

## Behaviour Policy

### Purpose

This policy outlines our approach to promoting positive behaviour and ensuring a fair and consistent system for managing behaviour. It also details the guidance and support provided to students, as well as how we address key issues such as bullying, sanctions, and exclusions, in alignment with government legislation and school-wide expectations.

### Legislation and guidance

This policy aligns with key guidance and legislation, including *Behaviour and Discipline in Schools*, the *Education and Inspections Act 2006*, *Keeping Children Safe in Education 2024*, and guidance on exclusions, searching, and use of reasonable force. NSE is committed to ensuring that behaviour management practices are fair, non-discriminatory, and in compliance with the *Equality Act 2010*.

### Written statement of behaviour principles

Every member of our learning community has the right to feel safe, respected, and to work in a calm and orderly environment. We will support students in understanding appropriate behaviour and provide strategies and support to help them achieve this. Discrimination or abuse will not be tolerated under any circumstances.

Adults within our provision are expected to set an excellent example at all times, and staff will be supported to apply our behaviour policy fairly and consistently. As an inclusive provision, we will only use exclusions, suspensions, and removals as a last resort.

We will treat all students with respect, regardless of their conduct, and will apply rewards and sanctions fairly and consistently. We recognise that some students may require additional support to manage their behaviour, and we strive to meet individual needs.

We value the essential role that families play in our school and aim to build positive partnerships with parents and carers. Additionally, we will collaborate with partners and external agencies to enhance the support available within our provision.

Our behaviour policy will be shared widely to ensure the entire community understands our goals and the methods we will use to achieve them.

### Roles and responsibilities

Everyone in our community shares responsibility for maintaining high standards of behaviour and supporting the implementation of this policy.

#### SLT are responsible for:

- Leading a school culture that promotes positive behaviour and addresses misbehaviour effectively.
- Monitoring how staff implement this policy.
- Overseeing how the school manages behaviour and responding as needed.
- Ensuring rewards, sanctions, and other behaviour management methods are applied fairly and consistently.

- Managing behaviour in line with safeguarding, equal opportunities, and other statutory requirements.
- Ensuring staff maintain records about behaviour, as per the policy's requirements.
- Reviewing data to ensure no groups of pupils are disproportionately affected by the policy.
- Analysing behaviour data to assess the effectiveness of behaviour management and identify areas for improvement.

**Staff are responsible for:**

- Implementing this behaviour policy fairly and consistently.
- Recording behaviour incidents and concerns in line with requirements.
- Issuing rewards and sanctions in line with the school policy.
- Modelling appropriate behaviour to pupils.
- Treating all pupils with respect, regardless of the pupil's own conduct.
- Fostering a positive learning environment where pupils are able to complete their work, feel safe and progress academically.
- Implementing strategies that have been put into place to help pupils to manage their own behaviour.

**Parents are responsible for:**

- Working in partnership with the school to support them in implementing this behaviour policy.
- Supporting their child to understand how to behave appropriately.
- Informing the school of any circumstances that may impact on their child's behaviour.
- Discussing any concerns with a relevant member of staff.

**Students are responsible for:**

- Ensuring that their behaviour is in line with the rules and expectations of the school.
- Taking responsibility for their own behaviour.
- Communicating concerns or issues that they have regarding behaviour to an appropriate member of staff.

## **School systems and expectations**

At Next Steps Ed, we believe that every child deserves a safe, supportive, and nurturing environment where they can thrive emotionally, socially, and academically. Our behaviour management philosophy is underpinned by the principles of respect, empathy, and restoration. We understand that many of our learners face unique challenges that may impact their behaviour, and we approach every situation with patience, understanding, and care.

## **Core Principles of Our Approach:**

- 1. Relationships First:** Positive relationships between staff, students, and families form the foundation of our behaviour policy. We aim to build trust and a sense of belonging to foster mutual respect.
- 2. Trauma-Informed Practice:** Recognising that past experiences can influence behaviour, we use strategies that promote emotional safety and resilience.

3. **High Expectations, Flexible Approach:** We set clear and consistent expectations but adapt our approach to meet individual needs, empowering students to develop self-regulation and accountability.
4. **Positive Reinforcement:** We focus on celebrating successes and encouraging positive behaviour through praise, rewards, and recognition.
5. **Restorative Justice:** When conflicts arise, we use restorative practices to repair relationships, promote accountability, and build problem-solving skills.
6. **Collaborative Problem-Solving:** Students are involved in identifying triggers, setting goals, and creating personalised strategies to manage behaviour.

We are committed to creating a culture in our provision that promotes respect, inclusion, and a sense of agency for all students, ensuring they leave with the skills to succeed in life beyond education.

## Our School Rules

### 1. Respect Yourself and Others

Treat everyone with kindness and respect, regardless of differences in opinions, abilities, or backgrounds.

### 2. Keep Our Environment Safe

Avoid any actions or words that could harm yourself or others, physically or emotionally.

### 3. Take Responsibility for Your Actions

Owning your choices and work with others to repair harm when things go wrong.

### 4. Use Kind and Positive Language

Speak in a way that builds others up and creates a welcoming atmosphere.

### 5. Follow Directions from Staff

Trust and listen to staff members who are here to support your learning and wellbeing.

### 6. Respect Property

Take care of school resources, your belongings, and the belongings of others.

### 7. Stay in Designated Areas

Remain in areas where you are allowed and safe to be during school hours.

### 8. Be Ready to Learn

Arrive on time, bring what you need, and try your best to engage in learning every day.

### 9. Solve Problems Peacefully

Use calm and respectful communication to work through disagreements or challenges.

### 10. Be Honest and Ask for Help When Needed

Speak truthfully and don't be afraid to seek support from staff or peers if you're struggling.

When responding to incidents or misbehaviour, staff should consider whether there are any signs that a student may be suffering, or is likely to suffer, harm. Where this may be the case,

staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

## Promoting good behaviour

Students need to be taught how to behave and be given specific strategies to help them take responsibility for their own behaviour. The strategies that we use in school to achieve this include:

### Promoting Good Behaviour

At Next Steps Ed, we are committed to fostering a positive and inclusive environment where all students feel supported in their journey to develop self-regulation, respect, and positive social skills. We believe that teaching and promoting good behaviour is a continuous process that happens throughout the school day – during lessons, enrichment activities, and all interactions between staff and students.

### Teaching Positive Behaviour in Lesson Time

**Embedded Social-Emotional Learning (SEL):** Lessons will include activities that explicitly teach self-awareness, emotional regulation, empathy, and social skills. For example, structured discussions, role-playing scenarios, and problem-solving exercises.

**Positive Feedback and Recognition:** Teachers will use specific praise to acknowledge and reinforce positive behaviour, linking it to the school's core values (e.g., "I noticed how you helped your classmate – that shows great kindness and teamwork").

**Behavioural Learning Objectives:** Lessons will incorporate behavioural as well as academic goals, such as "working collaboratively" or "listening respectfully."

**Opportunities for Reflection:** Time will be allocated during or after lessons for students to reflect on their behaviour and how it impacts their own and others' learning experiences.

### Promoting Positive Behaviour Through Interactions with Students

**Relationship-Centered Approach:** Staff will prioritise building strong, trusting relationships with students by showing genuine interest in their lives, needs, and aspirations.

**Proactive Check-Ins:** Staff will regularly check in with students to understand their feelings and address potential challenges before they escalate.

**Active Listening and Empathy:** Interactions with students will model active listening, validating emotions, and responding in a calm and respectful manner.

**Consistency and Fairness:** Expectations will be communicated clearly and upheld consistently, ensuring students understand boundaries while feeling supported.

### Modelling Appropriate Behaviour

**Staff as Role Models:** All staff will demonstrate the behaviour they expect from students, such as using polite language, showing patience, and maintaining emotional control in challenging situations.

**Conflict Resolution:** Staff will model effective conflict resolution skills, such as using "I" statements, actively listening, and seeking collaborative solutions.

**Teamwork and Respect:** Staff will model respectful collaboration with colleagues to show students how adults work together and support each other.

**Growth Mindset:** Staff will demonstrate a growth mindset by openly reflecting on their own challenges, learning from mistakes, and showing resilience in overcoming difficulties.

### **Enrichment Opportunities to Promote Good Behaviour**

**Creative and Team-Based Activities:** Students will participate in enrichment programs such as art, sports, drama, and group projects that encourage teamwork, communication, and mutual respect.

**Outdoor Learning and Trips:** Off-site activities will provide opportunities for students to develop responsibility, cooperation, and social skills in a different context.

**Leadership Roles:** Students will be offered leadership opportunities, such as mentoring peers, participating in a school council, or helping plan school events, fostering accountability and self-esteem.

**Mindfulness and Wellbeing Sessions:** Activities like yoga, meditation, or mindfulness workshops will help students develop emotional regulation and self-awareness.

### **Reinforcing Positive Behaviour**

**Reward System:** Students will be rewarded for positive behaviours through praise, certificates, recognition boards, or tangible rewards. The emphasis will be on effort, improvement, and kindness, rather than just outcomes.

**Celebration of Success:** Regular assemblies or newsletters will highlight and celebrate examples of good behaviour, kindness, and community contributions by students.

**Restorative Approaches to Conflict:** When behavioural issues arise, students will be guided to understand the impact of their actions and work collaboratively to repair harm and rebuild relationships.

### **Building a Culture of Mutual Respect**

Through consistent modelling, structured opportunities for learning, and positive reinforcement, we aim to create a school culture where respect, kindness, and resilience are core values. Our goal is to ensure that every student develops the social, emotional, and behavioural skills needed to succeed in school and beyond.

## Student support

Our provision will strive to meet the needs of individual students who struggle to manage their behaviour. Where relevant, the provision will work with outside agencies, families and specialist staff to ensure that a tailored approach is devised.

Where a student regularly misbehaves, we will ensure that they are assessed to find out if there are any underlying causes. This will be coordinated/monitored by the school's Special Educational Needs Coordinator (SENDCo).

The provision recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage.

## Rewards and sanctions

At Next Steps Ed, we use an agreed system of rewards and sanctions to encourage appropriate behaviour. We understand that it is important to use rewards and sanctions fairly and consistently so that pupils know both what to expect and what is expected of them.

The following systems are in place to manage behaviour across the learning hub:

At Next Steps Ed, we recognise that positive reinforcement is a powerful tool for encouraging good behaviour and fostering motivation among students. Rewards are used to acknowledge and celebrate individual achievements, improvements, and contributions to the school community. The commissioner will receive weekly updates on each individual's behaviour and learning progress at Next Steps Ed.

### Types of Rewards:

#### Immediate and Informal Rewards:

- Verbal praise: "Well done, that was fantastic teamwork!"
- Positive written feedback on work or behaviour.
- Stickers, tokens, or stamps for younger learners to visually track progress.
- A quick phone call or message to parents/carers to share positive news.

#### Daily Rewards:

- Recognition on a class "Achievement Board" for good effort, positive behaviour, or meeting personal goals.

#### Weekly Rewards:

- Certificates of recognition in a weekly celebration assembly for behaviours such as kindness, perseverance, and improvement.
- Small tangible rewards (e.g., stationery, vouchers, privilege passes) for consistently meeting expectations.

#### Termly Rewards:

- Larger celebrations such as trips, special events, or an afternoon of enrichment activities for students who consistently meet behavioural expectations or demonstrate significant improvement.
- Star of the Term awards for exceptional achievements.

#### Thresholds and Triggers for Rewards:

Low-Level Positive Behaviours (e.g., participating in class, completing tasks): Immediate verbal or informal rewards.

Sustained Positive Behaviours (e.g., meeting weekly targets, showing kindness): Weekly certificates or recognition.

Exceptional Effort or Achievement (e.g., overcoming challenges, leading by example): Termly rewards or nominations for special awards.

## Sanctions System

Sanctions are designed to address negative behaviour in a way that promotes accountability, understanding, and personal growth. Our approach focuses on proportionality, consistency, and providing opportunities to repair harm. The commissioner will receive weekly updates on each individual's behaviour, learning progress and any sanctions that were enforced at Next Steps Ed.

### Levels of Sanctions:

#### Stage 1: Low-Level Disruptions

Examples of Behaviour:

- Talking out of turn.
- Refusal to follow instructions.
- Minor disruption to learning.

#### Response:

- Reminder of expectations and a chance to self-correct.
- Positive redirection, such as assigning a small task to re-engage the student.

#### Stage 2: Repeated or Moderate Disruptions

Examples of Behaviour:

- Repeated defiance after reminders.
- Moderate disruption affecting the learning of others.
- Minor disrespectful language or gestures.

#### Response:

- Verbal warning, clearly stating the issue and desired behaviour.
- Loss of privilege (e.g., reduced break time or access to an enrichment activity).
- Reflection time: Student removed briefly from the group to consider their actions (with support, if needed).
- Recorded on the behaviour tracking system for monitoring.

#### Stage 3: Serious Incidents or Persistent Issues

Examples of Behaviour:

- Verbal aggression towards staff or peers.
- Refusal to engage with any aspect of the school day.
- Damage to school property or personal belongings.

#### Response:

- Formal meeting with the student and staff to discuss the behaviour.
- Restorative conversation to address harm and agree on next steps.
- Behaviour monitored closely, with a short-term Individual Behaviour Plan (IBP) created.

- Parents/carers informed, and collaborative solutions sought.

#### **Stage 4: Severe or High-Risk Behaviours**

Examples of Behaviour:

- Physical aggression or threatening behaviour.
- Bullying or harassment.
- Dangerous behaviour that puts others at risk.

**Response:**

- Immediate removal from the classroom or situation.
- Restorative justice session involving all affected parties.
- Fixed-term exclusion for severe or repeated incidents (if necessary, as a last resort).
- Comprehensive IBP created to support reintegration.

#### **Thresholds and Triggers for Sanctions:**

Stage 1: Triggered by low-level disruptions or one-off incidents of non-compliance.

Stage 2: Triggered when behaviour is repeated within the same session or across the school day, or involves moderate disruption or disrespect.

Stage 3: Triggered when behaviour significantly impacts others, involves deliberate defiance, or escalates from previous incidents without improvement.

Stage 4: Triggered by behaviours that pose a safety risk, involve serious aggression, or repeated high-level disruptions despite interventions.

#### **Key Strategies to Apply Rewards and Sanctions Consistently**

1. Clear Communication of Expectations: Ensure all students know what behaviours are expected and what the consequences of actions (positive or negative) will be.
2. Consistency Among Staff: Staff will follow the same processes and use the same language when issuing rewards or applying sanctions.
3. Documenting Behaviour: All incidents requiring sanctions beyond verbal reminders will be recorded in a central behaviour tracking system, enabling the identification of patterns and tailored support.
4. Restorative Practices: All sanctions will include an opportunity for students to reflect on their actions, repair harm, and learn from the experience.
5. Parental Involvement: Parents/carers will be kept informed of both positive achievements and serious concerns to build a supportive partnership.

**\*\*\*Corporal punishment is illegal and will not be used in any circumstances.\*\*\***

## Removal from classroom

Removal of a student from the classroom is a disciplinary response where a pupil is required to spend time out of a classroom under the instruction of a member of staff. At Next Steps Ed, we sometimes use removal in response to severe or repeated breaches of the school behaviour policy.

### Removal can be used to:

- Maintain the safety of other pupils or staff.
- Restore a stable learning environment when other approaches have been unsuccessful.
- Enable students exhibiting challenging behaviour to be able to continue their education in a managed environment so that the education of others is not disrupted.
- Enable a student to stabilise their emotions and de-escalate in a safe space.

At Next Steps Ed, we sometimes use removal as a response to serious breaches of the behaviour policy:

### Types of Behaviour That May Lead to Removal

- Engages in persistent or high-level disruption that prevents others from learning.
- Displays verbal or physical aggression towards staff or peers.
- Demonstrates dangerous behaviour that could harm themselves or others.
- Refuses to comply with repeated instructions, despite clear warnings.
- Uses offensive or discriminatory language or actions.

These behaviours are evaluated on a case-by-case basis to ensure that the response is both proportionate and supportive.

### Duration of Removal

Removal is typically for one lesson or a short period (up to a half-day) to allow time for the situation to de-escalate and for the student to reflect on their behaviour. In cases of more serious or ongoing behavioural issues, removal may extend to a full day or longer, depending on the severity of the behaviour and the need for further interventions. The duration of removal is regularly reviewed to prevent unnecessary or prolonged exclusions from the learning environment.

### Location for Removal and Its Appropriateness

Students removed from the classroom will be directed to a dedicated reflection or intervention room, which is:

- Separate from the main teaching areas to minimize distractions and provide time for reflection.
- Quiet and calming, equipped to support emotional regulation.
- Well-resourced for independent or supervised work, allowing students to continue their learning.

The designated location is designed to offer a structured, supportive environment where students can reflect on their behaviour, engage with tailored resources, and prepare for reintegration into the classroom.

### Resources for Areas Used During Removal

The reflection or intervention room will be equipped with:

- **Learning Materials:** Age-appropriate textbooks, worksheets, laptops, and resources aligned with the student's current curriculum.
- **Wellbeing Resources:** Sensory tools, mindfulness activities, and emotional regulation prompts to assist students in de-escalating and self-reflecting.
- **Staff Support Materials:** Guidelines and checklists for supervising staff to ensure a consistent approach.

The room's design and resources will reflect the school's trauma-informed and inclusive approach, ensuring it is viewed not as a punitive space but as an opportunity for growth, self-reflection, and continued learning.

### **Supervision During Removal**

Students in the reflection room will be supervised by trained staff at all times to ensure safety, offer guidance, and support the reflection process. Supervising staff will maintain a calm, non-confrontational approach to help students regulate their emotions and understand the consequences of their behaviour. Staff will document the incident, including any reflections or discussions, to ensure accountability and facilitate communication with relevant parties.

### **Continued Education During Removal**

While removed from the classroom, students will:

- Be provided with academic work that aligns with their current lessons to minimize disruption to their education.
- Receive individualized support, when possible, to address gaps in understanding or barriers to engagement.
- Be encouraged to set short-term academic or behavioural goals to rebuild a sense of achievement and focus.

This approach ensures that removal does not disrupt the student's learning progress while also addressing the underlying behavioural issues.

### **Reintegration Following a Period of Removal**

Reintegration is a vital part of the removal process to ensure the student feels supported and ready to return to the classroom. Our reintegration process includes:

- **Restorative Conversations:** The student meets with staff (and, if needed, peers) to reflect on their behaviour, understand its impact, and agree on steps to repair relationships.
- **Behavioural Goals:** Specific, measurable goals are set for the student to work towards, with clear expectations for improvement.
- **Support Plan (if required):** If the behaviour issue persists, a short-term Individual Behaviour Plan may be developed in collaboration with the student, staff, and parents/carers.
- **Classroom Re-entry:** The student is welcomed back to class in a supportive manner, with staff ensuring the student is not stigmatised or excluded by peers.
- **Ongoing Monitoring:** Teachers and support staff monitor the student's behaviour and provide regular feedback to encourage continued progress.

Reintegration aims to rebuild trust, strengthen relationships, and ensure the student feels connected to the learning community.

During a removal, we will ensure the continuation of the student's education. While the work may differ from their usual lessons, it will remain relevant and meaningful. Students removed from class will be supervised by a suitably trained and experienced member of staff.

The duration of removal will always be kept to the minimum necessary to achieve the desired outcome, with extended periods of removal avoided.

In line with government guidance, parents/carers will be informed on the same day if a student is removed from class. If the student has a social worker, they will also be notified. For looked-after children, their Personal Education Plan (PEP) will be reviewed, and the virtual head will be informed as appropriate.

## Use of Detentions

A detention is a period during which a student is required to remain under the supervision of school staff when their peers are on break or have been allowed to go home.

At Next Steps Ed, we reserve the right to use detentions as an appropriate and proportionate sanction. Detentions may be assigned during or outside of school hours on:

- Any school day when the student does not have permission to be absent.
- Non-teaching days (e.g., training days or INSETs).

Parental consent is not necessary for detentions

If a detention occurs during the lunch break, staff will ensure students are given reasonable time to eat, drink, and use the toilet.

For detentions scheduled outside of the school day, staff will take appropriate measures to ensure student safety. Parents will be informed in advance of the scheduled detention. The commissioner will receive weekly updates on each individual's behaviour, learning progress, and any sanctions that were enforced at Next Steps Ed.

## Consequences for Refusing Detention

If a student refuses to attend a detention, we will first engage in a calm discussion to understand the reasons for their refusal and encourage them to comply. If the refusal persists, further consequences may be applied in line with the school's behaviour policy, such as additional detention or other appropriate disciplinary actions. Our focus will remain on supporting the student to understand the importance of taking responsibility for their actions and reinforcing the expectations for behaviour.

## Preventing and Tackling Bullying

Bullying is distinct from other hurtful or unkind behaviour and is characterised by the following:

- Intentional: The harm is caused on purpose.
- Repeated: It occurs more than once to the same individual or group.

A key feature of bullying is an imbalance of power, where those bullying have more physical or social power than their victims. Bullying can take various forms, including:

- Verbal bullying
- Physical bullying
- Cyberbullying
- Relational bullying, such as exclusion or spreading rumours

It is important to note that some forms of bullying, such as assault, can be criminal offences. In some cases, an individual may experience multiple forms of bullying at once.

Section 89 of the *Education and Inspections Act 2006* requires schools to have measures in place to prevent bullying, allowing schools to develop their own policies and practices for addressing it.

At Next Steps Ed, we are committed to creating a safe, inclusive, and respectful environment where bullying of any kind is not tolerated. We adopt both proactive and responsive approaches, focusing on prevention, early identification, and effective intervention.

### Preventative Measures

#### Building a Culture of Respect and Awareness

- Whole-School Awareness: The entire school community is regularly reminded that bullying, in any form, is unacceptable. This is reinforced through assemblies, displays, and campaigns that highlight our zero-tolerance stance on bullying.
- Clear Consequences: Students are educated on the potential consequences of bullying, emphasizing the harm it causes to others and the actions the school will take in response.

### Educating Students

#### Online Safety Education:

- Students learn about the risks of cyberbullying and how to stay safe online through PSHE lessons, ICT classes, and workshops.
- Topics covered include privacy settings, reporting harmful content, and understanding the long-term consequences of online actions.

#### Understanding Discrimination:

- Students are taught about various forms of discrimination, such as racism, homophobia, sexism, and ableism, and how these can lead to bullying.
- Sessions on diversity and inclusion foster an understanding of the impact of discriminatory behaviour and how to challenge it.

### **Empathy and Compassion:**

- Activities and lessons encourage students to develop empathy, build positive relationships, and consider others' perspectives.
- Role-playing scenarios and discussions help students explore the effects of bullying on individuals and the wider community.

### **Strengthening Relationships with Parents/Carers and the School Community**

- Early Identification: Open communication with parents/carers helps staff identify signs of bullying at an early stage. Regular parent forums and newsletters provide guidance on how to spot and address bullying.
- Community Engagement: Strong links with the local community and external partners enable the provision to address broader concerns and collaborate on anti-bullying initiatives.

### **Partnering with External Organisations**

- Specialist Workshops: Collaborating with external organisations to deliver focused sessions on bullying, including topics such as tackling homophobia, sexism, and online bullying.
- Access to Expertise: Partnering with charities, mental health services, and safeguarding teams to provide tailored support for students involved in bullying, whether as victims or perpetrators.

### **Strategies to Tackle Bullying**

#### **Encouraging Reporting and Providing Multiple Reporting Channels**

#### **Awareness of How to Report:**

- Students are educated on how to report bullying incidents through lessons, assemblies, and visual aids displayed throughout the school.

#### **Anonymous Reporting Tools:**

- Worry boxes are placed in accessible areas, allowing students to report concerns without fear of judgment.
- An online reporting system is available for students or parents to share concerns discreetly.

#### **Open Communication:**

- Regular reminders are provided, ensuring students know they can speak to any trusted adult in the school, including teachers, pastoral staff, or support workers.

### **Policies and Procedures**

At Next Steps Ed, we have clear and structured policies in place to prevent and address bullying effectively. Our behaviour policy provides a detailed definition of bullying, outlines examples of bullying behaviours, and sets forth the procedures for addressing incidents. When bullying is reported, we follow a thorough and transparent process which includes:

1. Listening to all parties involved and documenting the incident.
2. Investigating promptly and thoroughly to understand the nature and extent of the bullying.
3. Providing immediate support to the victim and addressing the behaviour of the perpetrator.
4. Monitoring the situation to ensure that bullying does not persist and that the situation is resolved appropriately.

## **Staff Training**

To effectively prevent and address bullying, we ensure that all staff members receive regular training. This includes:

**Recognising Bullying:** Training staff to identify both overt and subtle signs of bullying, including relational forms such as exclusion or manipulation.

**Effective Intervention:** Equipping staff with de-escalation techniques, restorative practices, and strategies to support both victims and perpetrators.

**Consistency in Response:** Ensuring that all staff apply the school's anti-bullying policy fairly, consistently, and transparently.

## **Addressing Bullying Outside of School**

We recognise that bullying can occur outside the school environment, including online. We actively encourage students and parents to report any incidents of bullying that occur outside of school hours or on social media. In cases of external bullying, we collaborate closely with local authorities, police, and safeguarding teams to address the issue and provide appropriate support to all parties involved.

## **Restorative and Supportive Approaches**

Our approach to addressing bullying focuses not only on discipline but also on healing and relationship-building. We use restorative justice practices to help both the victim and the perpetrator understand the impact of the behaviour, repair harm, and rebuild trust. Additional support for victims includes access to counselling, peer mentoring, and a network of trusted adults. For those who engage in bullying behaviour, we work to identify the root causes and offer strategies to help them modify their actions and develop empathy.

## **Monitoring and Evaluation**

To ensure the effectiveness of our anti-bullying measures, we track and record all bullying incidents. This allows us to identify patterns or recurring issues that may need further attention. We also seek feedback from students, staff, and parents/carers through surveys and forums, using this input to evaluate our current practices and make necessary improvements.

## The power to discipline beyond the school gate

At Next Steps Ed, we acknowledge the legal powers granted to teachers to discipline pupils for misbehaviour that occurs outside of school premises. The school reserves the right to address such behaviour in the following circumstances:

1. When a student is participating in a school-related activity or an event organised by the school.
2. When a student is travelling to or from school.

In addition to these circumstances, the school may take disciplinary action for behaviour outside the school premises if it meets any of the following criteria:

- It poses a threat to the safety or well-being of another person.
- It could disrupt the orderly operation of the school.
- It could damage the school's reputation.

Any decision regarding the disciplining of a pupil for behaviour outside of the school premises will be made by the headteacher or a designated member of staff.

It is important to note that the school can only take disciplinary action when the pupil is either on school premises or under the lawful control of a staff member, whether on or off the premises.

## Suspensions and exclusions

At Next Steps Ed, we believe that every pupil deserves an education in a safe, calm, and supportive environment, free from disruption. We are committed to ensuring that all students can learn and thrive within this setting.

We understand that suspensions are sometimes necessary due to persistent poor behaviour or serious incidents. However, we view suspension as a last resort and will support the home school in making this decision, especially when other interventions have been unsuccessful or when there is a significant risk to the safety and wellbeing of students and staff.

Our primary focus remains on supporting the student and offering opportunities to address and improve their behaviour. Prior to a suspension, we work collaboratively with the home school to implement preventative and restorative strategies, such as targeted behaviour plans, mediation sessions, and involvement with parents, carers, and external support agencies.

During the suspension period, we will continue to provide the student with educational work to ensure minimal disruption to their learning. Upon their return, we will coordinate with the home school to facilitate a restorative meeting to address the issues that led to the suspension and establish a clear plan for their reintegration.

For students at risk of further exclusion, we will continue to work closely with the commissioner, home school, the student's family, and relevant professionals to explore alternative solutions, such as managed moves or referrals to specialist services. Our approach ensures that a suspension is not seen as an endpoint, but as an opportunity for reflection and positive change.

## Pupil transition

At Next Steps Ed, we are committed to providing a smooth and supportive transition process to help students settle into their new learning environment quickly and effectively. We understand that transitions can be challenging, especially for students who may feel anxious or uncertain. To support these transitions, we implement the following measures:

1. **Visual Timetables:** We provide clear, visual schedules to help students anticipate and prepare for transitions, reducing anxiety and helping them stay on track throughout the day.
2. **Verbal Cues and Warnings:** Staff give advance notice before transitions (e.g., "Five minutes until we move to the next activity") to prepare students mentally and help them adjust to the upcoming change.
3. **Structured Routines:** We establish consistent routines for key transitions, such as moving between lessons or during break times, creating a sense of security and predictability for students.
4. **Transition Checklists:** For students who need extra guidance, we use individualized checklists to support a smooth transition from one activity to the next, ensuring they have a clear understanding of what is expected.
5. **Designated Transition Staff:** Specific staff members are assigned to support students who may struggle with transitions. These staff provide encouragement, reassurance, and guidance to help students navigate changes with confidence.
6. **Calm Zones:** We provide quiet spaces or "calm zones" for students who may find transitions overwhelming. These spaces allow them to regulate their emotions and regain composure before re-engaging in the school day.
7. **Positive Reinforcement:** We acknowledge and reward smooth transitions to encourage students to continue practicing these skills. Positive reinforcement helps build consistency and confidence.
8. **Engaging Anchor Activities:** Brief, engaging tasks or discussions are used to keep students focused during transitions, helping to maintain attention and smooth the process.
9. **Personalised Support Plans:** For students with additional needs, we develop tailored strategies and provide extra time or resources to ensure they can transition effectively and feel supported throughout the day.
10. **Clear Expectations:** We clearly communicate the behaviour expected during transitions and regularly reinforce these expectations, ensuring that students understand what is required of them.

In addition, all students will be fully supported to understand and engage with the school's behaviour policy and expectations. For those students joining the school mid-phase, we offer additional support during their induction to ensure they feel integrated and confident in their new environment, preventing any disadvantage compared to those joining at normal entry points.

## Working with parents

At Next Steps Ed, we believe that effective behaviour management is most successful when it is a collaborative effort between the school and parents/carers. We actively engage parents/carers through regular communication, including meetings, phone calls, emails, and home-school diaries to keep them informed of their child's progress. We offer parenting workshops on positive behaviour strategies and emotional regulation, and conduct home visits to better understand each student's home environment. Through the development of Individual Behaviour Plans (IBPs), we work together with parents to address specific behavioural challenges. We also celebrate successes by sharing positive news with parents, create opportunities for feedback, and provide access to external support when needed. Additionally, we partner with parents to educate students on online safety and responsible digital behaviour. This partnership ensures a consistent approach to behaviour management both at school and at home, promoting a supportive and cohesive environment for our students.

## Working with partner agencies

At times, it will be beneficial to commission the use of external agencies to support individuals and groups of pupils with their behaviour or issues linked to their behaviour. We work with a range of partners including:

**Educational Psychologists:** Collaborate on behaviour assessments and interventions for students with additional needs.

**Social Services:** Work closely to ensure the safeguarding and welfare of vulnerable students and their families.

**CAMHS (Child and Adolescent Mental Health Services):** Partner with mental health professionals to support students struggling with emotional or behavioural challenges.

**Speech and Language Therapists (SALT):** Develop strategies for students whose communication difficulties impact their behaviour.

**Police and Community Support Officers:** Address issues such as online safety, anti-social behaviour, and restorative justice programmes.

**Commissioners - Denewood and / or Unity - The Local Authorities - i.e. Nottingham City Council**

**Local Authority Inclusion Teams:** Seek advice and guidance on preventing exclusions and managing complex behaviour cases.

**Youth Offending Teams (YOT):** Support students at risk of offending by providing interventions and mentoring.

**Charities and Specialist Organisations:** Partner with groups such as NSPCC, Barnardo's, or anti-bullying organisations to deliver workshops or interventions.

**Family Support Workers:** Coordinate efforts to assist families in crisis and address home-related challenges impacting behaviour.

**Alternative Education Providers:** Work together to create tailored programmes for students struggling in mainstream settings.

## Staff induction and training

We recognise that in order to facilitate effective behaviour management, staff need to be given adequate training and support. We offer regular training to staff; some of this will be delivered to the whole staff. In other instances, it may be relevant to offer personalised support to individuals or groups of staff.

Staff are given specific training on the school's behaviour policy and approaches to behaviour management during the induction process and regularly thereafter.

If an individual member of staff is struggling with their behaviour management, they will be given support to develop this. The approach taken will be determined by the needs of the member of staff but could include additional training, one-to-one coaching/mentoring and, if required, the implementation of a support plan. If staff feel that they need any additional support with their behaviour management, they should approach their line manager to request this.

## Communicating the policy

It is important that every member of the school community understands the school's approach to behaviour management. This means that everyone will feel confident that behaviour issues are addressed fairly, consistently and in line with legislation, guidance and the school's expectations.

This policy will be published on the school's website and paper copies will be made available upon request. In addition, pupils, parents/carers and staff will be reminded of the content regularly through assemblies, training, newsletters, updates and any other relevant opportunities.

## Links to other policies

This policy should be read in conjunction with other relevant school policies. These include:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Attendance Policy

**Policy Review Date:** 28th January 2025

**Policy Approved By:** Mica Smith - Director