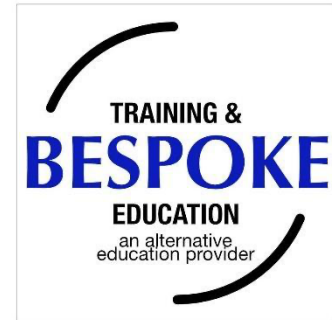




Bespoke Training & Education (BT&E) – Review: Sept 2026

Behaviour Policy

BEHAVIOUR / INCIDENTS / UNACCEPTABLE BEHAVIOUR POLICY

1. POLICY – Bespoke Training and Education Ltd (BT&E)

1.1. The purpose of this Policy is to ensure the safety of students and staff and to provide guidance on the immediate actions to take under certain incidents affecting students. The policy is based on the principle of ‘acceptable behaviour’, with rules to ensure safety and a spirit of co-operation.

Students should show respect for other students and staff and act in a polite and mature way. It is important for individuals to be able to learn, to be able to teach and to be part of a community without fear of:

- disruption of, and interference with, learning ☐ actual or threatened violence from others ☐ bullying, harassment, including sexual or racial harassment, or harassment on the grounds of religion, belief or disability ☐ illegal substances or alcohol being made available ☐ criminal behaviour (e.g. theft and the carrying of offensive weapons) ☐ deliberate damage to property

1.2 Students are expected to observe all rules and regulations of BT&E and to accept the disciplinary procedures if they are in breach of any rules and/or regulations. The rules apply whether a student is using BT&E premises or is representing the BT&E or using external facilities as part of their course.

1.3 Students will be made aware of this policy, the student disciplinary policy and the anti-bullying policy through tutorials. Students will be asked to sign a ‘Learner agreement/enrolment form’ on entering into an academic contract/programme of study with BT&E, which will commit them to abide by these policies throughout.

1.4 Classroom rules are displayed in all teaching spaces and BT&E values are displayed and discussed with all staff and students.

1.5 BT&E understand that pupils will have ‘trigger points’ which may be caused through

- Home life
- School life
- Peers in and outside schools
- SEN

Under our safeguarding policy BT&E's commitment is to be committed to safeguarding all children and young people and we expect everyone who works in our environment to share this commitment.

We take all welfare concerns seriously and encourage children and young people to talk to us about anything that may worry them.

We arrange focus meetings through our 'Chats 4 Change' programme, which can highlight group or individuals concern relating to

- Bullying – Classmates or staff
- Home issues
- Other out of school issues relating to clubs etc
- Difficulty coping in class with work and peers

With any issues affecting pupils behaviour/performance, we endeavour to work for a solution.

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf

BT&E VALUES:

Acting with Integrity We will take personal responsibility, respecting each other and acting honestly. We will always seek to do the right things in the right way

Realising Potential: We will set ourselves the highest standards and expectations for our personal behaviour and work. We will encourage excellence and success for ourselves and the people we work with.

Making a Positive Difference: We will make a difference to the communities we serve and make a positive difference to each other in our daily work and friendships

Creating a Sense of Belonging and Personal Wellbeing: We will welcome everyone and ensure that people can feel safe, supported, make friends and work in a positive environment

Working Together: We will work and learn together encouraging each other to maximise our impact. Bespoke will also work with all stakeholders to ensure pupil progress.

This can include behaviour in class, homework, classwork, behaviour to staff and fellow pupils.

For both positive and negative behaviour Bespoke will inform all relevant stakeholders and where necessary arrange 'Pupil Progress Meetings, which will lead to a 'Pupil Performance Programme' being implemented.

We will keep stakeholders informed of progress at agreed times and update the programme where necessary.

In line with 'The Education (Education Provision for Improving Behaviour) Regulation 2010 as amended 2012/2013'

Bespoke will encourage all stakeholders to take a positive step to help improve behaviour of the pupil and develop strategies through behaviour intervention or classroom management routes to improve attendance, classroom behaviour, homework, classwork, integration in class etc.

https://www.legislation.gov.uk/uksi/2010/1156/pdfs/uksi_20101156_en.pdf

<https://www.legislation.gov.uk/uksi/2012/2532/made>

1.5.1 Unacceptable behaviour can be divided into the following categories:

- Minor misconduct. This includes for example: Unexcused occasional lateness
- Noisy behaviour Using 'mobile phones' inappropriately
- Failure to observe reasonable instructions by staff

1.5.2 Repeated misconduct. This includes for example: All examples of minor misconduct, where a student has not responded appropriately, after earlier requests to do so. Regular absence without notification

1.5.3 Serious or persistent misconduct

This includes for example:

- Failure to observe health and safety regulations Disruptive behaviour
- Damage to BT&E property
- Excessive physical contact with another student (this may be of a sexual or abusive nature)
- Failure to respond to oral warnings given for earlier misconduct
- Failure to respond to a direct instruction given by a member of staff

Gross misconduct

This includes for example:

- Assault on, or abuse towards, students or staff (includes sexual, racial or verbal abuse)
- Bullying, harassment or the making of threats against staff or students
- Theft or fraud
- Committing any criminal offence whilst involved in BT&E activity
- Serious damage or misuse of BT&E property
- Seriously disruptive behaviour
- Dangerous behaviour, including the possession of offensive weapons
- Accessing or making available to others pornographic or other offensive material
- Bringing others on to the site or compromising security in any way
- Possessing, or being under the influence of drugs or alcohol
- Serious misuse of, or interference with, electronic systems or data

Note:

The categorisations above are intended to be illustrative and are designed to set a framework within which staff can make a judgement as to the severity of a disciplinary issue. It should be acknowledged that all situations are unique and that a range of circumstances should be taken into consideration before making a final judgement.

Rationale for good positive behaviour amongst our students/pupils.:

To ensure we foster a positive ethos in our sporting and education community, solving problems in a restorative way.

Our Community

Our community is everyone that is involved in or works with Bespoke Training & Education (BT&E). This includes pupils, parents, staff, visitors, volunteers, parents, guardians and other key stakeholders in our wider community who are responsible citizens. Every member of our community has a part to play so that we can:

- maintain a happy and co-operative atmosphere
- encourage a truly caring environment
- take pride in our community
- be truthful, honest and tolerant and to know the difference between right and wrong
- work together to celebrate success and overcome problems.

Our expectations

Bespoke Training & Education (BT&E). shall:

- expect high standards of behaviour and conduct
- encourage and acknowledge good manners
- respond to one another in a positive manner
- enhance our pupils self-esteem by highlighting their successes
- solve our problems using restorative practices

Celebration of Good Behaviour and Work

Good behaviour is intimately connected to pupil engagement and achievement.

Bi Weekly achievement celebrations provide a forum through which good behaviour and work can be shared and celebrated.

Certificates may be presented. Pupils for example 'Most improved sportsperson' or 'Maths Champion'. To help promote participation or improve attainment and standards.

Any member of staff can nominate an individual pupil or a group of pupils to receive awards. This can be for performance in class, work or behaviour which goes beyond that which is normally expected, improved attendance.

At the end of each programme, BT&E staff will nominate a star pupil and award a certificate, which will be presented at the achievement presentation, which parents and guardians will be invited to attend on the last day of the programme.

The criteria for the award is:

A demonstration of kindness and helpfulness to other pupils in their class or the wider community.

Sports points are also awarded by staff to pupils and groups of pupils who exemplify the values of the BT&E.

Promoting good behaviour

To promote good behaviour, BT&E staff will employ a variety of techniques and strategies to engage pupils. Differentiated, engaging and stimulating learning experiences are proven to lead to better behaviour. Staff may use verbal praise, stickers, team points, notes to parents via the daily update logs, which inform parents, guardians and other stakeholders of how well a pupil has done.

Staff will establish rules and boundaries within the environment (Contract). Chats 4 Change and Health and Wellbeing activities help to have a positive impact on pupil behaviour. Chats 4 Change is done in a group or one to one setting and allows all children the chance to share their thoughts and concerns in a non-judgmental and secure environment.

Daily emotional check-ins help staff to gauge pupils' feelings. Knowing what is likely to upset a child can de-escalate problems before they arise. Should problems arise all staff have been trained in restorative practices which ensure that pupils are encouraged to consider their actions towards one another both emotionally or physically.

Staff will support children to resolve problems and children will often work with each other to solve the dispute. Every child is encouraged to talk to any member of the BT&E team if they have worries. The team will help the child with their worries.

Procedures for dealing with indiscipline in the classroom / Sportshall/playing field

In all cases staff will listen before making judgments, and aim to treat the children fairly and appropriately. We shall use restorative questions if appropriate to the situation. Staff will always try to de-escalate behaviour. Minor and one-off incidents will usually be dealt with by the tutor/sports coach.

Following a class disruption a member of staff may

- give a verbal warning
- move the child to another seat or group
- give the child time out to reflect

Time out - An agreement and procedure will be formally agreed between staff and parents. Pupils must always inform the staff that they are leaving the room/playing field or sports hall.

Repeated minor offences may result in,

- loss of golden time loss of playtime during breaks from learning or sport.
- not being allowed to attend an after further activities
- staff will also inform the senior coach/tutor and appropriate sanctions may be set according to the pupils age and stage of development
- repeated minor offences will be recorded in the behaviour log

In more serious incidents, the tutor/coach will immediately be informed. The director of BT&E, who will inform parents by phone. Meetings will then be set up involving relevant agencies to work out a positive behaviour plan.

Anti-Bullying

You can't expect to like everyone you meet, and that's okay, but turning that into actions, threats, shouting abuse or posting nasty comments is not okay.

What is bullying?

Bullying is when someone deliberately and intentionally hurts, upsets, or has negative power over another person or people

Bullying can be:

- Verbal—name calling
- Social—being left out
- Mental—threats, pressure to conform
- Physical—assault
- Material—Stolen possessions / damage
- Cyber—text, email or social media

Our aim is to make sure that all children are aware that bullying is wrong and we will not stand for bullying. This awareness is a key factor to ensuring that bullying does not take place. Anyone can be bullied. A person who is bullied will feel a variety of emotions. We encourage children to TELL SOMEONE and don't keep their emotions bottled up.

Reporting a bullying incident

Listen patiently to the child and take it seriously. Give reassurance that the problem will be solved. Investigate sensitively and patiently. Remember both the victim and the "bully" need support. Try to find out facts. Do something to stop the bullying.

These are the steps we intend to take in regards to the pupil who has hurt the other child/ children:

All parents/guardians of all the children involved in the incident will be informed when an incident is found to be bullying

- Restorative approaches—where the children are encouraged to talk through their problems and find a resolution together
- Verbal reprimand
- Parental appointment, to discuss the matter in full
- Letter to parents—copy kept in pupil's file
- Mediation—between all parties
- Written consequence
- Detention—break time or lunchtime
- Removal of privileges / Golden Time
- Police involvement
- Final warning
- Exclusion.

Depending on the nature of the report a number of these steps can be skipped and pupils can ultimately be excluded if the nature of the incident merits this course of action.

The victim and the pupil who was found to be hurting the other child may both require support. This may be done in a number of ways:

- Discussion with parents
- Support from staff, with individual planning
- Support from nominated safeguarding person
- Solution Focused meeting to bring support for the child through outside agencies
- Whole class focused support on friendships, feelings and conflict
- Whole class Chats 4 Change / PSE support

Procedures for dealing with indiscipline in during playtime or rest sessions

In all cases staff will listen before making judgments, and aim to treat the children fairly and appropriately. We shall use restorative questions if appropriate to the situation. Staff will always try to de-escalate behaviour.

Children may be supervised in the break time by non-teaching staff.

Break time rules:

- Be kind and respect all members of our community
- Listen and do what the playground supervisors ask.
 - They are there to help us and keep us safe.
- Use good words
- Be friendly making sure no one is left out.
- Observe the out of bound rules.

If the rules are broken, pupils may be asked to stay indoors and wait for the head coach or tutor. Playground coaches/Supervisors will inform the coach/tutor. The tutor/coach may contact the parents to discuss the matter. If the child is in trouble repeatedly the director of BT&E will call a meeting with the child's parents. If the offense is serious or continues the director will request a meeting with parents/guardians. It's important to remember that fall-outs and disagreements are a normal part of life... we can't get on with everyone all of the time.

Restorative Practice

What is it? This is a way of making things better between people. The coach/tutor is neutral and helps all sides talk through what has happened, and helps them find a way forward that they are both happy with. How does it work? The helper checks that the people involved want to find a way forward, then invites them to come and talk about it through our Chats 4 change programme. They go somewhere quiet and away from other people so it is more private, and everyone feels safe.

The coach/tutor goes over the "ground rules" and checks that they still want to go ahead. They ask each person in turn to say what happened. They may need to check what people mean, but don't say what they think about what they are hearing, even if they think it was wrong. The coach/tutor asks them each what they thought and felt when that happened. They can also ask them who else was affected by what happened, and how they were feeling.

Next the coach/tutor asks them what they are feeling and thinking now that they have heard what the other person/ people said.

They can sum up what has been said, and mention things that sounded important in moving things forward, checking that this is what the people meant.

They ask them all in turn what they think they could do to help put things right and stop it happening again.

The coach/tutor asks them all in turn what they think they could do to help put things right and stop it happening again.

The coach/tutor asks them all in turn if they are happy with what has been suggested and if they think they can do it (they might want some help or need something else to happen as well).

They ask them to come back and say how they have got on in a few days' time. That can be a similar conversation with a chance to make a new plan if necessary.

A restorative conversation will have a number of phases:

- Welcome
- Explore
- Reframe
- Possibilities
- Goals – the what?
- Strategies—the how?
- Contract

- Review / Closure
- Next Steps.

Restorative Practice Script for coaches/tutors

You do not need to use the exact words, the meaning and the tone is the important thing.

Introduce yourself and your role:

My job is to help you sort this out and find a way forward that you're all happy with. Let's go and talk it through at the ... (place)"

Go over the ground-rules:

"There are a few rules we will all follow: First everyone will get a chance to speak, and we don't interrupt — Ok?

I will listen to each of you but I won't take sides.

The purpose of this is to find a way forward that you're all happy with"

Hearing the stories:

To the first person— "Can you tell me what happened?" "And what were you thinking when that happened?" "And what were you feeling at that time?" "Who else was affected by what happened and what do you think they thought and felt?"

Ask the second person and anyone else involved the same questions.

Reflecting on the stories: To the first person - "Now you've heard what... (name), said, what is that making you think? ... and what are you feeling now?" Ask the second person the same questions.

Reframing/Summing up: Say, "So what I'm hearing is..." especially including anything that sounded like things could move on. Check this is what they were meaning.

Working out the plan: Ask them together- "Now, what do you think you could do to make things better?" (wait and let each person speak) "Is there anything else that needs to happen?" (wait) "Are you all happy with that?"

Arrange a review: "That sounds like a good plan. Let's see how it works out—can you all come and tell me how it's going in a couple of days' time? - what about (say which day and when)?"

Exclusion

On very rare occasions a pupils behaviour may be so extreme and unacceptable that BT&E director may exclude a pupil when: 'to allow the pupil to continue his/her attendance would be likely to be seriously detrimental to order and discipline or the well-being of other pupils.' It could be that he/she has been involved in several incidents over a period of time and despite everyone's efforts, behaviour has not improved. It can also mean that he or she has been involved in only one incident. The director feels that it is so serious that your child has to be excluded to maintain good order and

discipline. The director may exclude a pupil because, ‘the parent of the pupil refuses or fails to comply, or to allow the pupil to comply, with the rules, regulations, or disciplinary procedures set out by BT&E.’ This type of exclusion does not happen very often. If excluded the relevant authorities must make arrangements for the child’s ongoing educational needs. A multi—agency meeting will be called and a child’s plan may be created to support the child to BT&E.

Linked Policies;

Attendance and Punctuality

Assessment

Code of Conduct

Safeguarding