



Behaviour Policy

REFERENCE:	V01 – 09/2025
OWNERSHIP:	AP Lead
AUTHORISED BY:	Emma Draper (Director)
REVIEW:	Annually – September 2026

PURPOSE

The purpose of this policy is to promote good behaviour amongst pupils and to set out the sanctions to be adopted in the event of pupils' misbehaviour.

SCOPE

This policy applies to Churchwood Forest School AP, this includes all employees who work with Churchwood Forest School AP as well as contractors, volunteers and visitors.

SAFEGUARDING COMMITMENT

As an organisation that prioritises the safeguarding of children and all vulnerable people, Churchwood Forest School AP is committed to providing a safe environment across all we do by actively adopting strategies that embed a culture of zero tolerance for abuse of any kind.

RESPONSIBILITIES

This section outlines the specific responsibilities of all members of the provision community in upholding and promoting positive behaviour. A collaborative approach is vital for creating a safe, orderly, and effective learning environment.

1. Education Leadership Team/Directors

- **Policy Approval and Review:** To approve and regularly review the Behaviour Policy, ensuring it aligns with legal requirements, best practices, the Churchwood Forest School AP's ethos.
- **Strategic Oversight:** To monitor the effectiveness of the policy's implementation and its impact on student behaviour and provision climate.
- **Resource Allocation:** To ensure that adequate resources are allocated to support positive behaviour initiatives, staff training, and necessary interventions.

2. Provision Lead

- **Policy Implementation:** To ensure the consistent and fair implementation of the Behaviour

Policy across all aspects of provision life.

- **Leading by Example:** To model high standards of behaviour and respect, fostering a positive culture.
- **Staff Training and Support:** To provide training as part of induction and annually, guidance, and support for all staff on behaviour management strategies and the consistent application of the policy.
- **Monitoring and Evaluation:** To rigorously monitor behaviour data, identify trends, and evaluate the effectiveness of interventions, making adjustments as needed.
- **Communication:** To ensure effective communication with students, parents/carers, and external agencies regarding behaviour expectations and incidents.
- **Designated Lead:** To appoint and oversee the work of key staff responsible for behaviour and pastoral care.

3. All Staff (Teachers, Support Staff, Administrative Staff, Volunteers)

- **Consistent Application:** To consistently apply the Behaviour Policy and associated procedures in all interactions with students.
- **Clear Expectations:** To clearly communicate behavioural expectations and routines to students in their care.
- **Positive Relationships:** To build positive and respectful relationships with students, fostering a sense of belonging and trust.
- **Proactive Management:** To use proactive behaviour management strategies, including effective lesson planning, clear instructions, and positive reinforcement.
- **Responding to Misbehaviour:** To respond promptly and appropriately to all instances of misbehaviour, using the agreed sanctions and strategies outlined in the policy.
- **Reporting and Recording:** To accurately record and report significant behaviour incidents according to provision procedures.
- **Role Modelling:** To consistently model respectful, responsible, and professional conduct.

4. Students

- **Understanding Expectations:** To understand and adhere to the Behaviour Policy and expectations.
- **Respectful Conduct:** To treat all members of the provision community (staff, peers, visitors) with respect and courtesy.



- **Active Participation:** To engage positively in lessons and provision activities, contributing to a positive learning environment.
- **Taking Responsibility:** To take responsibility for their own actions and to learn from mistakes.
- **Reporting Concerns:** To report any bullying, harassment, or other inappropriate behaviour they experience or witness to a trusted adult.

5. Parents/Carers

- **Supporting the Policy:** To support the provision in maintaining high standards of behaviour and to reinforce the provision's expectations at home.
- **Open Communication:** To communicate openly and promptly with the provision regarding any concerns about their child's behaviour or well-being.
- **Working in Partnership:** To work collaboratively with the provision to address any behavioural challenges and support their child's development.
- **Understanding Consequences:** To understand the consequences of misbehaviour as outlined in the policy and support the provision's actions.

DEFINITIONS

Positive Behaviour

Positive behaviour refers to conduct that aligns with the provision's values and expectations, contributing to a safe, respectful, and productive learning environment. It includes demonstrating respect for self, others, and property; active engagement in learning; adherence to rules; and exhibiting qualities like kindness, integrity, and resilience.

Misbehaviour

Misbehaviour is any action or conduct that disrupts the learning environment, infringes upon the rights or safety of others, or violates the provision's established rules and expectations.

Misbehaviour can range from minor infractions to serious breaches of conduct and can be:

- **Low-Level Disruption:** Minor acts that disrupt learning but are not intentionally malicious (e.g., calling out, fidgeting, not following instructions promptly).
- **Persistent Low-Level Disruption:** Repeated instances of low-level disruption that, over time, significantly impact learning for the individual or others.
- **Serious Misbehaviour:** Actions that significantly disrupt the learning environment, threaten



safety, involve damage to property, or demonstrate clear defiance or disrespect (e.g., verbal abuse, fighting, theft, vandalism).

Sanctions

Sanctions are the consequences applied in response to misbehaviour. They are designed to deter future misbehaviour, teach students about the impact of their actions, and ensure accountability.

Sanctions should be fair, proportionate, and consistently applied. Examples include warnings, detentions, end or pause placement via the commissioning school/LA

Rewards

Rewards are positive reinforcements to acknowledge, celebrate, and encourage positive behaviour and achievement. They aim to motivate students to maintain high standards of conduct and effort.

Examples include verbal praise, merit points, certificates, and privileges.

Restorative Practice

Restorative practice is an approach to managing behaviour and conflict that focuses on repairing harm and relationships rather than solely on punishment. It encourages dialogue, understanding, and personal responsibility, seeking to involve those who have been harmed, and those who have caused harm, in finding solutions.

Pastoral Support

Pastoral support encompasses the systems and staff dedicated to the overall well-being and personal development of students. This includes providing guidance, emotional support, and interventions to help students overcome challenges that may impact their behaviour or learning.

Temporary removal from the Churchwood Forest School AP sessions

Churchwood Forest School AP cannot issue statutory suspensions or exclusions. Where behaviour poses a serious, immediate risk or persistently disrupts learning, the Provision Lead may authorise a time-limited removal from Churchwood Forest School AP sessions while a risk and support review is completed with the commissioning school/LA. The student remains on the roll of their registering school, which retains responsibility for any formal suspension/exclusion decisions. The Churchwood Forest School AP will notify parents/carers and the commissioner the same day, agree safeguarding contact and short-term learning arrangements, record the rationale, and set a reintegration plan (including reasonable adjustments). If the placement cannot safely



continue, Churchwood Forest School AP may decide to pause or end the placement. This will always be as a last resort and Churchwood Forest School AP will contribute to ensuring an alternative placement is found. Fixed-term exclusion is a formal decision by the Provision Lead to remove a student from the Churchwood Forest School AP for a specified, limited period due to serious or persistent misbehaviour. During this period, the student remains on the provision's roll.

POLICY

CONTEXT

Most pupils that attend Churchwood Forest School AP have been referred as a result of their challenging behaviour in school. Many are at risk of, or have already received fixed term exclusions. Some have already been permanently excluded from mainstream schools. In addition, for some pupils, placements in other alternative provision or pupil referral units have broken down. Young People come to Churchwood Forest School AP with a range of complex issues that have been a barrier to them engaging with learning. Some of the main aims of the Churchwood Forest School AP focus on this – we seek to: address the individual social, emotional and learning needs of young people, developing self- esteem; challenge and help modify bad behaviour, teaching young people to make appropriate choices; and facilitate reintegration back into school or onto further education or employment. Because of this, our approach with behaviour is a key component of our programme.

Trauma-informed approach

All Churchwood Forest School AP staff are introduced to a 'trauma informed' approach during induction and receive follow-up training each year. Churchwood Forest School AP recognises that many of the negative 'behaviours' we see in our students have underlying causes – Adverse Childhood Experiences - and that addressing the behaviours alone will not help. At Churchwood Forest School AP there is a strong focus on developing relationships with our students, using empathy, active listening and acceptance to help develop secure attachments, setting a foundation on which students can begin to learn to regulate themselves. Staff are trained to be able to recognise attachment styles and how to differentiate their approach according for students with different styles. Sanctions include a restorative element wherever possible and staff may also need to walk through or model a sanction or action with a student who is not able to carry it out on their own. Staff use specific tools within the curriculum and in one-to-one work with students that are



therapeutic, reflective and restorative.

‘Behaviours for Learning’ framework

Along with a trauma-informed approach, Churchwood Forest School AP implements an overarching framework, which recognises that everything that happens within the context of the provision has an impact on each student in one or more of three key areas: relationship with self; relationship with others; and/or relationship with the curriculum. This impact can be either positive or negative and the consequences are likely to elicit a behavioural response. Churchwood Forest School AP assesses all aspects of our practice in the light of this, aiming to be more deliberate in promoting actions and activities have a positive impact in the key areas, and reducing those that have a negative impact, thus providing more opportunities for students to develop behaviours for learning.

Referral Process and Student Conduct Agreement

During the referral process, questions will be asked to identify the types of behaviour that have been a cause for concern in the past and a behaviour record should be provided by the referrer. This information will help staff plan an individual approach and set priorities and targets for each pupil. It will also inform the content and focus of individual risk assessments.

Staff will set out Churchwood Forest School AP’s expectations for behaviour with the pupil, parent/carer and referrer during the referral interview using the Student Conduct Agreement (appendix A). This sets out conditions of acceptance that pupils are required to sign up to before they will be admitted on a Churchwood Forest School AP placement. Attending parents/carers/referrers can help identify which conditions expected by the Churchwood Forest School AP are likely to cause issues for the pupil and an agreement is reached to help the pupil comply and to help them see the need for the rules.

Physical Intervention including restraint and the use of force

Our first response to distressed, dysregulated or unsafe behaviour will always be prevention, early support and de-escalation. Staff will use calm communication, space, time, distraction, changes to the environment, trusted relationships and individual support strategies to reduce risk wherever possible. Restrictive intervention, including physical restraint, will only be used where it is lawful, necessary, proportionate and in the child’s best interests, and where a less restrictive approach



would not safely manage the immediate risk.

For the purposes of this policy, a restrictive intervention means any action that prevents, restricts or subdues a child's movement. This may include physical restraint, guiding a child away from danger, blocking access to an unsafe area, or any other action that limits a child's freedom of movement. Any intervention must use the least restrictive option, for the shortest possible time, and must stop as soon as the immediate risk has reduced.

Staff may only use restrictive intervention to prevent immediate harm to the child or another person, prevent serious damage to property, prevent a criminal offence, or respond to an immediate and serious safety risk. Restrictive intervention must never be used as a punishment, to humiliate a child, to gain simple compliance, or because a child has refused an instruction where there is no immediate safety risk.

Staff must not use any restraint or hold that affects a child's airway, breathing or circulation. Staff must not cover a child's mouth or nose, apply pressure to the neck, chest or abdomen, or deliberately place or hold a child on the ground. If a child is unintentionally held in an unsafe position, staff must release or reposition them as quickly and safely as possible.

This provision does not operate a blanket "no contact" approach. Appropriate physical contact may be necessary, for example to provide first aid, comfort a distressed child, guide a child away from immediate danger, or support a child who has chosen to move to a safe space to regulate. Staff will always consider the child's age, needs, communication style, SEND, trauma history, medical needs and known vulnerabilities before using physical contact.

Where a child is known to be at increased risk of needing a restrictive intervention, we will work with the child, parents or carers, the commissioning school or local authority, and any relevant professionals to agree an individual behaviour support plan and risk assessment. This will identify known triggers, early warning signs, preferred de-escalation strategies, communication needs, reasonable adjustments and any circumstances where increased physical contact may be necessary. The existence of a plan does not mean restraint will automatically be used; staff must still assess the situation at the time and use the least restrictive safe response.

Seclusion will not be used as a disciplinary sanction. A child may be supported to use a calm or quiet space, but this should normally be voluntary, supervised and time-limited. A child must not be prevented from leaving a space unless this is necessary to manage an immediate safety risk. Any incident where a child is prevented from leaving a space will be treated as a restrictive intervention and will be recorded, reported and reviewed.

All staff will receive behaviour and safeguarding information appropriate to their role, including training on prevention, de-escalation, trauma-informed practice, SEND, communication needs and the avoidance of physical restraint and other restrictive interventions. Staff who are likely to need to use restrictive interventions will receive appropriate additional training and will be expected to act only within their competence, this policy, the child's plan, and any written arrangements agreed with the commissioner.

Every incident involving restraint, seclusion or another restrictive intervention will be recorded in writing as soon as practicable and, wherever possible, on the same day. The record will include the child's



name, staff involved, date, time, location, duration, what happened before the incident, known or possible triggers, de-escalation attempted, why the intervention was considered necessary, the type and level of intervention used, any injuries or distress, medical attention offered, and the support provided afterwards.

Parents or carers and the commissioning school or local authority will be informed of any restrictive intervention as soon as practicable and, wherever possible, on the same day. Information will normally be shared in writing and will include what happened, why the intervention was used, how long it lasted, any injury or distress, and what follow-up action will take place. Where sharing information with a parent or carer may create a safeguarding risk, the Designated Safeguarding Lead will agree the safest reporting route with the commissioner and, where appropriate, the local authority.

After any restrictive intervention, the child and staff involved will be offered support and a debrief as soon as they are ready. The purpose of the debrief is to check welfare, understand what happened, repair relationships and reduce the chance of a repeat incident. Where appropriate, the child's behaviour support plan and risk assessment will be updated with the child, parents or carers, commissioner and relevant professionals.

Leaders will review records of restrictive interventions to identify patterns, repeated triggers, training needs, environmental issues, equality or SEND concerns, and whether support plans are effective. The aim of this review is to reduce the future use of restraint and other restrictive interventions and to improve the safety and wellbeing of children and staff.

Any complaint or concern about the use of restraint, reasonable force, seclusion or another restrictive intervention will be managed under the provider's complaints, safeguarding and allegations procedures. Where an allegation is made about a member of staff, the Designated Safeguarding Lead will follow safeguarding procedures and notify the commissioner and relevant external agencies as required.

Where possible, staff will be trained in the use of nonviolent *physical* crisis intervention and these staff should be called upon in any potential critical situation. The following principles apply:

- SAFE
 - no element of pain is involved;
 - the intent is to calm down the individual who may be out-of-control;
 - the techniques aim to keep the individual off the floor by using physiological principles that do not rely on matching strength;
 - the importance of team interventions is emphasised.
- THERAPEUTIC
 - the techniques are to be used as a last resort, when someone is presenting a danger to themselves or others;
 - they are used to protect, not to punish;



- they are not 'competitive' i.e. they do not fight the individual;
- the goal is to continually assess signs of tension reduction and use opportunities to begin to re- establish a therapeutic rapport.

Additional interventions

As well as applying sanctions for unacceptable and undesirable behaviour, staff should consider what further interventions may help the student reduce occurrences of this type of behaviour in future. These may include: re-establishing expectations, creating or adapting individual risk assessments, extra pastoral support, professional counselling, involvement with specialist external agencies, target setting, and/or an additional focus within curriculum on particular issue. Further interventions should also be logged along with details and the outcome of anything requiring follow-up.

Serious behaviour incidents

Any behaviour incidents where students or staff are harmed (e.g. fighting, assault, physical aggression), or there is a serious safeguarding implication (e.g. sexting) or where there is physical contact (including restraint), or where there is damage to property, or where a crime has taken place (e.g. sexual violence and/or harassment, theft, supplying drugs) are classed as serious behaviour incidents. When incidents of this type are recorded, this will trigger oversight by a senior leader within Churchwood Forest School AP and details will be collated separately for analysis and response. The sanctions and interventions applied must be recorded using this form. Reports may be required to agencies such as the police, children's social care as appropriate. Parents/carers and referrers should be informed of all serious behaviour incidents.

Confiscation and consent-based checks (AP)

Churchwood Forest School AP does not hold schools' statutory search powers. Where a prohibited or unsafe item is suspected, staff must use a consent-based, safeguarding approach: request voluntary handover or consent to a proportionate check of bags or outer clothing. If consent is refused and there is immediate risk or a suspected offence, staff will secure the area and contact police in line with NPCC "When to call the police." Where safe, staff may take temporary possession to prevent harm and store items securely. Parents/carers and the commissioning school/LA DSL are informed the same day. Staff must not conduct intimate searches or examine digital content; devices are secured and passed to police or the school as appropriate. Sanctions sit under the commissioning school's behaviour policy; Churchwood Forest School AP may apply



placement conditions and immediate safety measures. We refer to DfE “Searching, screening and confiscation” for good practice, but rely on consent, safeguarding judgment and police involvement, aligned to the OOSS code and KCSIE.

Bullying (see ‘Anti -Bullying Policy’ for more information)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and that is difficult for victims to defend themselves against.

All staff should be engaged in encouraging good behaviour and respect for others on the part of pupils, and in particular, preventing all forms of bullying among pupils. Bullying in any form – including cyberbullying, prejudice-based and discriminatory bullying - will not be tolerated. Nor will remarks made towards another person that could be early signs of bullying behaviour.

Staff will actively encourage young people to talk about bullies and bullying. Young people are encouraged at all times to talk to staff about bullying issues affecting them.

Prohibited substances and alcohol (see also: Drugs & Alcohol Policy)

Possession, use or supply of illegal drugs, unauthorised medicines, alcohol or paraphernalia is not permitted on Churchwood Forest School AP premises or activities.

Staff use a consent-based, safeguarding approach: request voluntary handover; if refused and there’s risk of harm or suspected offence, secure the area and contact police per NPCC “When to call the police.”

Where safe, staff may take temporary possession to prevent harm and store items securely; record actions and notify parents/carers and the commissioning school/LA the same day.

Evidence handling, storage and any RIDDOR considerations follow the Drugs & Alcohol Policy.

Mobile phones and personal devices (see also: E-Safety Policy)

Learners must keep personal devices off and out of sight during sessions and activities unless explicitly agreed for learning or support.

Filming, recording or sharing content without permission is prohibited.

Staff may request voluntary handover of a device where there is a safeguarding concern. No intimate searches and no examination of digital content by staff; devices are secured and, where



needed, passed to police and/or the commissioning school.

Suspected illegal imagery or criminal activity is escalated per NPCC guidance; online harms are managed under the Online Safety Policy (including filtering/monitoring and DSL oversight).

Consequences and placement decisions

Sanctions for prohibited items and device misuse are applied under the commissioning school's behaviour policy. Churchwood Forest School AP may set placement conditions, immediate safety measures, or request a review/pause of the placement with the commissioner where risk persists.

Recognising and rewarding desirable behaviour

It is also important to recognise and respond to good behaviour and improvements in the behaviour presented by young people, particularly when it demonstrates progress in areas that have typically been a problem.

Partnership with parents/carers and referrers

Pupils' behaviour – both positive and negative – is discussed with parents/carers and referring agencies on a regular (sometimes daily) basis. It is also discussed as part of the on-going 'review' process that takes place at least twice a term with pupils and staff.



POLICY CONTEXT

AP Standards Addendum (Aug 2025)

AP context: Churchwood Forest School AP operates as a Non-School Alternative Provision (AP). Commissioning schools/LAs retain statutory responsibilities for admissions/attendance registers, exclusions and Children Missing Education (CME); Churchwood Forest School AP provides same-day attendance and safeguarding information to enable those duties.

Standards: Churchwood Forest School AP adopts the DfE Non-school alternative provision: voluntary national standards (31 Aug 2025) as best practice and in preparation for future mandatory status.

Police engagement: As an AP we do not have schools' statutory search powers. We use consent-based checks, de-escalation, and NPCC 'When to call the police' thresholds.

This policy relates to the following legislative requirements, standards and internal documents:

Legislation & Standards	1. Education and Inspections Act 2006 2. Equality Act 2010 3. Children Act 1989 and 2004 4. Education (Independent School Standards) (England) Regulations 2014 (for Academies and Independent Schools) 5. Keeping Children Safe in Education (KCSIE) 6. Data Protection Act 2018 / GDPR
Related Forms & Documents	• Attendance Policy • Anti-Bullying Policy • Safeguarding Policy • Drugs and Alcohol Policy • Physical Intervention Policy • Suspension and Exclusion Policy

VERSION CONTROL

We will review our documentation regularly and we reserve the right to amend our policies and procedures at any time.

Version	Date	Change Summary	Author/ Reviewer	Approved by:

1	21/9/25	Initial version	Mark Wrangles	
2				
3				

Appendix A: Student Conduct Agreement

Introduction

When you are accepted to join a Churchwood Forest School AP centre we make commitments to each other as follows:

- We commit ourselves to you. We offer you our support as you become a valued and important part of this provision. We expect you to participant in the life of the centre to gain full value from it.
- We expect you to behave responsibly and with consideration to all members of Churchwood Forest School AP, both fellow students and staff.
- It is anticipated that you will maintain harmony by sorting out personal differences that may occur from time to time.

Conditions of Acceptance

In any placement, there needs to be conditions governing the way members are expected to behave, and Churchwood Forest School AP is no exception. These conditions are there to give us all freedom and security and to help you move forward in your life.

For the above reasons, we ask that you commit yourself to the following conditions:

Access to other areas around the building

As you will be aware, there are people working in other parts of the building. You must not interrupt them, or visit any area other than the centre, even if invited, except when accompanied by a member of staff.

Leaving the premises

Under no circumstances are you to leave the premises during the day without permission. You must bring in a letter from your parents/carers beforehand if you will need to leave early or arrive late for a genuine reason.



Violence, threats of violence, offensive or abusive behaviour

These will not be tolerated at all. Anyone acting in such a way will be asked to leave the centre and will face sanctions.

Damage in the centre

Any damage in the centre caused intentionally or through inappropriate behaviour will result in a repair bill to parents or carers.

Drugs and alcohol

You must not take or be in possession of any drugs, solvents, other mood altering chemicals or alcoholic substances at any time whilst at Churchwood Forest School AP. Anyone found to be under the influence of drugs or alcohol may be asked to leave immediately and parents/guardians will be informed.

Smoking

Due to smoking legislation, smoking is not permitted in any part of the building at any time.

Swearing

Out of respect for other members of Churchwood Forest School AP, we ask you not to use offensive language.

Mobile Phones

We do understand that some young people travel a long distance, with this in mind we are prepared to allow phones to be brought in. However all mobiles must be totally switched off (not just put on silent) and handed in before the start of your day. You may use your mobile phone during lunch breaks, with the permission of staff and in line with the E-Safety agreement. Please note we do not accept any liability for mobiles brought onto our premises. Parents are requested to contact Churchwood Forest School AP directly if they need to speak to you for any emergency situation.

Literature

No offensive magazines, books, leaflets etc. will be allowed within Churchwood Forest School AP. If any is found in your possession, it will be confiscated, and parents or carers will be informed. This includes having offensive images or videos on mobile phones.



Personal Hygiene

It is expected that all students will take care of their appearance and will be reasonably and appropriately dressed.

Medication

If you are taking any medication prescribed by your doctor, you must tell staff straight away. They will keep the medicine for you and allow access to it at the appropriate times. A parents or carer must complete a form for us giving details of the medication. This is also the case for any E-cigs, tablets or patches you may use.

Safety

It is important to be familiar with and obey all the fire safety instructions given by the staff. If there should be a fire, follow the instruction of staff without question. All accidents must be reported to staff immediately.

Attendance & Timetable

You will be expected to attend Churchwood Forest School AP on the days agreed. A register will be kept and attendance carefully monitored. Any absences not accounted for shall be classed as unauthorised. Long term absenteeism and irregular attendance could jeopardise your place. Please do not arrive earlier than 10 minutes before the start of the day. Please leave the premises promptly at the end of the day or when requested.

Conduct

Whilst learning you should make it as easy as possible for everyone to learn and the teachers to teach. This means arriving on time, behaving in a courteous and orderly way, listening carefully, following instructions and not eating or chewing. You are responsible for playing your part in keeping all areas you use clean and tidy.

Appraisals

In order to monitor progress and sort out problems, student will have review meetings with members of staff. It is expected that, on occasions, parents or carers will be involved in such meetings.

Breaking of Conditions



If you fail to keep to the terms of this agreement, staff will discuss this with you, and if no agreement is reached, it will be assumed that you no longer wish to be part of Churchwood Forest School AP. Action will then be taken to terminate your involvement.

Student Conduct Agreement

I have read the above Conduct Agreement and agree to abide by its conditions.

Name:..... Date:...../...../.....

Signed:.....