

Transitions Education

Behaviour Policy

Signed by:

Chris Manton

Hannah Manton Directors

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Statement of intent

Transitions Education have invested a great deal of time and effort in trying to create a relaxed and purposeful atmosphere. This is important because SEND students learn most effectively when we provide support for communication, give them the structure they need, minimise stress and remove unnecessary distractions. Throughout the provision we have a range of strategies in place to support our students in managing their behaviour such as sensory integration programmes, therapies and mindfulness.

The provision is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the provision's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

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.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the provision aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The provision aims to promote resilience as part of a whole-provision approach using the following methods:

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

Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The provision's Special needs policy outlines the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour.

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
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The Provision Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2023) 'Keeping children safe in education 2024'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2020) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following provision policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. Roles and responsibilities

The directors have overall responsibility for:

- 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 whole-provision 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.

The Director is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the provision. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by students at the provision.

- Determining the provision rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and students at least once a year.

The DSL is responsible for:

- Overseeing the whole-provision approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the provision engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Supporting behaviour management in line with the Special Needs Policy.

The DSL is responsible for:

- Collaborating with the Director and the DSL, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the provision.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support students with SEND, in line with the provision's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting staff in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents and where appropriate, the students themselves.
- Aiming to teach all students the curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full timetable.
- Being responsible and accountable for the progress and development of the students in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting students 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 student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.

The relevant figures of authority include:

- Director.
- DSL
- Subject leader.

Students are responsible for:

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

Parents are responsible for:

- Supporting their child in adhering to the provision rules.
- 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 defines “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 includes, 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
- Possession of banned items
- Truancy and running away from provision
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Serious damage to the building or equipment
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

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

- Rudeness
- 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. Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

The teacher will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health problems.

After an initial incident of negative behaviour, the following sanctions are implemented:

- The student is sent to a senior member of staff.
- The teacher investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the teacher deems the incident to be unacceptable behaviour, they will record the incident in the Behaviour Log, as well as on the student’s Behaviour Contract if they have one. The behaviour will also be recorded on the student’s permanent record.
- Where deemed necessary, the teacher will inform the student’s parents and invite them to discuss the incident.

Following further incidents of unacceptable behaviour, stakeholders, parents and student will be invited to discuss the placement and whether the provision is meeting the needs of the young person. It may well be that another provider may be best suited and options will be discussed.

The provision will ensure that all interventions are reasonable in all circumstances, and will consider the student’s age, religious requirements, SEND needs, and any other relevant information.

5. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the provision’s strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve students’ behaviour in the future.

Positive teacher-student relationships

Positive teacher-student relationships are key to combatting unacceptable behaviour. The provision focusses heavily on forming these relationships to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.

- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

Physical intervention

As a provider, we are very much against the use of physical intervention and will use all other reasonable courses of action before any physical intervention takes place. If as a last resort staff have to intervene, the physical intervention will be used as a method of restraint for as short and as minimal as possible.

In line with the provision's Physical Intervention Policy, members of staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging provision property, and to maintain good order and discipline in the classroom.

Physical restraint will only ever be used as a **last resort** and as a method of restraint. Staff members will use their professional judgement 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 student will be immediately taken to the Director and the student's parent will be contacted – parents may be asked to collect the student and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the provision and may result in discussions with the LA to find alternative suitable arrangements. It is at the discretion of the Director as to what behaviour constitutes for these discussions to happen.

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

6. Sexual abuse and discrimination

The provision prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The provision's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer 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. Discipline 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.

7. Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this provision is a smoke-free environment. Parents, visitors, staff and students are instructed not to smoke on provision premises or grounds. Students are not permitted to bring smoking materials or nicotine products to the provision.

The provision has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the provision will follow the procedures outlined in the Child Protection and Safeguarding Policy.

8. Prohibited items, searching students and confiscation

Directors and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. The prohibited items are:

- Knives or 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 student themselves; or
 - To damage the property of any person, including the student themselves.

All members of staff can use their power to search without consent for any of the items listed above.

The Director and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the provision's Physical Intervention Policy.

9. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The provision understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all students.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep students stimulated.

SEND Classroom rules and routines

The provision has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour for SEND. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The provision also has an established set of classroom routines to help students work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all students, then explaining the task clearly so all students understand what they are supposed to be doing.

The Director ensures all teachers understand classroom rules.

Teachers support students to understand and follow classroom rules and routines. Teachers inform students of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help students understand why they are needed, and will model rules and routines to ensure students understand them.

To support students’ continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the provision year, the support staff will work with the students to come up with the rules and come to an agreement between the whole class.

The classroom environment

The provision understands that a well-structured classroom environment is paramount to preventing behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to students and ensure they have full view of the room at all times.

Praise and rewards

The provision recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a student’s efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the provision understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

As with praise, the provision understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the provision recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all students are fairly rewarded.

The provision has a number of options for rewards that can be given to students. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time.

Monitoring and review

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

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

Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Student name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1. _____
2. _____
3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on: date

Student signature: _____

Teacher signature: _____

Behaviour Incident Form

Name of student:		Group:	
Date:		Time:	
Location of observation:		Name of support staff member:	

Before the incident: what led to the behaviour?
During the incident: what did the student do?
After the incident: what were the consequences of this behaviour?

Additional comments

Behaviour Management Observations Review Form

Name of student:		Group:	
Name of key worker:		Date:	

Do there appear to be any patterns triggering the student's behaviour?

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Are our existing management systems effective?

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What achievable targets could we implement for the student to work towards?

--

What are the student's strengths?

--

What strategies could we implement to help the student achieve their targets?

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Additional comments

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