



Behaviour Policy – FOUNDATION

September 2025 (to be reviewed annually)

1. Aims

This Behaviour Policy sets out the expectations, principles, and procedures used at Reach Foundation to maintain a safe, positive, and supportive environment that allows all pupils to engage in meaningful learning. The policy aims to:

- Promote an understanding of the underlying causes of challenging behaviour.
- Ensure that all pupils are safeguarded and that behaviour changes or behaviours of concern are recognised as potential indicators of wider safeguarding needs.
- Ensure staff work within the law, understand their duty of care, and are themselves safeguarded.
- Establish a consistent and positive approach to supporting pupils to self-regulate and develop socially responsible behaviour.
- Provide predictable, fair and transparent procedures for responding when challenging behaviour occurs.

2. Scope and Purpose

At Reach for Inclusion, we recognise that pupils may sometimes struggle to display expected behaviours and may require additional support in regulating their emotions. Using the Team Teach philosophy across our practice, we promote a culture of positive behaviour, restorative relationships, and emotional regulation.

Our approach is built on:

- Consistent adult modelling
- Positive language
- Restorative conversations
- Regulation and reflection
- Individualised support where needed
- Understanding that behaviour communicates need

This policy applies to all pupils attending Reach Foundation and informs parents, carers, professionals and staff of how positive behaviour is promoted, how challenging behaviour is addressed, and the procedures for recording, reporting and—where necessary—implementing further actions. In rare cases of repeated or serious behaviour, a pupil may be suspended or permanently excluded from Reach Foundation, in line with statutory guidance.

3. Roles and Responsibilities of Staff

All staff at Reach Foundation must:

- Model positive behaviour and healthy social interactions.
- Use positive language and body language, in line with Team Teach principles.
- Support pupils to identify possible triggers or causes of behaviour and work collaboratively towards solutions.
- Maintain awareness of safeguarding responsibilities in accordance with *Keeping Children Safe in Education (KCSIE 2023)*.
- Apply de-escalation techniques consistently and predictably.
- Record and report behaviour concerns in line with this policy.



- Attend relevant training including Team Teach and safeguarding training.
Only trained staff may use Team Teach physical interventions.

4. Roles and Responsibilities of Pupils

Pupils will be supported to understand and follow expectations in an age-appropriate and individualised manner. Staff may use:

- Simple behaviour expectations or class rules
- Individual behaviour contracts (where appropriate)
- Visual supports, routines and clear boundaries

Pupils are encouraged to reflect on and repair harm through restorative approaches and to recognise how their behaviour impacts themselves and others.

5. Child-on-Child Abuse (Bullying)

Reach Foundation has a zero-tolerance approach to child-on-child abuse and bullying.

Definition (DfE, 2017)

Bullying is “behaviour by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally.”

Bullying may include:

- Name-calling, taunting, mocking or making offensive comments
- Kicking, hitting or taking belongings
- Excluding pupils from groups
- Gossiping or spreading hurtful rumours
- Sexual harassment, upskirting, sexting or inappropriate comments
- Initiation/hazing rituals
- Cyberbullying (offensive messages, images or videos shared online)

All bullying behaviour is a form of child-on-child abuse and can have significant emotional impact.

Procedure

- All concerns are reported following the procedures in Section 9.
- Parents/carers of all involved pupils will be informed.
- Staff will take a safeguarding-led approach in line with the Reach Foundation Safeguarding Policy.

6. Behaviour as Communication

We recognise that behaviour is a form of communication. Staff will seek to understand the purpose behind a pupil’s behaviour and support them to communicate their needs in alternative, appropriate ways.

7. Responding When Challenging Behaviour Occurs

When a pupil displays unexpected or challenging behaviour, staff will respond:

- **Predictably** – using consistent scripts, strategies, and expectations
- **Promptly** – ensuring safety is prioritised
- **Calmly and assertively** – in line with Team Teach practice
- **Proportionately** – considering individual needs and circumstances

Staff use de-escalation techniques immediately to reduce risk and restore calm, including:

- Offering space or time
- Using supportive language
- Providing sensory or regulatory tools
- Redirecting or lowering demand



- Restorative conversations following the incident

The intent is always to reduce anxiety, ensure safety, and prevent escalation.

8. Consequences for Challenging Behaviour

Staff understand that behaviour may be influenced by external factors such as bereavement, abuse, mental health needs, SEND, bullying, or home circumstances. Consequences are always considered in context and aligned with the Team Teach ethos.

Possible consequences include:

- A verbal reminder and opportunity to apologise
- A facilitated restorative conversation
- Reflective activities to support learning from the incident
- Alternative or supervised playtime to support emotional readiness
- Loss of a privilege or responsibility

For more serious incidents:

- Temporary removal from the learning environment (“protective consequence”)
- Suspension (fixed-term exclusion) in line with DfE statutory guidance

Where possible, logical consequences are used to help pupils understand links between their actions and outcomes, supporting responsibility and future positive choices.

Physical Intervention

Team Teach physical interventions may be used only to maintain safety, never as a punishment.

Any intervention will be:

- Reasonable
- Necessary
- Proportionate
- Delivered by trained staff only

Parents are always informed the same day.

9. Reporting and Recording

Staff follow the procedures below:

- A weekly Behaviour and Safeguarding Meeting is held. Key concerns are discussed and minutes stored securely on SharePoint.
- All behaviour of concern must be reported to the Centre Manager within 24 hours.
- Staff must complete a behaviour report on iGrade.
- Parents/carers must be kept informed. For any physical intervention, they are contacted the same day.
- Any safeguarding concern is reported immediately to a Designated Safeguarding Lead (DSL).
- Persistent or ongoing behaviour concerns will result in the creation of a Positive Behaviour Support (PBS) Plan, which remains a live working document.

10. Criminal Offences

Most Reach Foundation pupils are below the age of criminal responsibility. However, if staff have reason to believe a pupil may have committed, or is at risk of committing, an offence that places themselves or others at harm, the Centre may involve the Police. This will always be considered carefully alongside safeguarding guidance and does not prevent the Centre from taking action in line with this Behaviour Policy.



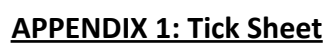
11. Permanent Exclusion

Permanent exclusion is extremely rare and only considered when:

- All other strategies and support have been exhausted, and
- The safety or wellbeing of pupils or staff cannot be maintained.

Decisions are made by the Directors and involve parents/carers, the pupil's school, and relevant professionals. All exclusions follow DfE Suspension and Permanent Exclusion Guidance (2023).

Policy	Behaviour Policy: Foundation
Date created	September 2023
Date Reviewed	September 2025
Date of Next Review	September 2026
Signed:	
Hannah Byrnes	H.byrnes
Siobhan Williams	S Williams
Jo Garner	J. Garner

[illegible]



APPENDIX 2: Incident Report

Student name:		Date of incident:	
Summary (bullet points):			
Description:			
Actions/ Follow Up:			
Completed by:		Date recorded:	



APPENDIX 3: Stage 2 Warning (for student)

Dear _____

Date of incident:

Overview of incident:

Inline with Reach for Inclusion's behaviour policy and the Behaviour Contract which you signed during your induction meeting, you are now receiving a written Stage 1 warning relating to the incident outlined above.

If your conduct within the Centre does not improve, then you may move onto Stage 2 behaviour procedures.

Please let a staff member know if you wish to discuss and reflect on the above incident, or anything else. Reach staff are here to support you and are always happy to listen if you need to share your thoughts and feelings about anything.

Kind Regards,

[Staff member name]