



IGNITE

Behaviour Policy

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Date: February 2025

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Appendix 1 – Reward Points

Statement of intent

IGNITE Alternative Provision believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of provision life. The provision is committed to:

- Promoting positive behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and reframing misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the provision's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The provision acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for school'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained school, academies and student referral units in England, including student movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following provision policies:

- Student Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy

- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Student Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Students' Personal Electronic Devices Policy
- Behaviour Action Plan

2. Roles and responsibilities

The directors will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-provision culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the provision's Complaints Procedures Policy.
- Ensuring this policy is published on the provision website.

The head of provision will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the provision. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of students' conduct and behaviour, and implementing measures to achieve this.

- Determining the provision rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The student support lead will be responsible for:

- Overseeing the whole-provision approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the provision engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the directors, head of provision and the student support lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the provision.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND, in line with the provision's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.

- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Head of provision.
 - Subject leader.
- As authorised by the head of provision, sanctioning students who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Students will be responsible for:

- Their own behaviour both inside provision and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

Supporting their child in adhering to the provision rules and reinforcing this at home.

Informing the provision of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the provision will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the provision within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from provision
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students

- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the provision will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the provision’s behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the provision. Staff will be provided with bespoke training, where necessary, on the needs of students at the provision to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the provision develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the provision.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the provision will create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The provision will promote resilience as part of a whole-provision approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – the provision proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The provision's SEMH Policy outlines the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral lead will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Students will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with students, a phone call with parents, and inquiries into circumstances outside of provision by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- Removal of privileges
- Provision-based community service, e.g. tidying the classroom
- Detention
- Loss of reward points

Where a student's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The student is sent to the head of provision immediately or, in the head of provision's absence, the most senior member of staff
- The pastoral lead investigates the incident and decides whether it constitutes unacceptable behaviour
- If the pastoral lead deems the incident to be unacceptable behaviour, they will record the incident on the provision's management information system.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the student will be removed from the classroom – the pastoral lead will continue to implement behavioural and reintegration strategies
- The pastoral lead will inform the student's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The head of provision will invite the student's parents into provision to discuss their child's unacceptable behaviour, and discuss ways in which we can prevent recurrence
- The head of provision will consider whether the student should be suspended, in line with the provision's Suspension and Exclusion Policy, and will determine the length of the suspension

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The head of provision will consider whether a permanent exclusion is necessary, in line with the provision's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the provision will ensure that:

- The decision to sanction a student is made by a member of staff authorised to do so by the head of provision.
- The decision to sanction a student is made on the provision premises or whilst the student is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a student is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The provision will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the provision's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve students' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities.

A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any student that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Student support units
- Engagement with local partners and agencies
- Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all students as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the provision, e.g. clearing away rubbish after eating.

Routine will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher–student relationships

Positive teacher–student relationships are key to combatting unacceptable behaviour. The provision will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

Preventative measures for students with SEND

Behaviour will always be considered in relation to a student's SEND. If it is deemed that a student's SEND has contributed to their misbehaviour, the provision will consider whether it is appropriate and lawful to sanction the student.

Where a student is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The provision will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned. Measures the provision will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.

- Identifying any points of agreement to build a rapport.
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the provision's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging provision property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the student will be immediately taken to the head of provision, and the student's parent will be contacted. Where appropriate, the head of provision may decide to temporarily remove the student from the provision via a suspension. Where suspension is carried out, the student's parent will be asked to collect the student and take them home for the rest of the day – students will not be sent home without the provision contacting their parent.

Any violent or threatening behaviour will not be tolerated by the provision and may result in a suspension in the first instance. It is at the discretion of the head of provision to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The provision may decide to remove students from the classroom for a limited period, at the instruction of a member of staff.

The student will be moved to a room that is:

- In an appropriate area of the provision.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The provision will only remove students from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all students and restore stability following an unreasonably high level of disruption
- To enable disruptive students to be taken to a place where education can continue in a managed environment
- To allow the student to regain calm in a safe space

The provision will ensure that students' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a student spends removed from the classroom will be decided by the student support lead. The student support lead will implement reintegration strategies to get the student back into the classroom as soon as practicable. The provision will ensure that the student is not removed from the classroom any longer than necessary.

If the student support lead decides the student should not return to the class, they will request the student's class teachers set them appropriate work to complete.

The head of provision will establish a clear process for the reintegration of a student who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the student return and meet the expected standards of behaviour. Reintegration meetings will be held between the provision, student and their parents, and other agencies if relevant, where necessary.

Students will be permitted to eat during the allocated times of the provision day and may use the toilet as required.

Detentions

The provision will make it clear to parents and students that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of provision hours. The use of detention as a sanction will be applied fairly and consistently, and staff and students will be made aware of when it may be used.

All teachers at the provision will be permitted to impose detention on a student, unless the head of provision decides to withdraw this power from any teacher.

The following indicate the times during which detention can be held outside of provision hours:

- Any provision day where the student is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term (this will only be imposed for serious incidents relating to damage where restorative measures will be required)

Parental consent will not be required for detentions however, parents will be informed of the detention, including same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the student. If the detention is during lunchtime, 25 minutes will be allocated to allow the student time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of provision hours, staff will consider the following:

- Whether the detention is likely to put the student at increased risk.
- Whether the student has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment

Detentions will not be issued where there is any reasonable concern that it would compromise a student's safety. An alternative and appropriate sanction will be issued instead.

8. Sexual abuse and harassment

The provision will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The provision's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The provision will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the provision is responding to a report of sexual violence, the provision will take immediate steps to ensure the victim and other students are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the provision takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Smoking and controlled substances

The provision will follow the procedures outlined in its Parent Code of Conduct and Student Code of Conduct when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the provision is a smoke-free environment. Parents, visitors, staff and students will be instructed not to smoke or vape on provision grounds. Students will not be permitted to bring smoking materials or nicotine products to provision.

The provision will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the provision will follow the procedures outlined in the Student Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

10. Prohibited items, searching students and confiscation

Head of provision and staff authorised by them will have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the provision's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.

- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the student themselves; or
 - To damage the property of any person, including the student themselves.

Students will not be permitted to use their mobile phones during the course of the provision day in accordance with the Students' Personal Electronic Devices Policy. Any student found using their mobile phone during the provision day will lose 5 reward points and have their device confiscated until the end of provision day. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case.

Mobile phones will be handed in on arrival – students will be permitted to access their mobile phones before and after provision but will be required to place their phone in the locker at the beginning of the provision day to be collected at the end of the provision day.

Staff members will have the power to search a student or their possessions where they have reasonable grounds to suspect a student is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The provision will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

- Mobile phones
- Chocolate, sweets

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the provision's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all students.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep students stimulated.

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected to follow the provision Student Code of Conduct, which requires students to:

- Conduct themselves around the provision premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and students.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.

- Report unacceptable behaviour.
- Show respect for the provision environment.

Classroom rules and routines

The provision will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The provision will also have an established set of classroom routines to help students work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all students, then explaining the task clearly so all students understand what they are supposed to be doing.

The head of provision will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support students to understand and follow classroom rules and routines. Teachers will inform students of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help students understand why they are needed, and will model rules and routines to ensure students understand them. Teachers will also explain clearly to students what will happen if they breach any classroom rules to ensure students are aware of the sanctions that may be imposed.

To support students’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the provision year, once the classroom rules have been devised, students will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to students’ behaviour elsewhere on the provision premises and outside of the provision – teachers will ensure that students understand this.

Students will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these students when necessary.

The classroom environment

The provision understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to students and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see students' faces, that students can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The provision will recognise that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a student's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the provision understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

As with praise, the provision understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the provision recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all students are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Class Dojo reward points
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

12. Effective student support

The provision recognises that the core purpose of providing alternative provision for students who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for students with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling students to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified students.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

13. Behaviour outside of provision premises

Students at the provision must agree to represent the provision in a positive manner. The guidance laid out in the Student Code of Conduct will apply both inside provision and out in the wider community.

Staff can sanction students for misbehaviour outside of the provision premises, including conduct online, provided the student is:

- Wearing provision lanyard.
- Travelling to or from provision.
- Taking part in any provision-related activity.
- In any way identifiable as being a student at the provision.

Staff may also sanction students for misbehaviour outside the provision premises, including conduct online, that:

- Could negatively affect the reputation of the provision.
- Could pose a threat to another student, a member of staff at the provision, or a member of the public.
- Could have repercussions for the orderly running of the provision.

Any bullying, including cyberbullying, witnessed outside of the provision premises and reported to the provision will be dealt with in accordance with the Anti-bullying Policy.

The provision will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the provision premises as would be imposed for the same behaviour conducted on provision premises. In all cases of unacceptable behaviour outside of the provision premises, staff will only impose sanctions once the student has returned to the provision premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the provision are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. Data collection and behaviour evaluation

The provision will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, and other stakeholders on their perceptions and experiences of the provision behaviour culture

The data will be monitored and objectively analysed termly by the head of provision and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform provision policies and practice.

Staff will help to paint a whole-provision picture of an effective behaviour culture by being held accountable for their part in maintaining the provision's behaviour systems and processes.

15. Monitoring and review

This policy will be reviewed by the head of provision and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

The next scheduled review date for this policy is February 2026.



Reward Points (35 points total)

We are excited to inform you about the IGNITE Reward Points System, designed to motivate and reward students for demonstrating positive behaviour, good attendance, and active participation in their lessons. Through this system, students can earn up to £5 each day based on their actions, and we encourage them to build their reward earnings over the course of the academic year.

Here's an overview of how the reward points system works:

1. Attendance (5 Points Total):

Students earn 5 points for being present and punctual to all lessons.

- 2 points for being present in the morning session
- 2 points for being present in the afternoon session
- 1 point for punctuality

2. Lesson Participation (5 Points Per Lesson):

Each lesson offers 5 points for active participation, including:

- Engaging in class discussions
- Answering questions
- Completing tasks on time
- Demonstrating good listening skills and respect for others

Total possible points for all lessons: 25 points

3. Positive Behaviour (5 Points):

Students can earn up to 5 points for maintaining positive behaviour throughout the day, including during break times and away from the classroom. This can include:

- Showing respect to peers and staff
- Demonstrating politeness, such as offering a handshake
- Taking initiative to help by picking up rubbish or clearing up after themselves

- Following IGNITE's core values: Inclusivity, Excellence, Empowerment, Collaboration, Care, and Support

Points Deduction for Lateness:

Being on time is crucial to ensuring students don't miss important lessons. As such, £1 will be deducted from the student's reward balance if they are late to the provision.

Reward Thresholds:

- Earn 35 points in a day to receive £5
- Earn 30 points with no warnings to receive £4
- Earn 25 points with no warnings to receive £3

At the end of the academic year, students' total earnings will be deposited into a nominated bank account. While students can choose to spend some of their points throughout the year (with guidance from our spending contract), we encourage them to save and watch their rewards grow!

We believe this system will not only inspire students to maintain high standards of behaviour and attendance but also empower them to take control of their efforts and reap the benefits.

Thank you for your ongoing support in helping students achieve their best!