



Swift Learning- Behaviour and Discipline Policy

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1. Introduction

- **Purpose:** To create a safe, respectful, and supportive environment where all learners can learn, grow, and succeed. This policy aims to promote positive behaviour, manage challenging behaviour effectively, and ensure that every learner can thrive.
- **Scope:** This policy applies to all learners attending Swift Learning, including those in full-time education, part-time placements, and during extracurricular activities.

2. Key Principles

- **Respect and Dignity:** Every learner and staff member should be treated with respect and dignity. Positive behaviour is encouraged, and bullying, discrimination, or harassment will not be tolerated.
- **Supportive Environment:** Swift Learning will provide appropriate support and guidance to learners to help them manage their behaviour, addressing the root causes where possible (e.g., mental health issues, trauma).
- **Consistency and Fairness:** Discipline will be applied fairly, consistently, and in proportion to the behaviour, with clear and transparent processes in place.
- **Restorative Approach:** Where possible, we will use restorative practices that encourage learners to take responsibility for their actions and repair relationships.

3. Expectations for Behaviour

- **Positive Behaviours Encouraged:**
 - Respect for staff, peers, and the learning environment.
 - Active participation in lessons and activities.
 - Adherence to instructions and requests from staff.
 - Willingness to engage in conflict resolution and problem-solving.
 - Cooperation with Swift Learning's daily safeguarding procedures, including routine entry screening using a handheld metal detector. Learners are expected to follow staff instructions and participate respectfully in the screening process.
- **Unacceptable Behaviours:**
 - Aggression or violence (physical or verbal).
 - Bullying or harassment of any kind (e.g., racist, homophobic, sexist behaviour).
 - Disruptive behaviour that prevents others from learning.
 - Vandalism or destruction of property.

- Non-compliance with Swift Learning rules, including attendance and punctuality.

4. Behavioural Expectations for Staff

- **Role Model:** Staff must model appropriate behaviour, demonstrating respect, patience, and professionalism always.
- **De-escalation Skills:** Staff are trained to use strategies to de-escalate situations, including calm communication, active listening, and conflict resolution techniques.
- **Restorative Practices:** Staff will be encouraged to use restorative approaches that promote understanding and reconciliation rather than punitive measures.
- **Recording and Reporting:** Staff must record incidents of significant behavioural concerns and report them to the designated staff member (e.g., Behaviour Lead, Safeguarding Lead).

5. Consequences for Misbehaviour

- **Proportional Responses:** Consequences will be proportionate to the severity of the behaviour, with a focus on addressing the root causes and providing opportunities for learning.
- **Graduated Sanctions:** A range of responses will be available, including:
 - **Verbal Warning:** A reminder of expected behaviour.
 - **Reflection Time:** Time spent reflecting on behaviour, either in a designated area or as part of a restorative conversation.
 - **Behaviour Monitoring:** A personalised behaviour plan may be implemented to support ongoing behaviour improvement.
 - **Temporary Removal from Class:** In cases of disruption or violence, a learner may be temporarily removed from the learning environment to regain composure.
 - **Removal of Placement:** In cases of extreme behaviour (e.g., serious violence or threat), the learner may be removed from Swift Learning.
 - Refusal to participate in the routine screening process or attempts to bring prohibited items onto the premises will be managed in accordance with Swift Learning's Search and Screening (Metal Detector) Policy. Where a learner refuses screening, they will not be permitted to access the provision. Parents or carers, the commissioning school and, where appropriate, the Local Authority will be contacted, and the learner will be sent home in line with the Search and Screening Policy. The incident will be recorded and may result in a review of the learners placement where appropriate.

- **Meeting with School, Local Authority, Parents/Carers, and Swift Learning Staff:** If behaviour issues persist, a meeting will be arranged with all relevant parties to go over expectations, discuss potential consequences, and review the learner's placement at Swift Learning. This will include exploring additional support or intervention if necessary.
- **Restorative Conversations:** Whenever possible, learners will engage in restorative conversations to reflect on their behaviour, its impact, and how they can repair relationships with others involved.
- **Parental Involvement:** Parents or carers will be informed promptly about significant behaviour incidents and will be involved in discussions about support plans.

6. Positive Behaviour Support Strategies

- **Reward Systems:**
 - **Praise:** Verbal or written recognition for positive behaviour, effort, and progress.
 - **Incentives:** Rewards or privileges for meeting behaviour goals (e.g., extra free time, certificate awards, or recognition assemblies).
 - **Celebrating Success:** Regular opportunities to celebrate individual and group successes, both academically and in terms of behaviour.
- **Mentoring and Support:** Mentoring and one-to-one support can help learners set and achieve behaviour goals, with regular reviews to track progress.
- **Personalised Interventions:** For learners with recurring behavioural issues, personalised support plans (e.g., Individual Behaviour Plans) may be put in place, identifying triggers, coping strategies, and targets.

7. Support for Learners with Specific Needs

- **Special Educational Needs (SEN):** Learners with SEN will be provided with additional support, such as individual behaviour plans, speech and language support, or interventions by a Learning Support Assistant (LSA).
- **Mental Health Support:** For learners with mental health or emotional difficulties, we will offer counselling, therapeutic support, and a safe space for emotional regulation.
- **Trauma-Informed Approaches:** For learners with a history of trauma, staff will receive training in trauma-informed practices, ensuring learners are not re-traumatised by disciplinary measures.

8. Crisis Management and Serious Incidents

- **De-escalation:** Staff will follow established de-escalation strategies in situations where learners are showing signs of aggression or distress.
- **Physical Intervention:** Physical intervention will only be used as a last resort to prevent harm to the learner or others, in line with Swift Learning policies on restraint. All incidents involving physical intervention will be recorded and reviewed.

- All staff are trained in Team Teach, which supports safe physical intervention techniques to ensure the safety of everyone involved. Physical intervention will only be used if it is the last option to keep all parties safe.
- **Serious Incidents:** Any serious incidents of violence, bullying, or other harmful behaviour will be addressed immediately, with appropriate sanctions applied, and a risk assessment conducted. All incidents will be reviewed to determine the best course of action for addressing the behaviour and supporting the learner.

9. Monitoring and Review of Behaviour

- **Behaviour Logs:** All behaviour incidents will be logged to identify patterns or concerns, and these logs will be regularly reviewed by the Behaviour Lead or relevant staff.
- **Behaviour Tracking:** Progress towards behaviour goals will be tracked for learners on Individual Behaviour Plans, with regular feedback to the learner and their family.
- **Annual Review:** This policy will be reviewed annually, with input from learners, staff, and parents to ensure it is effective and responsive to the needs of the learner.

10. Appeals and Complaints

- **Appeal Process:** If a learner or parent feels that a disciplinary action was unfair, they have the right to appeal. Appeals should be made in writing to the designated senior leader (e.g., Head of Alternative Provision).
- **Complaint Process:** Any complaints regarding the implementation of this policy can be made through Swift Learning formal complaints procedure.

11. Conclusion

- **Commitment to Growth:** The primary goal of this policy is not to punish but to guide learners towards better behaviour and self-management. We believe in the potential of every learner to improve and succeed with the right support, understanding, and intervention.
- **Collaboration:** We will work closely with parents, carers, and external agencies to ensure that each learner receives the support they need to manage their behaviour effectively and succeed in their education.

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