



## **Behaviour Policy**

**Date created: 08.01.2025**

Sage Education Provision Ltd

Date to be reviewed: 20.09.2026 or whenever a significant change in legislation or guidance

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## **Introduction**

At Sage Education Provision we work with the pupil as a whole person, in an environment that seeks to understand behaviour as a form of communication. We work to understand emotionally based school avoidance and the primary emotions that fuel it.

We continue to increase our knowledge so that our response to anxiety and associated conditions is informed and enables us to support our pupils to take an active role in their support and progress. We understand that presenting behaviours are often reflective of developmental stage.

All staff at Sage Education Provision apply this policy consistently by employing high expectations, acting honestly, respectfully and politely and by treating our pupils as a whole person.

## **Ethos**

Sage Education Provision believes that all behaviour is a form of communication and is an expression of need. We aim to support children to understand their emotions and develop coping strategies that enable them to behave in an appropriate way which will enable them to live a full and successful life.

We believe that pupils are more successful when their needs are understood and met, allowing them to self-regulate and respond appropriately. The effort required to do this should be recognised and acknowledged by staff and peers. Acknowledging and understanding their challenges takes time and requires support to enable long term change. Our staff understand this and provide an environment where the time needed is recognised, respected and provided.

Sage Education Provision provides pupils with an individualised approach which develops the whole person. We support social, emotional and mental health development alongside the pupil's academic learning journey. We understand that pupils may have had an interrupted, inconsistent and traumatic educational experience and seek to support them on the next part of their educational journey. We, therefore, also understand that pupils progress at different rates and are at different developmental stages. Again, Sage Education Provision accepts this and provides a personalised approach to pupil progress.

## Responsibilities

At Sage Education Provision we all:

- respect pupils for who they are
- model the behaviour that we expect to see
- praise achievement and positive interactions
- are positive
- are solution focussed
- listen and provide support without overpowering the pupil's thoughts and opinions
- care for our pupils and keep them safe by adhering to the relevant safeguarding policies
- log all communications with parent/carers

Our teachers ensure that:

- Attendance is monitored, recorded and communicated with the referring school
- Learning is appropriate to the individual needs of the pupil, interesting and stimulating
- All behaviours are monitored and those which require support are focused on during emotional literacy sessions.
- We share positive ways of working to ensure we are all applying strategies that are successful for individual pupils
- We have regular and consistent communication with parent/carers so that success is celebrated and areas for development discussed, with plans of action implemented.

## Procedures

We recognise that pupils will not always get things right, and it is our role to help support pupils in correcting their behaviour.

Where a pupils' behaviour is not meeting expectations, Sage Education Provision staff will:

- Initially, provide pupils with verbal reminders of expectations, designed to bring pupils back on track
- Where needed, have a clear, and private conversation with the pupil about their behaviour, clearly explaining the impact of their behaviour on themselves and others, and advise on how to make better choices
- Where behaviour has not been corrected by the above strategies, place the pupil in a different room for a short time to help manage their behaviour and reduce disruption

If our pupils are dysregulated (which may look different for different pupils), all our staff will adopt the following method:

- Connect with the pupil, always ensuring an adult is there to provide emotional support
- Ensure a safety plan is in place (if required) and followed
- Provide a variety of activities to support re-engagement
- Use the support of the other staff (change of face if necessary or requested by the pupil)

With any behaviour choice that has led to disruption of learning or harm to other pupils or staff, there may be:

- Loss of Privileges: Temporarily revoking privileges such as participation in extracurricular activities or free time
- Restorative Practices: Written Reflection: Asking the student to write about what happened, why it was inappropriate, and how they will change their behaviour in the future

- Parent-Staff Conference: Meeting with the pupil's parents/carers to discuss the behaviour issues and collaborate on strategies for improvement
- Apology: Requiring the pupil to apologise to those affected by their behaviour, either verbally or in writing, to help them understand the impact of their actions
- Behavioural Counselling: Referring the student to our in-house pastoral specialist for support and strategies to address underlying issues contributing to the behaviour
- Behaviour Monitoring: Implementing a behaviour chart, log or report where the student's behaviour is tracked and reviewed regularly, often with input from teachers and parents.

These consequences are designed to be constructive and proportional, aiming to correct behaviour while also providing opportunities for students to understand their mistakes and make positive changes.

Where pupils' behaviour does not meet the expectations of the behaviour policy, this will be reported and discussed with parents/carers at the earliest opportunity, usually the same day. Concerns will also be shared with the commissioning school or Local Authority at the earliest opportunity.

In some circumstances, if there are ongoing and unresolved behaviour concerns or a pupil commits serious offence, pupils may be excluded either temporarily or permanently from our provision. Such circumstances could include:

- Serious actual or threatened violence to another pupil or member of staff
- Incidents including alcohol, or drugs.
- Carrying an offensive weapon
- Arson
- Any other offence the Director considers to be of such seriousness that it significantly affects the discipline and well-being of the provision.

Permanent termination of the contract may also be the final step in a concerted process for dealing with disciplinary offences following the unsuccessful use of a wide range of other strategies.

At Sage Education Provision, we reward effort and achievement not by using extrinsic bribery but by fostering relationships and experiences.

## **Physical Intervention**

Physical intervention will be used only in situations where there is an imminent risk of harm to the individual or others. Sage Education Provision will prioritise verbal de-escalation techniques and other non-physical interventions whenever possible. The use of physical intervention will be proportionate, reasonable, and in accordance with the law, including the Human Rights Act 1998 and the Children Act 1989.

The primary objective of Sage Education Provision is to ensure the safety and well-being of pupils, staff, and others within our premises. Physical intervention will only be used in highly unusual circumstances and as a last resort when all other de-escalation techniques have failed.

All staff members involved in physical intervention will undergo comprehensive training on de-escalation techniques, risk assessment, and the use of reasonable force. Training will be regularly updated to ensure staff are familiar with the latest best practices. Any use of physical intervention must be reported to the designated authority within Sage Education Provision promptly.

Detailed records of any physical intervention will be maintained, including the circumstances leading to the intervention, actions taken, and any injuries sustained. Parents/carers will be informed as soon as possible following any physical intervention.

After any physical intervention, a debriefing session will be conducted to review the incident, assess the effectiveness of the intervention, and identify areas for improvement. Staff members involved in physical intervention will be offered appropriate support to address any emotional or psychological impact.