


**THE HUB EDUCATIONAL SERVICES CIC**

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**Date of next review: April 2027**

## Behaviour Policy

Effective teaching and learning rely on good behaviour and a disciplined, structured environment. This Behaviour Policy underpins the culture and expectations at The Hub Educational Services CIC. Our aim is to create an environment that is conducive to learning and safeguards the rights of all pupils to be educated free from disruption, bullying, discrimination or any form of harassment. The policy applies at all times when pupils are under the responsibility of alternative provision staff, including when they are off site, travelling to and from the provision, participating in educational visits, work experience or any activity where their behaviour may promote The Hub positively or bring it into disrepute.

The principles that guide this policy are rooted in respect, fairness, consistency and safeguarding. Staff and pupils are expected to show respect for one another at all times. Good behaviour is recognised and rewarded, while sanctions are applied consistently when behaviour falls below expectations, including in cases of bullying or violence. Pupils whose behaviour or attendance may deteriorate due to bereavement, abuse, family separation or other significant events will be identified and supported. Every member of the alternative provision community is entitled to be listened to, responded to and educated within a safe and secure environment. Staff model positive behaviour and actively promote it through the development of pupils' social, emotional and behavioural skills, including through ASDAN work and other structured activities. All members of the community are expected to understand and accept the principles on which this policy is grounded.

The Hub recognises that vulnerable pupils, including those with special educational needs, physical or mental health needs, those who are refugees or immigrants, and

looked-after children, may experience particular difficulties with behaviour. These difficulties may relate to medical conditions, trauma, lack of understanding or other factors. Such pupils receive mentoring, one-to-one support and intervention from specialist services to ensure their needs are met appropriately.

We believe that pupils and staff share a responsibility to act with respect for others and for their environment. Staff, support workers and volunteers have the right to teach and carry out their duties without threat, fear or disruption. Good behaviour and discipline underpin high standards of achievement and promote social inclusion. Pupils are entitled to a safe, caring, supportive, orderly and stimulating learning environment where fairness, equality and sensitivity to individual needs are prioritised. They should have opportunities to have their needs identified and met appropriately and benefit from positive role models among staff, parents, peers and the wider community.

Staff are entitled to work in an environment that is safe, secure and values good order. They should receive appropriate guidance and support from partner agencies and Directors, have access to training and benefit from cooperation and support from parents and the community. Parents and carers are entitled to respect, support and opportunities to be involved in the social and educational development of their children. They should experience supportive contact with staff and be confident that the provision acts in the best interests of their child. Directors are entitled to relevant information about their duties relating to behavioural issues, consultation with partners in the development of provision and practice, and access to resources that support effective behaviour management.

The Hub ensures that all procedures are applied consistently and without discrimination on the basis of gender, disability, race, faith, sexual orientation, pregnancy or gender reassignment. Staff are supported to understand cultural differences in behaviour and their implications. They are expected to avoid discriminatory practice and make reasonable adjustments for disabled pupils. Staff are encouraged to identify underlying causes of unacceptable behaviour and put in place measures to address these causes and prevent recurrence.

Behaviour expectations are explained thoroughly during induction and displayed throughout the provision. Pupils are expected to arrive on time ready to learn, dress appropriately for activities, move calmly and quietly around the building, show respect for staff, peers and visitors, take pride in themselves and their work, and work to the best of their ability. They are expected to use the internet appropriately and sign the internet agreement. Pupils must not smoke on or off site, and vaping is only permitted at specified times and in a designated area with written parental permission and staff supervision to ensure safety and compliance. Pupils must not leave the building or site without informing staff or obtaining permission. They must not disrupt learning, prevent staff from teaching, use intimidating behaviour, make racist, sexist, homophobic or inappropriate religious comments, damage property or use alcohol or drugs on the premises or arrive having used such substances.

When inappropriate behaviour occurs, sanctions and interventions are applied proportionately and consistently. Any member of staff may issue warnings. Behaviour is monitored daily through handover, and pupils who repeatedly

demonstrate poor behaviour may be subject to meetings with parents or carers. Behaviour around the provision is monitored through digital systems such as Class Dojo and the serious incidents log. Pupils whose behaviour or work rate causes concern may be isolated off site for a specific period, supervised by a key member of staff who ensures they have appropriate work. Pupils may be placed on report cards to monitor behaviour more closely, with weekly reviews. Behaviour contracts are used for pupils whose behaviour is persistently poor. These contracts outline required improvements and set clear goals. They run for an initial six-week period and may be extended if only slight improvements are made. After twelve weeks, a decision will be made regarding the suitability of the provision for the pupil.

If a pupil fails to respond to interventions and continues to disrupt the smooth running of the provision or is involved in a serious incident, a fixed-term exclusion may be issued. Parents or carers must attend a reintegration meeting to discuss the exclusion and future expectations. Permanent exclusion is avoided wherever possible but may be necessary if a pupil continues to fail to respond to interventions or is involved in a serious incident. Only Directors may make the decision to permanently exclude a pupil.

Pupils who deliberately damage property will be expected to pay the full cost of repair or replacement, and parents or carers will be invoiced. The police may be involved, and criminal damage charges may be pursued. Theft will result in an investigation and may be reported to the police.

Searches may be conducted to ensure safety and compliance with rules. Prohibited items include illegal drugs, alcohol, grinders, knives, offensive weapons, stolen property, fireworks, pornographic images and any article likely to be used to commit an offence. Confiscated items may be handed to the police.

Staff may use reasonable force in rare situations where all other strategies have been exhausted. Reasonable force may be used to prevent pupils committing an offence, injuring themselves or others, or causing serious disruption. Staff must use professional judgement and consider individual circumstances, including SEND and disability. Reasonable force may involve interposing between pupils, blocking a pupil’s path, escorting a pupil or using physical restraint to prevent injury. Unreasonable force includes actions that restrict breathing, slapping, punching, kicking, tripping, holding by the hair or ear, or holding a pupil face-down.

The Hub aims to support all pupils to succeed. Pupils experiencing ongoing difficulties may receive additional support such as monitoring through report cards, increased communication with home, individual support plans, pastoral support plans, counselling, small group work, one-to-one support or referral to external agencies.

Rewards are used to motivate and encourage pupils. Staff apply rewards and sanctions fairly and consistently. Praise is used frequently to reinforce positive behaviour. Staff are trained to understand and use agreed behaviour management strategies. New staff and volunteers receive clear guidance and induction. Good behaviour is modelled by adults, and pupils are taught how to behave appropriately.

Rewards include termly behaviour and engagement recognition, trips for good behaviour and work, and vouchers awarded at the annual awards ceremony for vocational and functional skills qualifications.

A consistent approach to behaviour management is essential. Staff training includes opportunities to discuss and develop skills. Pupils with learning or behavioural difficulties or those from challenging backgrounds are identified, and staff agree common approaches to support them. Senior staff maintain visibility at key times to support calm and order. Their presence allows them to observe implementation of the policy and make adjustments where necessary. Consistency is reinforced through regular monitoring and communication.

Staff development ensures that all staff have the skills to manage behaviour effectively. Training budgets support access to relevant courses, and specialist skills are developed among key staff.

De-escalation and distraction techniques are used to prevent escalation and maintain calm. These techniques are proactive, non-confrontational and align with DfE and Ofsted guidance. Staff use consistent approaches, build positive relationships, apply trauma-informed practice, tailor strategies to individual needs and follow personalised risk reduction plans. Techniques include maintaining calm environments, early intervention, calm communication, offering choices, using trusted adult interactions, providing sensory breaks and relocating pupils to quieter spaces when appropriate. Staff receive regular training in de-escalation and positive behaviour support and reflect on incidents to improve practice.

The Hub values strong relationships with parents and carers. Staff are trained to communicate effectively, even in challenging circumstances. Clear procedures exist for dealing with distressed or angry parents. Positive contact is prioritised so that parents hear from the provision when their children are doing well. Effective communication is supported through technology, though personal discussions remain important. Parents are encouraged to model appropriate behaviour, and the provision will involve the police if necessary to address abusive or intimidating behaviour. Contact may be made through partner agencies depending on service level agreements.

All incidents resulting in non-routine interventions are recorded in detail in an incident report. Parents or carers are informed of serious incidents. Staff must report all incidents, whether minor or significant, to the behaviour management team on the same day. Serious incidents must be reported verbally to Directors. Staff must complete written incident forms, and any staff member who witnessed the incident must provide their own account. Management will investigate and provide feedback where appropriate. Incident reports must include the date, time, location, full name of the pupil, details of what led to the incident, any related previous incidents and a comprehensive factual account including exact words used.

This policy was reviewed in April 2025 and will be reviewed again in April 2026.