



Trident Alternative Provision

Behaviour Management Policy

Date policy last reviewed: September 2026

Signed by:

P. Kaur Headteacher

Date: September 2026

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Date: September 2026

Introduction

At Trident Alternative Provision, our mission is to **build firm foundations for the future**. We will: **nurture** the pupils in our care - addressing the social, emotional, and learning needs of individual pupils by providing the necessary help to remove the barriers to learning; **build** on their existing knowledge, skills, and state of personal development; **release** them into the world ready for their next stage of education and for adult life. These goals are captured in our mission statement, the principles we wish to instil within our students during their time here; Teamwork, Respect, Independence, Drive, Engagement, Nurture, and Talent.

We believe that positive behaviour and attitudes, will give our pupils the greatest possible opportunity to get the most from their time at the school and achieve positive outcomes. For this reason, we have drawn up this policy which aims to:

- encourage growth and foster independent life skills.
- promote good behaviour, self-discipline, and respect.
- prevent bullying.
- ensure that students complete assigned work.
- and foster an environment wherein our students are given the opportunity to take pride in their good behaviour.

This policy outlines the procedures we will follow to promote positive behaviour and attitudes including:

- A consistent approach to behaviour management
- Strong school leadership
- Classroom management
- Rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support
- Pupil support systems
- Liaison with parents and other agencies
- Managing pupil transition.

A consistent approach to behaviour management

Successful behaviour management hinges on the simplicity of the approach and consistency in implementation. We want our pupils to be very clear about what constitutes positive behaviour, what is expected of them and what they can expect in terms of rewards and sanctions. We want them to know that this will be consistent throughout the school, in every activity and with every staff member. Through this consistency, we hope to embed personal life skills that last well beyond a student's time with us at Trident.

To achieve a consistent approach to behaviour management we will:

- Ensure absolute clarity about the expected standard of pupils' behaviour
- Ensure that the behaviour policy is clearly understood by all staff, parents, and pupils.
- Display school rules clearly in classes and around the building.
- Ensure all students have an understanding of what they are working towards, whether that is short-term reward goals, or end-of-term reward goals.
- Have a system in place for ensuring that pupils never miss out on sanctions or rewards.

Expected standard of pupil behaviour at school

- Always be on time.
- Maintain a good attendance. Regular attendance is expected by law and the school takes attendance very seriously. More information can be found in the school Attendance Policy. Unauthorised absences will be managed in line with the school Attendance Policy.

- Complete all your work assignments to the best of your ability
- Keep your appearance smart and tidy.
- Be polite and respectful at all times.
- Keep yourself and others safe by following Health & Safety procedures
- Be considerate of others within your environment.
- Take care of your environment; keep it tidy and place litter in the bin.
- Do not tamper with Health and safety equipment – it is only for use in emergency situations.
- The following items are not allowed in school
 - alcohol
 - drugs (in the case of where a pupil needs to take medication during the school day, please refer to the school's Medication Policy)
 - items that can be smoked, such as cigarettes, cigars, e-cigarettes
 - matches, lighters
 - chewing gum
 - weapons
 - material that is inappropriate or illegal for children to have, e.g., that is racist or pornographic
- Pupils are forbidden from
 - any possession, use or supply of drugs and substances.
 - bringing alcohol or tobacco onto school premises or being in unsupervised possession of alcohol/tobacco or obtaining or supplying alcohol/tobacco to another or being impaired by alcohol/tobacco while on School premises or in the care of the school.
 - bringing the school into disrepute for any reason associated with alcohol, tobacco or drugs and substances, whether or not the pupil is in the care of the school at the time.
- Finally, students should be open to, with the support of our staff, developing and displaying the core skills of our mission statement; Teamwork, Respect, Independence, Drive, Engagement, Nurture, and Talent.

Expected standard of behaviour outside school

- Off-Site Visits - The expectations provided above apply whilst pupils, staff, volunteers, and helpers are involved in any off-site school visit. Pupils are also expected to follow the rules and procedures of the sites they visit and follow teachers' instructions about how to stay safe.
- Travel to and from school - The expectations provided in this Behaviour Management Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.
- In the Community- The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school or when it is seen by members of staff. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers. As in-line with legal requirements, staff will discipline the pupil on the school premises or in a place where the pupil is under the lawful charge of the staff member.

Ensuring that this policy is clearly understood by all staff, parents, and pupils

- The policy will be made available on the school website, in the school prospectus, on the school site electronically and in hard copy.
- During staff induction, all staff will be required to read the policy, ask any questions, and confirm their understanding in writing. Staff will also be given training about behaviour management procedures. Instances of consistent deviation from the policy will result in disciplinarys. Staff will then also be asked to prove they have read the policy.

- During pupils' induction, staff members will discuss the policy with parents and pupils to ensure that they understand expectations and how behaviour will be managed at the school. The parent and pupil will be asked to sign our home/school agreement.

Ensuring that pupils never miss out on sanctions or rewards.

- We will track pupils' behaviour in class and around the school.
- A reward chart will be visible for pupils to see and add points to in each classroom, staff will allocate points for good work/behaviour/good manners and kindness towards others etc.
- We will have a dedicated time each week, and at the end of each term to check these records and identify pupils who have earned rewards. We hope this will allow students to reflect and take pride in the life skills they are developing, as well as role-modelling for other students.
- Information about sanctions and when they will be applied will be made very clear in this policy.
- Staff will be trained to "always follow through" with sanctions and rewards.
- Consistent disruptive behaviour will be tracked on the board on a 'strike' system, after which student's parent's will be informed of their behaviour.
- Records of sanctions will be kept on our critical incident logs.

Strong school leadership

The Headteacher and Senior Leadership Team will model the behaviour that is expected from staff. They will also:

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to implement the behaviour policy.
- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.
- Ensure that staff cater for the special educational needs of all students, matching EHCP requirements and keeping these special educational needs paramount in the planning and facilitation of lessons.

In order to manage good behaviour around the school, they will take turns walking around the buildings and:

- Visiting the classrooms, dining areas and playground, as well as being around at the beginning and the end of the school day.
- Maintaining a visible presence around the school.
- Checking that pupils come in from the playground and move around the school in an orderly manner.
- Checking up on behaviour outside the school.
- Checking the building is clean and well-maintained.

In order to promote positive behaviour and attitudes of individual pupils, the Headteacher and Senior Leadership Team will:

- Praise good behaviour.
- Celebrate successes.
- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.
- Build positive relationships with the parents of pupils with behaviour difficulties.

Classroom management

In order to promote positive behaviour and attitudes within the classroom, teachers will:

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.

- Display rules in the class - and ensure that pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Follow the school behaviour management policy.
- Know the names of pupils.
- Have a plan for pupils who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.
- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise pupils doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Scaffold and differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach pupils the class routines.
- Embed our core ethos of Teamwork, Respect, Independence, Drive, Engagement, Nurture, and Talent into all lessons.
- Ensure lessons reflect the life and learning skills we are helping our students to develop in their time with us.

Teachers will also give feedback to parents about their child's behaviour and an overview of their day including all positive aspects and areas for development.

Rewards and sanctions

Below are the rewards and sanctions that will be used to promote positive behaviour and attitudes. These will be discussed with pupils and their parents at the point of referral; displayed in every classroom around the school; applied consistently with the help of the behaviour tracking system, critical incident records and records of pupils' achievement of the behaviour targets from their Individual Educational Plans (IEP).

Rewards

We at Trident recognise that a positive learning environment can be created by recognising positive efforts, praising pupils, and building mutual respect between staff and pupils, and between pupils themselves.

All staff members can give reward points in keeping with the T.R.I.D.E.N.T system described below. These points will go towards individual rewards given at the end of the term. Students can earn one point per lesson, for a total of 5 points per day. They can earn them in the following categories:

T – Teamwork: Being friendly to all, working collaboratively.

R – Respectful: Treating others as we wish to be treated; acting as law-abiding citizens.

I – Independent: Completing work and tasks on our own, demonstrating skills needed for success with minimal support.

D – Driven: Staying focused, target-driven, resilient, ambitious, and mindful of career goals.

E – Engaged: Enjoying learning, staying curious, focused, and motivated.

N – Nurture: Being kind to ourselves and others, celebrating achievements, and practising self-care.

T – Talents: Developing specialist skills and striving to achieve above our normal levels.

In addition to the 5 points students can earn in lessons, staff are able to award points in the event of meeting individual targets and exceptional progress / performance. This will be at the discretion of staff members.

Individual Rewards

The following rewards are available for use by all staff:

- Verbal praise.
- Sending pupils to the head teacher or SLT member to be praised.
- Attendance / Progress certificates
- Pupil Of The Week: Small prizes are awarded for good work, good behaviour, and effort. The pupil will receive their prize during the end of week assembly.
- End-of-term certificates for attainment, effort, and good attendance.
- Modular rewards that may be accrued over time (e.g. a pen set or other art supplies, if a student has expressed a particular interest in art and requires more consistent structured reward).
- Monthly trips to activities and enrichment opportunities.
- End of half-term reward trips and other reward trips based on meeting an individual target for points.

Lunchtime Rewards

It is important that the expectations in the Behaviour Management Policy are reinforced at break and lunchtimes. These are reinforced through rewards such as

- Verbal praise.
- Novel responsibilities, such as being 'equipment monitor'.
- Small amounts of extra time on the playground or with particular equipment for displaying exceptional conduct towards others.

Arbor

Trident Alternative Provision uses Arbor to record both positive and negative behaviour incidents. Staff members record the incidents and achievements on the pupil's profile which will then keep a tally of positive and negative points. This will further store a chronology and details of the behaviours, for reference. Positive behaviour points are awarded in line with the T.R.I.D.E.N.T system described above, and the points collected on Arbor will directly relate to eligibility for attendance on reward trips. Negative points are assigned at the discretion of staff members, and in line with this policy. If negative points are awarded, the staff member must record all details of the incident which led to the negative point being awarded. Where possible, staff will limit the use of negative points. Data on Arbor is stored securely for a period of one academic year, before being archived. The archived data will then be held securely for a set period before being destroyed. For more information on how long data will be held for, please see the Data Protection and Records Management policies.

Sanctions

In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not them as a person. The school does not issue whole class sanctions.

The headteacher has authority to issue sanctions, however they may delegate this to an appropriate member of the Senior Leadership or Behaviour Team. The sanction, by law, must be issued whilst the pupil is under charge of a member of staff and in proportion and be reasonable, taking into account the pupil's age, any SEN or disability they may have, safeguarding issue and any religious requirements affecting them.

STAGE	BEHAVIOUR	INTERVENTIONS AND CONSEQUENCES
1	Low level inappropriate behaviours For Example: ○ calling out ○ interrupting when the others are	Apply positive strategies to encourage appropriate behaviours in-line with the school's ethos. For Example: ○ catch them being good

	talking ○ ignoring minor instructions ○ making inappropriate noises	○ praise – happy face ○ pre-empting the situation ○ reminder of school expectations ○ talking quietly to children ○ restorative conversations ○ give an object to fiddle with
2	Medium level inappropriate behaviours For Example: ○ persistent disruptive behaviour ○ deliberately creating a disturbance ○ general refusal to follow requests ○ offensive language	Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos For Example: ○ class teacher to talk to parent and pupil ○ record incidents/log ○ give choice/expectation with timescale ○ use visual timer ○ lose time at break time
3	Higher level inappropriate behaviours For Example: ○ serious challenge to authority ○ harming someone ○ repeated refusal to do tasks ○ harmful, offensive name calling ○ continuing to leave the class without permission ○ fighting and intentional physical harm to others ○ malicious allegations against staff	Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos For Example: ○ Behaviour Plan in place advice from outside agencies upon targets, strategies, and interventions ○ report card ○ record the incident in the critical incident log and report to the Deputy Headteacher ○ involve parents in weekly monitoring of report cards
4	Serious inappropriate behaviours For Example: ○ bullying – physical and emotional ○ deliberately throwing objects with the intention of harming someone ○ repeated challenge to authority ○ extreme danger of violence ○ leaving school boundaries bringing banned substances or items into school	Apply the policies, following any national legal requirements, in such an instance. For Example: ○ follow the antibullying policy ○ involvement of outside agencies or authorities ○ fixed term exclusion – follow the exclusions policy

Behaviour strategies and the teaching of good behaviour

Preventative and De-escalation Measures

At Trident Alternative Provision, we are committed not only to teaching the requirements of the National Curriculum but also to developing the vital skills that will prepare our pupils for life beyond school.

At the heart of our Teaching and Learning Culture is the belief that supporting our pupils' Learning and Life Skills at every opportunity is essential to their success.

After listening to the voices of both pupils and staff, we have carefully developed our Learning and Life Skills. These are woven into every aspect of school life and underpin the experiences and learning opportunities we provide.

They are:

T – Teamwork: Being friendly to all, working collaboratively.

R – Respectful: Treating others as we wish to be treated; acting as law-abiding citizens.

I – Independent: Rising to complete work and tasks on our own, demonstrating skills needed for success with minimal support.

D – Driven: Staying focused, target-driven, resilient, ambitious, and mindful of career goals.

E – Engaged: Enjoying learning, staying curious, focused, and motivated.

N – Nurture: Being kind to ourselves and others, celebrating achievements, and practising self-care.

T – Talents: Developing specialist skills and striving to achieve above our normal levels.

These skills are unique to Trident and reflect the social, emotional, and educational needs of our pupils. They are central to preparing them for their next stage of education and, ultimately, their adult lives.

To further encourage and motivate our pupils, our reward system is linked directly to our Learning and Life Skills. Home communications will include information about the reward points pupils are earning for demonstrating these skills.

Accumulated points will contribute towards opportunities for pupils to take part in Monthly school trips as a motivator and celebration of their achievements.

We believe this system will not only acknowledge and reward positive behaviour and progress but will also give pupils a clear, tangible way of seeing how their efforts are valued. Our mission is to build, nurture, and release our pupils with as many skills and experiences as possible to help them thrive in school and beyond.

Teaching of good behaviour

- We will use our PSHE, SMSC, and British Values curriculum to teach pupils respect, positive attitudes, and good behaviour. These curriculums are designed to further embed our ethos, and further instil respectful, considerate, and appropriate behaviours in our students that can be practiced outside as well as within school.
- We will follow the University of Birmingham's Jubilee Centre for Character & Values' Character Curriculum for Key Stages 1 – 4.
- We will promote positive behaviour through our rewards and sanctions system.
- Teachers and leaders will model the positive behaviour and attitudes that is expected of pupils.

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members, and any other person whom the Headteacher has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. **Use of force should only be used as a last resort.**

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded securely on the record system as soon as possible following the incident. A copy will be provided to the Headteacher, as well as the parent or carer of the child involved, if requested. Parents and carers will be informed of the incident and the details although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

Moreover, all staff will be trained in use of reasonable force by our accredited provider The Crisis Prevention Institute (CPI), formerly known as Management of Actual or Potential Aggression (MAPA). This training will take place within the

first 12 months of employment, as a part of the annual CPI refresher that all staff complete each year.

Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, Screening and Confiscation; Advice for Headteachers, School Staff and Governing Bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. Only the headteacher, or a member of staff authorised by the headteacher, may search a pupil without their consent where there are reasonable grounds to suspect that the pupil is in possession of a prohibited item or another item that the school's rules permit staff to search for. Where a search of a pupil is taking place, at least 2 staff members should be present.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

Staff development and support

- During induction, all staff will read this policy and receive training about implementing it effectively.
- Staff will also receive CPI's Positive Behaviour Management training.
- Staff will receive a full suite of TES training about supporting pupils with special educational needs; social, emotional, and mental health needs. This training will also cover responsibilities such as fire-safety, health and safety, data protection, etc.
- The Assistant Headteacher will provide support for all staff members in matters of behaviour as the first point of contact is recommended procedures are not working.
- Staff will have daily staff meetings, during which they will be invited to ask for any additional support they might need in order to manage behaviour effectively and to let leaders know if pupil behaviour or managing it is causing them stress.
- Trident Alternative Provision will ensure the well-being of staff through the application of a well-being lead who will conduct semi-regular 1:1 meetings with staff to ensure stress is kept at a minimum; which we believe will further create an effective learning environment for our students.
- Staff will further have access to support through Peninsula HR, at no cost to them, for independent support and advice.

Pupil support systems

External Services

Trident Alternative Provision will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist or Educational Psychology Service where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

Children in Care (CiC)

Trident Alternative Provision recognises that children in care will likely have experienced trauma, disrupted attachments, or periods of instability, which can influence how they respond to routines, relationships and behavioural expectations. When applying this behaviour policy, staff and leaders will consider the context and individual circumstances around the child and make reasonable adjustments to ensure responses are fair, supportive, and trauma informed. These adjustments may include personalised behaviour strategies, additional emotional regulation support and keeping consistent and predictable routines. This will further involve close collaboration with carers, social workers and Virtual

School teams. The aim is to uphold high expectations while providing the understanding, stability and flexibility needed to help children in care feel safe, valued and able to engage positively in school life.

Liaison with parents and other agencies

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

We work with parent/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

- School expectations will be reviewed at the beginning of each academic year in conjunction with all staff and pupils.
- School expectations will be placed in prominent places in all areas of the school and also in the Home/School Agreement information of which parent/carers and pupils are asked to sign. These agreements are reviewed with parents and children annually and are the focus for regular discussion in class as well as during whole school assemblies.
- The policy will be reviewed at the beginning of each school year, to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently.
- For clarification on any of any points in the Behaviour Management Policy, parent/carers, volunteers, and pupils are asked to discuss this with a member of staff.

Managing pupil transition

- We carefully manage the transition of pupils as they join the school; and as they prepare to leave the school.
- During the referral process, pupils and their parents visit the school, tour the premises, talk to staff, attend some sessions, and talk to other pupils.
- During Key Stages 4 pupils receive transition support as they prepare to leave school or college. The school will use the services of a charity called Talk the Talk to deliver a transition programme which develops the competencies needed to take their next step with confidence and a positive mindset.
- We will also invite SMBC to deliver their progression support for pupils in Years 11
- We have good communicative relationships with local Further Education Colleges and Independent Training Providers. Pupils are encouraged to attend taster days and visit prospective new colleges.

Review

This policy will be reviewed annually by the headteacher to assess its effectiveness and update it as necessary. The next scheduled review of this policy will take place in September 2027.

Complaints

We hope that parents and pupils will not have any complaints about the operation of our behaviour management policy; nevertheless, copies of the school's complaints procedure can be sent to parents on request and can be found on our website.