behaviour, and education. Where vulnerable YPs or groups are identified, provision will be made to support and promote their positive mental health.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Staff will keep a record of all reported incidents to help identify YPs whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a YP's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with YPs, a phone call with parents, and inquiries into circumstances outside of provision by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour from recurring.

After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:



- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- Removal of privileges
- Reduction of enrichment activity such as big fun.

Where a YP's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The YP is sent to the management team immediately or, in the management team's absence, the most senior member of staff
- The management team investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the management team deems the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the YP's permanent record
- Where deemed necessary, e.g. after other behavioural strategies in the provision have been attempted or the behaviour is so extreme as to warrant immediate removal, the YP will be removed from the provision and follow up meetings with the commissioning leads will take place.
- A member of SLT will inform the YP's parents on the same day, where possible, following a decision to remove their child from the provision, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The management team will consider whether the YP's needs can be met at our outreach provision or if a review meeting is required with the LA and school.



For disciplinary sanctions to be lawful, the provision will ensure that:

- The decision to sanction a YP is made by a member of SLT , or a member of staff authorised to do so by the management team.
- The decision to sanction a YP is made by two members of SLT
- The decision to sanction a YP is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The provision will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the YP's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

6. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the provision's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve YPs' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help YPs manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the YP's specific needs and may be delivered outside of the 'classroom environment', in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and management staff are aware of any YP that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.



Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour reviews
- Long-term behaviour plans and updated roadmaps
- Engagement with local partners and agencies
- Where the YP has SEND, an assessment of whether appropriate provision is in place to support the YP, and if the YP has an EHC plan, contact with the LA to consider a review of the plan.

Behaviour curriculum

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour expectations will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the provision, e.g. knocking on doors before entering a room within the provision offices.

Routine will be used to teach and reinforce the expected behaviours of all YPs. Appropriate and reasonable adjustments to routines for YPs with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive support staff-YP relationships

Positive support worker d-YP relationships are key to combatting unacceptable behaviour. The provision will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their YPs and create a strong foundation from which behavioural change can take place.

Preventative measures for YPs with SEND

The behaviour will always be considered about a YP's SEND. If it is deemed that a YP's SEND has contributed to their misbehaviour, the provision will consider whether it is appropriate and lawful to sanction the YP.



Where a YP is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The provision will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the YP concerned. Measures the provision will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a YP whose SEND means they find it difficult to sit still for long
- Ensuring a YP with visual or hearing impairment is seated in sight of the support staff
- Training for staff in understanding autism and other conditions if required

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoid being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a YP's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the YP and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the YP a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".



Physical intervention

In line with the provision's Physical Intervention Policy, staff will not intervene physically unless deemed necessary, e.g. to cause serious harm to themselves or others, or severe property damage. Whenever possible, guide a young person out of a harmful situation.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgment of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the YP will be immediately taken to the management team, and the YP's parent will be contacted. Where appropriate, the management team may decide to temporarily remove the YP from the provision via a suspension. Where suspension is carried out, the YP will be taken home, or if more appropriate the YP's parent will be asked to collect the YP and take them home for the rest of the day – YPs will not be sent home without contacting their parent.

Any violent or threatening behaviour will not be tolerated by the provision and may result in a suspension in the first instance. It is at the discretion of the management team to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving YPs with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

7. Sexual abuse and harassment

The provision will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The provision's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The provision will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.



Where the provision is responding to a report of sexual violence, the provision will take immediate steps to ensure the victim and other YPs are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the provision takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

8. Smoking and controlled substances

In accordance with the Health Act 2006, the provision is a smoke-free environment. Parents, visitors, staff and YPs will be instructed not to smoke on provision grounds. YPs will not be permitted to bring smoking materials or nicotine products to provision.

The provision will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with YPs related to controlled substances occur, the provision will follow the procedures outlined in the Safeguarding Policy and will also contact the commissioning lead, parents and also inform the police.

9. Prohibited items, searching YPs and confiscation

Management teams and staff authorised by them will have a statutory power to search YPs or their possessions, The prohibited items are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the YP themselves; or
 - To damage the property of any person, including the YP themselves.



All members of staff can use their power to search for any of the items listed above. Information on any searches conducted will then be passed over to all relevant professionals and parents with an update of the reasons why etc.

10. Effective YP support

The provision recognises that the core purpose of providing alternative provision for YPs who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Designated wellbeing staff will have clearly defined responsibilities, enabling YPs to receive the most effective support. Designated staff will engage with external partners and specialist agencies to access further appropriate support when required. Each young person will also have a behaviour contract when starting at our placement.

11. Behaviour outside of provision premises

YPs at the provision must agree to represent the provision in a positive manner. The guidance laid out in the YP Code of Conduct will apply both inside provision and out in the wider community.

Staff can sanction YPs for misbehaviour outside of the provision premises, including conduct online, provided the YP is:

- Travelling to or from Wild Intervention.
- Taking part in any provision-related activity.

Staff may also sanction YPs for misbehaviour outside the provision premises, including conduct online, that:

- Could pose a threat to another YP, a member of staff at the provision, or a member of the public.
- Could have repercussions for the orderly running of the provision.

The provision will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the provision premises as would be imposed for the same behaviour conducted on the provision's premises. In all cases of unacceptable behaviour outside of the provision's premises, staff will only impose sanctions once the YP has returned to the provision's premises or when under the supervision of staff.



Complaints from members of the public about the behaviour of YPs from the provision are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12. Data collection and behaviour evaluation

The provision will collect data from the following sources:

- Behaviour incident data.
- Attendance and suspension data
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, YPs and governors on their perceptions and experiences of the provision behaviour culture

The data will be monitored and objectively analysed by the management team and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform provision policies and practice.

Staff will help to paint a picture of an effective behaviour culture by being held accountable for their part in maintaining the provision's behaviour systems and processes.

13. Monitoring and review

This policy will be reviewed by the management team on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is 3.3.26

