Magnum Opus
TRAINING LIMITED

POLICIES AND PROCEDURES

Behaviour and Attitudes Policy

Magnum Opus Training Limited

LAST REVIEWED	NEXT REVIEW DUE
September 2026	September 2027
APPROVED BY	**ROLE**
Mr S King	Headteacher

Signature



Purpose and scope

Magnum Opus Training provides non-school alternative provision commissioned by schools and local authorities. This policy explains the behaviour and attitudes we encourage, the support we give when a student is finding the day difficult, and how we respond to harm or safety concerns. It applies to students, staff and visitors during provision activities and on site.

We aim to provide a safe, respectful environment in which students can engage with learning. We recognise that distress, anxiety, burnout, dysregulation, sensory overload and unmet communication needs can affect behaviour. Staff respond to the student's needs and the circumstances, while protecting everyone's safety and dignity. A student does not need a formal diagnosis to receive support.

Responsibilities

• The Headteacher is the behaviour lead, oversees this policy and reviews repeated Resets, serious incidents, support arrangements and placement suitability with the commissioner.

• All staff use the agreed support strategies, model respectful communication, de-escalate concerns, record incidents on LearnTrek and pass safeguarding concerns to a designated safeguarding lead (DSL) promptly.

• DSLs lead the response to bullying, sexual harassment and violence, suspected exploitation, dangerous items and safeguarding allegations. They decide on referral and immediate safety arrangements under the Child Protection and Safeguarding Policy.

• The commissioning school or local authority retains its own responsibilities for the student. Magnum Opus Training works with the commissioner and family on support, attendance and placement decisions.

Values and expectations

We teach and model respect, responsibility and resilience. Staff explain expectations in a way each student can understand and make reasonable adjustments where needed. Students are expected, with appropriate support, to:

• arrive in time for the 10am start, prepared for their day and in the required uniform;

• treat other people and the learning environment with respect;

• follow reasonable staff instructions and take part in learning activities;

• communicate without abuse, intimidation or discrimination;

• take responsibility, when able, for putting things right after harm.

Staff recognise and acknowledge effort, progress, kindness and constructive participation. Praise and rewards are adapted to the student; public recognition is not assumed to be welcome. Staff explain rules, offer choices where possible and consider the student's support plan, school information and education, health and care plan (EHCP), where applicable.

Support before and during an incident

Staff use support strategies shared by the commissioning school and those set out in the student's EHCP or individual plan. They allow time and space, reduce demands where appropriate and offer a calm, supported place to regulate. Staff use de-escalation, respectful language and co-regulation before expecting a student to discuss an incident. They check what happened, whether a reasonable adjustment was effective and whether the student could act differently at that point. Safety concerns are addressed immediately.

Remind, Redirect and Repair, Reset

• Remind: A member of staff calmly reminds the student of the relevant rule or expectation and supports them to get back on track. The reminder is adapted to the student's communication needs.

• Redirect and Repair: The student is offered time in a calm, supported space to regulate. When the student is ready, a member of staff speaks with them, listens to their account and helps repair any harm or relationship where appropriate. The student returns to the activity if they are able to do so safely.

• Reset: The student or a member of staff may decide that the student has reached their capacity for the day. The Headteacher or delegated manager oversees early collection so the student can try again on their next scheduled day. Staff supervise the student until a safe handover, record the reason on LearnTrek and inform the parent or carer and commissioning school or local authority. A Reset is a support and safety decision, not a school suspension.

Repeated Resets trigger a Headteacher review with the student, family, staff and commissioning school or local authority. The review considers patterns, reasonable adjustments, support strategies and whether the provision remains suitable. The Headteacher may also initiate a review at any point where concerns about attitude to learning or engagement raise questions about the suitability of the placement. A decision to change or end a commissioned placement is discussed with the commissioning school or local authority, with transition and continuity arrangements agreed; it is not made solely through an incident response.

Serious incidents and harmful conduct

Staff respond promptly to bullying; discriminatory or threatening behaviour; physical or sexual harm; theft or vandalism; unsafe smoking or vaping; non-consensual images; harmful online activity; and possession of dangerous items. Repeated breaches of expectations are reviewed in context. A student's distress, disability-related behaviour or difficulty following an instruction is not automatically treated as serious misconduct. The response is proportionate to the harm and risk, considers the student's needs and may include safeguarding action alongside the behaviour process.

Where someone is in immediate danger, staff seek urgent help, separate people where safe, contact a DSL and call emergency services when necessary. Staff do not require students to take part in mediation or a restorative conversation following sexual harm or where doing so would be unsafe.

Bullying and child-on-child harm

Bullying commonly involves repeated, intentional harm and an imbalance of power. This may be physical, verbal, relational, discriminatory or online. Staff also act on a single serious incident, even if it does not meet that definition. Students may report a concern to any trusted member of staff; parents and carers may contact the provision by phone or email.

The staff member receiving a report records it and passes it promptly to a DSL. The DSL leads the response: listening to those involved, assessing immediate safety, supporting the student who has been harmed, considering the needs of the student whose behaviour caused harm, agreeing proportionate action, and deciding whether the school or local authority, children's social care or police should be involved. The DSL monitors whether the action has stopped the harm. Bystanders are encouraged to report concerns and are not expected to intervene physically.

Sexual harassment and sexual violence

Reports of sexual harassment or sexual violence are taken seriously and never dismissed as banter. Staff listen without blame, avoid promising confidentiality and pass the concern to a DSL immediately. The DSL follows the Child Protection and Safeguarding Policy, considers a safety and support plan for all affected students, records decisions and makes referrals where appropriate. Staff do not investigate a possible criminal offence themselves. Behaviour decisions follow safeguarding assessment and must not compromise it.

Allegations that may be deliberately invented

All allegations against staff or students are first treated as safeguarding concerns and handled under the Child Protection and Safeguarding Policy. A report that is unsubstantiated, unfounded or mistaken is not, by itself, malicious. The student who reported it must be supported and must not be penalised for making a report in good faith. Only where evidence establishes that a student deliberately invented an allegation or acted maliciously will the Headteacher consider a proportionate behaviour response, taking account of the student's needs and the safeguarding assessment. Any review of the student's placement is carried out with the commissioning school or local authority. The pastoral needs of any person accused are also considered.

Mobile phones and devices

Phones and personal devices are off and away during teaching and activities. Students may use them during breaks and lunch, including as an agreed regulation strategy. Staff may agree an individual adjustment or safety arrangement. Taking or sharing images of students or staff without consent, harmful content and disruptive use are addressed under this policy and, where needed, the safeguarding procedures. Persistent concerns prompt a support review rather than an automatic loss of placement.

Prohibited items and response to concerns

The list below draws on the Department for Education list for schools, with Magnum Opus Training's additional site rules. It does not give this non-school provision the statutory search or confiscation powers of a school.

• knives and weapons, or an article reasonably suspected of being intended to cause injury or damage;

• alcohol and illegal drugs;

• stolen items;

• tobacco, cigarette papers, cigarettes, vapes, lighters and smoking-related items;

• fireworks and firecrackers, including snaps;

• pornographic images or other sexual images that raise safeguarding concerns;

• any article reasonably suspected of being used or likely to be used to commit an offence, cause injury or damage property;

• energy drinks and canned drinks, under the provision's site rules;

• chewing gum, under the provision's site rules.

We recognise that some students may arrive with a vape in a bag or pocket. Parents and carers are asked to help students leave vapes at home. Staff do not routinely search students or their belongings solely because they suspect a vape may be present. If staff see a vape in the teaching spaces such as the workshop or trackside, they respond calmly and without an automatic sanction: they remind the student of the site rule, ask them to put it away and offer age-appropriate information about the potential harms of vaping and support to stop. Sharing a vape on site is not permitted. If a vape is used in our education spaces or shared, or there is a specific safety or safeguarding concern, staff take a proportionate, support-led response and involve a DSL where appropriate. This approach does not change the rule that vapes should not be brought onto the site.

If staff suspect a dangerous item, they prioritise safety, alert a DSL or the Headteacher and ask the student to hand it over or cooperate with a check of their possessions. Any check by provision staff is voluntary, proportionate and conducted with the student's agreement; staff do not carry out a forced personal search. If a weapon or drugs are suspected and not handed over,

staff isolate the risk without confronting or physically searching the student and call the police. Emergency services are contacted immediately if there is an immediate threat.

An item handed over is secured, recorded on LearnTrek and referred to a DSL. The member of staff and DSL agree what happens next, considering safety, the law, the nature of the item and any police advice. Suspected illegal drugs, weapons or evidence of an offence are not returned to a student as an informal staff decision. Parents or carers and the commissioner are informed as appropriate, and any safeguarding concern is recorded and followed up.

Physical intervention

All staff receive de-escalation training. The Attendance Manager and Headteacher are trained in physical intervention. Physical intervention is not a routine behaviour response and is never used as a punishment. If an immediate risk of harm cannot be managed by safer measures, a trained member of staff may act only within their training, the law and the student's support and risk plans. Staff call for help, use the least restrictive response possible and stop as soon as the risk has passed. Staff do not rely on school-specific statutory powers that may not apply to this non-school provision.

Any physical intervention is reported promptly to the Headteacher and DSL, recorded with the reason, duration, people involved and any injury or distress, and followed by support and a review of how to prevent recurrence. Parents or carers and the commissioning school or local authority are informed promptly, normally the same day. Any further detail is governed by the provision's physical intervention and safeguarding procedures.

Recording, communication and review

Staff record behaviour incidents, support offered, Remind/Redirect and Repair/Reset steps, student views, injury, safeguarding referral and outcomes on LearnTrek. Significant incidents are escalated immediately to the Headteacher and DSL. The management team or Headteacher reports relevant incidents and decisions to parents or carers and the commissioning school or local authority, normally on the same day for significant incidents. The Headteacher checks patterns, reviews individual plans with families and commissioners, and monitors whether adjustments are working.

Attendance, lateness and absence are managed under the separate Attendance Policy. Students arrive between 9:30am and 10am for a 10am start. The day ends at 2pm, with collection between 2pm and 2:30pm. An early collection following Reset is recorded and reported through the attendance process as well as this policy.

Related guidance and policies

This policy should be read with the Child Protection and Safeguarding Policy, Attendance Policy, SEND and reasonable adjustments arrangements, individual support and risk plans, and incident reporting procedures. It is informed by the Equality Act 2010, the SEND code of practice, the Department for Education's voluntary national standards for non-school alternative provision, Keeping children safe in education 2026 as safeguarding good practice, and current Department for Education guidance for schools where its principles are relevant. School guidance is not treated as conferring school-specific statutory powers on this provision.