



Behaviour Policy – ENGAGE and LIFE September 2025 (to be reviewed annually)

1. Aims

This policy sets out a clear, fair and legally compliant framework for maintaining positive behaviour and responding to conduct concerns at Reach for Inclusion Ltd, including the Learning Centre and the Vocational Centre ("the Centre"). The aims are to:

- Promote an understanding of the underlying causes of challenging behaviour.
- Ensure all young people are safeguarded, and that staff recognise when behaviour may be a sign of an underlying safeguarding concern.
- Ensure all staff operate within legal frameworks, understand their duty of care, and receive appropriate safeguarding support.
- Promote a consistent, positive approach to behaviour, enabling young people to self-manage, engage and succeed in learning.
- Provide clear, transparent procedures for responding to incidents of poor conduct or challenging behaviour.

2. Scope and Purpose

This policy applies to all students enrolled at the Centre, whether full-time or part-time, it is designed to:

- Encourage good conduct, including behaviour, attendance, punctuality and engagement in learning.
- Outline how poor conduct or gross misconduct will be managed.
- Clarify that repeated poor conduct or any act of gross misconduct may result in suspension or permanent exclusion, following statutory processes.

3. Roles and Responsibilities of Staff

All staff must:

- Model positive behaviour and healthy social interaction.
- Use positive verbal and non-verbal communication, in line with Team Teach principles.
- Work with students to understand triggers and collaboratively develop strategies for improvement.
- Follow all safeguarding responsibilities, as outlined in *Keeping Children Safe in Education (KCSIE)*.
- Record and report concerns in line with the procedures in this policy.

4. Roles and Responsibilities of Students



Students are expected to behave reasonably and comply with Centre rules. During induction, students will be asked to agree to follow:

- Behaviour Expectation Contract
- ICT Acceptable Use Policy
- Student Mobile Phone Policy

Students must also follow:

- Equality and Diversity Policy
- Anti-Bullying Policy
- Online Safety Policy
- Health and Safety Policy
- Visits and Trips Policy
- Safeguarding Policy (including Prevent)

5. Child-on-Child Abuse

The Centre adopts a *zero-tolerance approach* to child-on-child abuse, meaning all concerns are taken seriously and addressed promptly. This does **not** imply automatic punitive measures; supportive and safeguarding responses will also be considered.

Definition: Bullying is "behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally" (DfE 2017).

Bullying behaviours include, but are not limited to:

- Name calling, taunting, mocking
- Physical aggression
- Theft or property damage
- Exclusion or spreading harmful rumours
- Sexual violence or harassment, including upskirting or unwanted sexualised comments
- Cyberbullying, including sending harmful messages, images or videos

Any bullying incident will be addressed through the conduct procedure.

6. Gross Misconduct

Gross misconduct refers to behaviours that significantly harm or risk harming the safety, wellbeing or education of others, or seriously damage the Centre's reputation or property.



Examples include (but are not limited to):

- Serious breaches of the Behaviour Expectation Contract or health and safety regulations.
- Failure to follow staff instructions, creating risk.
- Aggressive, abusive or threatening behaviour.
- Cheating or plagiarism.
- Deliberate damage to Centre or others' property.
- Theft or dishonesty.
- Bullying, harassment, intimidation, or defamatory behaviour.
- Illegal activity affecting the Centre community.
- Misuse of cameras, mobile devices or recordings without consent.
- Possession, supply or use of controlled drugs, alcohol or associated paraphernalia.

Gross misconduct may result in suspension and/or permanent exclusion.

7. Poor Conduct

Poor conduct includes behaviours that disrupt learning or the Centre environment. Staff are expected to address these behaviours immediately.

Examples include:

- Repeated lateness or non-attendance.
- Disruption in class.
- Use of foul language.
- Smoking or vaping on site.
- Behaviour outside the Centre that could reasonably harm its reputation.
- Failure to meet work deadlines.

Serious cases may be escalated to gross misconduct.

8. Reporting and Recording

The Centre follows strict procedures for reporting and recording behaviour-related concerns. All behaviour records are processed in accordance with UK GDPR and the Data Protection Act 2018.

Staff must:

- Attend weekly Behaviour and Safeguarding meetings, where concerns are discussed and recorded.
- Report any behaviour of concern to the Centre Manager as soon as possible and on the same day.



- Complete a Behaviour Report Form, submitting it to the Behaviour Coordinator for recording within the pupil management system.
- Immediately report safeguarding concerns to a Designated Safeguarding Lead (DSL).
- Keep optional tick-sheet records of low-level concerns for monitoring patterns (see Appendix 1).
- Complete a detailed report on iGrade for any instance of gross misconduct. Parents and relevant professionals will be notified.

All behaviour records will be stored securely and accessed only by authorised staff.

9. Misconduct Contracts

Contracts provide structured support to help students address concerning behaviour and succeed on their programme.

Key Principles:

- Contracts are issued by Personal Tutors with agreement from the Head of Centre.
- Contracts must be signed by the student and shared with parents/carers (subject to permissions).
- Actions must be realistic, supportive and time-bound.
- Contracts align with Stage 2 of the Conduct Procedure.

Contract Review

A review date must be included, allowing reasonable time for improvement. A review meeting must be held with:

- the student,
- the Personal Tutor,
- the Head of Centre.

If the student does not attend due to ongoing absence, the contract will still be reviewed in their absence.

Possible outcomes:

- Contract extended
- Student removed from contract
- Student deemed to have failed the contract

All outcomes must be recorded on SharePoint and communicated to parents/carers where appropriate.



Contract Guidelines

9.1 Record the issue of a contract on SharePoint and ensure the comment is visible to the student.

9.2 Upload a signed electronic copy of the contract to SharePoint. Retain the original in Personal Tutor files. A standard covering letter (signed by the Head of Centre) should accompany the contract when sent home.

9.3 Following the Stage 2 review, update SharePoint with the outcome and any relevant notes.

Supportive Action Plans

Supportive Action Plans may be used when additional actions are needed but a formal contract is not suitable. These plans are shared with parents/carers.

Supportive Agreements

Supportive Agreements allow tutors to set formal expectations without involving parents/carers at this stage. They are recorded on SharePoint but are **not** enforceable grounds for removal from the Centre.

10. Equality and Fairness

The Centre is committed to implementing this policy in line with the **Equality Act 2010**, ensuring fair treatment for all students.

Students with SEND, disabilities, care experience or other support needs may display behaviour influenced by factors outside their control. Staff must:

- Consider reasonable adjustments where appropriate,
- Seek advice from the Safeguarding Team or SENDCo,
- Ensure actions are proportionate, non-discriminatory and evidence-based.

All Stage 3 warnings involving Looked After Young People must be reported to a DSL.

Gross misconduct will always be investigated, regardless of personal circumstances, but contextual safeguarding and underlying needs will be considered.

11. Conduct Procedure

All stages of the Conduct Procedure must be recorded within **24 hours**.



Stage 1 – Informal Warning

Issued for minor or initial poor conduct. Any staff member may issue a Stage 1 warning and must inform the Centre Manager so it can be logged on iGrade.

Parents/carers **do not need** to be informed unless deemed necessary.

Stage 2 – Formal Warning

Issued by a Personal Tutor or Centre Manager for continued poor conduct or more serious concerns (e.g., bullying behaviour, persistent disruption).

- The student must be told why they are receiving the warning.
- A SMART target must be set.
- A written record should be made on iGrade.
- Parents/carers should be informed if the student is under 18.
- A Behaviour Contract may be issued at this stage.

Stage 3 – Serious Warning

For:

- major disruption,
- behaviour warranting “fast-tracking”, or
- failure to improve after Stage 2.

Procedure:

- Stage 3 warnings are issued by the Centre Manager.
- Students (and parents/carers, if under 18) will be invited to a Stage 3 meeting with **7 days’ notice**, unless urgency requires a shorter timeframe.
- A Behaviour Contract will be agreed and signed.
- The student is added to the At-Risk register as “High Risk”.
- A review date will be set and recorded.

Students may exit Stage 3 if progress is sufficient.

Suspension

A student may be **formally suspended** where:

- there is risk of further poor behaviour or gross misconduct, or
- an investigation is required.

Conduct Hearing Panel (Stage 4)



A Conduct Hearing determines the outcome of a suspension, gross misconduct case or a failed Stage 3 contract.

Panel Composition:

- Chaired by a Senior Leadership Team member with no prior involvement.
- At least one additional panel member.
- An Investigating Officer presents evidence but is not part of the decision-making.
- Students with support needs may bring an advocate.

Procedure:

- Hearings take place within 7 working days, with written notice.
- Students may question evidence and present their case.
- A written outcome is provided within 5 working days.

Possible outcomes:

- No action
- Lesser action (e.g., Stage 3 Contract)
- Temporary exclusion
- Permanent exclusion recommendation
- Mediation

The Directors make final decisions on any exclusion.

Appeals

Students recommended for permanent exclusion may appeal **in writing** within **10 days** on grounds of:

- new evidence,
- procedural error,
- disproportionate sanction.

Appeals are heard by:

- The Director (or nominee), plus
- A Centre Management Team member who was **not** on the original panel.

Final decisions are issued within **5 working days**. No further appeal is available.

12. Recording an Exclusion



When a permanent exclusion is confirmed:

- A confirmation letter is uploaded to SharePoint.
- Staff are notified.
- The student's record is flagged to prevent future enrolment without Director approval.
- The LA is notified.

13. Criminal Offences

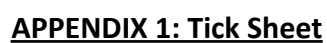
Where staff suspect a student has committed or intends to commit a criminal offence, the Centre may contact the Police and may proceed with internal conduct procedures regardless of criminal action.

14. Students Under 18

Parents/carers of students under 18 will be invited to attend any formal meeting, hearing or appeal.

Where a student discloses difficult family circumstances, the Centre will consider whether contacting parents is appropriate, in line with safeguarding guidance.

Policy	Behaviour Policy
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]