



Behaviour Policy

Policy written:	July 2023
Policy review date:	July 2026
Signed by Director:	<i>E. Barnett</i>

The policy will be reviewed annually as a minimum, unless lessons learnt or new legislation, national or local guidance suggests the need for an earlier date of review.

Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by directors	Date implemented
July 2024	Eloise Barnett	Changes to formatting for clarity. Addition of references to Physical Interventions and BSP PHP and CPI	07/07/2024	08/07/2024
June 2025	Eloise Barnett	Updated references to KCSIE 2024	10/06/2025	10/06/2025

Ethos

At Phoenix ND Education Ltd, we are committed to providing a safe, inclusive, and respectful learning environment for all our students. We believe in promoting positive behaviour, fostering a culture of mutual respect, and adhering to relevant legislation and guidelines to ensure the well-being and educational success of our students. We strive to create an atmosphere where every student feels valued, supported, and empowered to reach their full potential.

This policy should be read in conjunction with our Physical Intervention Policy

1. Code of Conduct:

1.1. Respect: We expect all students to treat others with respect, including peers, tutors, staff members, and property. Discrimination, bullying, harassment, or any form of disrespectful behaviour will not be tolerated.

1.2. Attendance and Punctuality: Students are expected to attend their scheduled tuition sessions promptly and inform the agency in advance of any absences or delays. Regular attendance is crucial for maximising the benefits of our services.

1.3. Preparedness: Students should come prepared for their tuition sessions, bringing the necessary materials, and completing any assigned work. They are expected to actively engage in the learning process and follow the instructions provided by their tutor.

1.4. Personal Responsibility: Students are responsible for their own actions and should take ownership of their learning journey. They should strive for academic integrity, honesty, and ethical conduct at all times.

1.5. Confidentiality: Students should respect the privacy and confidentiality of their fellow students, tutors, and agency personnel. Sharing or misuse of personal information without consent is strictly prohibited.

2. Trauma-Informed Approaches to Behaviour:

At Phoenix ND Education Ltd, we recognise the significant impact that trauma can have on a student's behaviour and overall well-being. We are committed to implementing trauma-informed approaches to behaviour that promote healing, resilience, and a supportive environment for all students who have experienced trauma. Our aim is to create a safe and nurturing space that acknowledges the unique needs of each student, fosters empathy, and empowers them to thrive academically and emotionally.

Key Principles:

1. Understanding Trauma: We acknowledge that trauma can manifest in various ways and that its effects can extend beyond immediate experiences. We strive to educate our staff members and tutors on the nature and impact of trauma, including its potential triggers, symptoms, and long-term consequences.

2. Safety and Trust: We prioritise creating a physically and emotionally safe environment for all students. We work to establish trust and build positive relationships based on respect, empathy, and open communication. Students should feel secure in sharing their experiences and seeking support when needed.

3. Sensitivity and Flexibility: We recognise that trauma responses can vary and may influence behaviour. Our tutors are trained to approach student behaviour with sensitivity and flexibility, considering the underlying trauma triggers and adjusting their teaching strategies accordingly. We promote individualised support and reasonable adjustments, as necessary, to accommodate the specific needs of each student.

4. Emotional Regulation and Self-Care: We strive to equip students with tools and strategies to regulate their emotions and manage stress effectively. Our tutors promote self-care practices, such as mindfulness exercises, relaxation techniques, and healthy coping mechanisms, to help students develop resilience and emotional well-being.

5. Collaboration and Holistic Support: We foster collaboration among our staff, tutors, parents/guardians, and relevant professionals to ensure a coordinated and holistic approach to supporting students who have experienced trauma. This may involve liaising with external agencies, counsellors, or mental health services to provide additional support when needed.

6. Continuous Professional Development: We are committed to ongoing training and professional development for our staff members and tutors, focusing on trauma-informed practices and approaches. This enables us to continuously enhance our understanding, skills, and strategies for supporting students who have experienced trauma.

7. Confidentiality and Consent: We prioritise the privacy and confidentiality of students who have experienced trauma. Any disclosure or sensitive information shared by students, or their families will be handled with utmost care and in accordance with relevant legislation, guidelines, and our safeguarding procedures.

Evaluation and Review:

We regularly evaluate the effectiveness of our trauma-informed approaches to behaviour and make adjustments as needed. We seek feedback from students, parents/guardians, and staff members to ensure that our practices align with best practices and provide the necessary support for those who have experienced trauma.

References:

Our trauma-informed approaches to behaviour policy are based on established research, principles, and guidelines, including:

1. Substance Abuse and Mental Health Services Administration (SAMHSA) Trauma-Informed Approach
2. Adverse Childhood Experiences (ACEs) research
3. Trauma-Informed Practice Frameworks and Models

4. Relevant legislation and guidelines, such as the Children Act 1989 and Keeping Children Safe in Education (KCSIE) 2024, issued by the Department for Education (DfE).

We remain committed to staying informed about developments in trauma-informed practices and integrating them into our policies and procedures to ensure the well-being and success of all our students.

3. Positive Reinforcement and Rewards:

3.1. Recognition: We believe in acknowledging and celebrating students' achievements and positive behaviours. Our tutors will provide regular feedback and praise, highlighting areas of improvement and success.

Public Praise and Private Criticism: Public acknowledgement of good behaviour can be very powerful in a positive way. Public criticism can lower self-esteem and have a negative effect on behaviour (not necessarily straight away).

Three Positives before a Negative: Try to have three positive contacts with a learner before commenting on their work or behaviour. With a class setting, aim to appreciate three learners before encouraging someone who is not on track. They will learn that they will get more attention by being good and working well than when they behave negatively/inappropriately.

3.2. Rewards System: We may implement a rewards system to encourage and motivate students. This may include certificates, commendations, or other appropriate incentives to recognise exemplary behaviour and academic progress.

3.3. Phoenix ND Education Ltd believe appropriate behaviour is a result of positive self-esteem and a genuine feeling of value or self-worth. We strive to encourage the development of self-esteem by ensuring that students feel secure, safe and experience success.

Success is acknowledged and built upon through a regular system of review and individual planning by the Provision Manager.

This is also reinforced in a number of ways including:

- A strong commitment to learner voice, listening to learners and understanding their needs and expectations
- Celebrating achievement publicly (if appropriate for the pupil, some learners find it hard to accept praise, so be sensitive to their needs and be specific about what you are praising) and privately
- Giving immediate feedback, verbal praise, smile, thumbs-up, sticker or post-it for individual achievement
- Adopting an approach of individual support and encouragement
- Student participation in evaluating their achievements and planning for their personal development
- Student engagement in the reviews of their progress
- Catching learners being good, and praise appropriate behaviour

All learner rewards are awarded dependent on the starting point of the learner, and based on their individual interests and needs. Rewards are often linked closely to outcomes within education, health and care plans, and wellbeing targets.

4. Disciplinary Procedures:

4.1. Consequences:

In the event of inappropriate behaviour, our agency will implement a fair and consistent disciplinary approach. Phoenix ND Education Ltd do not endorse nor use sanctions in terms of issuing some form of 'punishment'. Instead, Phoenix ND Education Ltd, use '**Encouragements**' to try and reinforce positive behaviour rather than focussing on negative, or poor behaviour.

Encouragements

Where learners exhibit behaviours that may put the learning and safety of others at risk, Phoenix ND will use a range of encouragements to meet the specific issues raised. These can be focussed at individual or group level.

Encouragements should be considered when behaviour is:

- Below the standard expected by the programme
- Below the standard of the specific learner
- Of a consistently poor standard

In taking a positive and consistent approach to the management of behaviour it is essential that all professionals working with the learner avoid:

- Negative personal comments
- The 'punishment' of the whole group/class for the behaviour of one individual
- The overuse of giving negative feedback
- Aggressive behaviour e.g., shouting
- Actions that will 'spotlight' or ridicule the learner, including sarcasm or causing intentional embarrassment
- Labelling the learner instead of confronting their action and behaviour
- Responding to the secondary behaviours that may come about through the mismanagement of the initial behaviour and therefore escalate the issue.

The following day to day encouragements could be considered at an individual level by:

1. Making our disapproval clear - by a look, by quietly talking to the learner, by sharing a general disapproval of the identified behaviour to the class
2. Removal from the situation to individually counsel

Encouragements are often linked to significant incidents involving individual learners, and each significant incident is linked to a low, medium, or high response. Phoenix ND

acknowledge that we cannot issue a 'one size fits all' encouragement and are required to be responsive to students as individuals.

Level of response	Examples of responses
Low	Use of de-escalation techniques, changes to immediate environment and/or activity, change of immediate teaching staff, phone call to parents/carers
Medium	change to permanent teaching staff, change of teaching venue, permanent changes to a learner timetable, home visit
High	immediate curriculum planning meeting, multi-agency responses/referrals for external services, commissioner led decision making, home visit

4.2 Sanctions

Phoenix ND Education Ltd do not issue sanctions, however, consequences of behaviour following significant incidents may require agreed interventions. Again, these are often based on the low, medium, high response of the significant incident processes.

Level of response	Examples of responses
Low	Review of the individual learner risk assessment, changes to teaching staff and/or venues, in-house interventions, use of counselling sessions
Medium	Review of the individual learner risk assessment, use of external interventions/referrals (e.g., Early Help Unit for substance misuse, or crime prevention), safeguarding concerns forms shared with commissioners, increase staff ratio
High	Review of the individual learner risk assessment, multi-agency approaches to risk management, change of provision, police/criminal justice system involvement

5. Behaviour Support

The majority of our pupils respond well to specialist approaches related to their education. In the main, addressing how a child learns, communicates and interacts whilst giving consideration to their environment and allowing for consistency of approach, is for most of our pupils sufficient enough to address any potential difficulties if challenging behaviour is exhibited.

There are however, occasions where even though these considerations are addressed, a child may require other elements of support. With this it may be deemed necessary for a child to have a Positive Behaviour Support Plan (PBSP). Within our provisions suite of Behaviour Support Planning documentation, there are several layers of additional planning and support which are means-tested by the completion of a RAG colour coded Behaviour Risk Assessment [RAG Rated Risk Assessment](#), one per pupil and at least once a year. These identify the level of risk in relation to our accepted definition of challenging behaviour.

The varying levels of support documentation likely to be required for individual pupils are broadly described in the table below:

All pupils	Pupils scored as presenting a moderate level of risk	Pupils scored as presenting a high level of risk	Pupils scored as presenting an extreme level of risk
Colour coded Behaviour Risk Assessment, specifying whether the pupil presents a risk	As all pupils and an additional Generic Risk Assessment (appendix 5)	As all pupils, including those presenting a moderate level of risk, plus a Positive Behaviour Support Plan (PBSP) Positive Behaviour Support Plan	As all pupils, including those presenting a moderate or high level of risk, plus a Positive Handling Plan Positive Handling Plan
IEP PLJ objective to support Positive Behaviour for Learning; this is derived from the EHCP, the Annual Review process and the provisions holistic audit of need completed for each pupil			

The completion of a RAG colour coded Behaviour Risk Assessment should be regarded as an indicator of the level of Behaviour Support Planning that is required for a pupil. It should act as a starting point for discussion with colleagues, rather than as a hard-and-fast prescription. There may be pupils whose risk is scored as relatively low due to their identified behaviour not being likely to lead to physical injury; however, the risk may be greater in

terms of their personal dignity, for example where the challenging behaviour may be the removal of clothing.

Risk assessments

Pupils who may present a moderate level of risk arising from their challenging behaviour have a risk assessment which highlights hazards, risks, control measures and, if required, further action. This document also draws attention to a Positive Behaviour for Learning objective which may also be found on their Personalised Learning Journey. A copy of the Risk Assessment proforma can be here. [Risk Assessment behaviour](#)

Positive Behaviour Support Plans (PBSPs)

Pupils who may present a high level of risk arising from their challenging behaviour have a PBSP. With this type of plan, the challenging behaviour being displayed by a pupil is such that further consideration needs to be made over and above those already in place for the general school population due to the frequency, intensity and sometimes the unpredictability of the behaviour. Set out clearly on this plan will be Primary Preventative Interventions (Proactive Strategies), Secondary Preventative Interventions (Supportive/Non-restrictive Strategies) and Risk Behaviour and Intervention (Reactive Strategies). Plans are written holistically so that staff gain an understanding of pupils' strengths, a hypothesis of the function of their challenging behaviour and the Positive Behaviour for Learning objective which may also be found on their PLJ. A copy of the PBSP proforma can be found here [Positive Behaviour Support Plan](#).

Positive Handling Plans (PHPs)

Pupils who may present an extreme level of risk arising from their challenging behaviour have a Positive Handling Plan. This document specifies how a child's level of arousal may alter during incidents of behaviour and outlines clear strategies to use at each stage of their incident. This includes the use of any Restrictive Physical Interventions (RPIs) which may be necessary given the duty of care to the child held by each member of staff. A copy of the PHP proforma can be found here [Positive Handling Plan](#).

All levels of Behaviour Support Planning are:

- Read, understood and signed by all members of staff working with the child Shared with, read, understood, negotiated where necessary and signed by all parents/carers
- Reviewed regularly
- Kept in the teaching space where they are easily accessible to staff but stored discretely in accordance with their sensitive nature

4.3. Safeguarding:

We are committed to safeguarding the welfare of our students. Any concerns related to the well-being or safety of a student will be taken seriously, reported promptly, and handled in

accordance with relevant legislation, such as the Children Act 1989 and the Safeguarding Vulnerable Groups Act 2006.

4.4 Exclusions:

Phoenix ND Education Ltd do not exclude learners, instead we look to make changes to the learner timetable to prevent issues arising again. Such changes may include a change of tutor, change of topic or session focus, change of location for the session and other such adaptations that ensure learner success.

In the unlikely event that these changes do not support learners to achieve, the AP Manager and SENCO will recommend an early EHCP review or provision meeting with the parents and local authority. At this meeting the LA and parents will be informed that Phoenix ND Education can no longer meet the needs of the learner and will recommend that an alternative provision should be found.

5. Complaints and Appeals:

5.1. Grievance Procedure: If a student or their parent/guardian has a complaint or concern regarding behaviour or any other matter, they should follow our agency's established grievance procedure. This ensures that complaints are addressed promptly and fairly.

5.2. Appeals Process: If a student or their parent/guardian disagrees with a disciplinary decision, they may submit an appeal in writing, outlining the reasons for their disagreement. The appeal will be reviewed by the agency management, and a final decision will be communicated in a timely manner.

Our behaviour policy is aligned with relevant legislation and guidelines, including but not limited to:

1. The Education and Inspections Act 2006
2. The Equality Act 2010
3. The Children Act 1989
4. The Safeguarding Vulnerable Groups Act 2006
5. Keeping Children Safe in Education (KCSIE) 2023, issued by the Department for Education (DfE)

We regularly review and update our behaviour policy to ensure compliance with any changes to legislation or KCSIE guidelines.

6. Principles of Behaviour Support at Phoenix ND Education Ltd

For the majority of pupils at Phoenix ND Education Ltd, our specialist strategies in structuring the environment and utilising a **Total Communication** approach are enough to facilitate and support **Positive Behaviour for Learning**. Some pupils may require further, more **individualised** elements of support. This could include **incentivised** approaches using rewards and, if understood by the pupil, consequences.

For some pupils, it may be deemed necessary to have enhanced elements of support that are agreed and recorded on **Behaviour Support Plans (BSPs)**.

As an educational provider, we follow a **Positive Behaviour Support (PBS)** approach. The key principles for all staff working at Phoenix ND Education are:

- ✚ Remain **calm and supportive** if pupils require support with their behaviour.
- ✚ **Individualised** strategies such as visuals, favoured motivators or reward charts are used as appropriate; these are known by familiar staff and usually recorded on **BSPs**.
- ✚ A **consistent** approach to behaviour from all staff is key to helping pupils appropriately; if unsure, **ask colleagues familiar with a pupil** for advice and guidance.
- ✚ Be **mindful** of how you react to situations e.g. **neutral** and **calm** tone/volume of **voice** and **body language/facial expressions**.
- ✚ Assume that **all behaviour has a reason** and is **communicating** an **unmet need**; it is important to try to **understand why behaviour occurs**.
- ✚ Always strive to **be positive** with our pupils in order to **gain positive outcomes**.
- ✚ Remember your **Duty of Care** to provide a **safe, dignified** environment and a **fulfilling** educational experience. This means thinking about where you position yourself when a child is in crisis, giving space (and sometimes privacy) where necessary and removing any **environmental hazards**.
- ✚ Always use the **least restrictive** practice possible. If you feel restrictive practice may be **proportionate** and **necessary** to maintain safety, refer to the training you have been provided with at Phoenix ND Education Ltd. The **CPI Safety Intervention** training staff have completed equips us to intervene when needed.
- ✚ Supporting pupils with **challenging behaviour can be challenging** and **occasionally** even **stressful**. If this is how you are feeling, it is your responsibility to yourself, your colleagues and the pupils to **ask for help** and **seek support** as appropriate from colleagues.
- ✚ When working with a pupil, a **change of face** is often one of the most effective strategies for all concerned. Work with colleagues to apply this effectively.