



Positive Discipline for Learning and Life

Be safe, Be Respectful and Be Responsible

OGAT Independent Alternative Provision (11-16)

Raising Standards and Transforming Lives

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I. Aims and Outcomes

Our key aim is to create a positive and happy ethos and culture where our students behave well, have good manners, develop age appropriate self-discipline, engage positively with their learning and show integrity in their words and actions. We want all young people to value their education and be safe, responsible and respectful to everyone in our shared community. To achieve this, we focus on:

1. Building positive relationships between students, parents/carers and staff.
2. Promoting harmony in every interaction and, where our young people fall below our high expectations, using this to provide a positive educational experience
3. Focusing on positive framing and using praise as a vehicle to recognise and encourage integrity, politeness and kindness.

We use the visual representation of the OGAT Pyramid to illustrate how during their time with us, our students can strive to be **top of the pyramid**. This supports them to develop their positive citizenship. We want our students to do this not only because they have to, but because they want to, to develop their maturity to do the right thing. We celebrate and recognise the many occasions each week where students make progress towards reaching the “top of the pyramid” conducting themselves with integrity and maturity. We want all of our students to reach high and aim for the top of the pyramid.

We acknowledge that students joining Outwood Alternative Provision Eston usually have not engaged in formal education in a mainstream setting; they are often reluctant learners and have not had a positive experience of education.

We recognise that students referred to us may well have had traumatic life experiences that are beyond those experienced by the vast majority of society. As a result, students have missed out on prior positive learning experiences, be it within their family, education or community.

The impact of these experiences on students' attitudes to and engagement with learning, transfer into school.

The adaptation of the OGAT pyramid below, identifies the barriers to effective behaviour experienced by students attending Alternative Provision and the ways in which students are supported to overcome such barriers. We want all of our students to aim for the top of the pyramid and we will support them to be successful in achieving this as they progress towards the ultimate goal of a successful return to mainstream education.



Standards of behaviour in the provision are governed by our collective actions; we depend upon each other. All staff have a professional responsibility to follow the guidelines set out in this policy.

2. Legislative Context

Equality

The provision is aware of its obligations under the Equalities Act 2010 and our public sector equality duty.

The provision takes all forms of prejudice seriously, and we maintain logs on bullying, homophobic, racist and sexist or harmful sexualised behaviour incidents. These are monitored and appropriate actions and interventions put in place (refer to section 11).

The provision maintains logs and analyses behaviour data to identify if students from any protected group are disproportionately affected by our Positive Discipline for Learning policy. Trends and patterns identified are discussed at Provision Council, Senior Leader, Executive Leader and Trust Board meetings.

Legislative References

- Equalities Act 2010
- Sections 90 & 91 of the Education and Inspections Act 2006 detailing the general power to discipline

- Section 94 of the Education and Inspections Act 2006 detailing powers of confiscation
- Education Act 2002.

Statutory Guidance Documents

- [Behaviour in Schools: Advice for headteachers and school staff](#) February 2024
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England](#) August 2024 - NB **Adherence is not a legal requirement of independent schools / provisions, although we do follow it as best practice.**
- [The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities](#), May 2014
- [Searching, Screening and Confiscation: Advice for schools](#), July 2022
- [Use of reasonable force: Advice for headteachers, staff and governing bodies](#), July 2013
- [The Independent School Standards - Guidance for independent schools - GOV.UK](#) April 2019

NB: This policy is subject to review at the point at which any of this guidance is reviewed or new guidance comes into force.

3. Roles and Responsibilities

Role	Responsibility
All staff will:	<ul style="list-style-type: none"> • Expect the highest standards of behaviour and good manners from students whilst understanding the barriers experienced by students requiring alternative provision. • Teach and model to students how to be safe, be respectful and be responsible in the same way that a good parent would do so. • Work to be an expert in both classroom and social time management. • Rehearse strategies for dealing with disruption so that we become skilled in de-escalating conflict. • Speak to students respectfully, calmly and always be prepared to listen. • Praise, reward and celebrate students consistently for their achievements, progress and personal development. • Challenge misbehaviour from students consistently and apply the provision rules. • Engage with students to restore relationships wherever needed. • Avoid stereotyped or preconceived judgements about students. • Celebrate cultural diversity within our community. • Communicate regularly with parents/carers and update them on areas of celebration and concern.
Tutors will:	<ul style="list-style-type: none"> • Work to create a sense of belonging to a tutor group and the provision

	<p>community promoting this positive ethos.</p> <ul style="list-style-type: none"> • Reward positive discipline and behavioural improvements. Take action to improve poor behaviour. • Monitor and support student wellbeing and behaviour. • Communicate regularly with parents/carers of all tutees. • Communicate with subject staff and others as appropriate. • Meet and provide feedback to parents/carers.
Subject Teachers will:	<ul style="list-style-type: none"> • Follow strategies for effective classroom management. • Ensure elements of personal development and growth are covered within the curriculum so students are safe, responsible and respectful. • Teach good learning habits, attitudes and discipline through their subject delivery.
Hub Coordinators will:	<ul style="list-style-type: none"> • Model and implement positive discipline for learning consistently for their year group. • Meet parents/carers to discuss concerns and provide support where needed. • Make referrals and attend regular meetings with various agencies to discuss proactive ways to support students. • Implement and monitor the anti-bullying procedures and take action where necessary. • Provide required documentation for the Behaviour Committee panels and maintain accuracy of information.
SENDCo will:	<ul style="list-style-type: none"> • Coordinate support for all students in accordance with the SEND Code of Practice • Share relevant information with staff and regularly ask for feedback. Support staff development of Quality First Wave 1 pedagogy. • Work closely with the pastoral team to discuss proactive strategies to support students. • Monitor behaviour logs of students with learning needs additional to their SEMH needs, to ensure reasonable adjustments are made and additional support is provided • Liaise with relevant external agencies and feedback to the pastoral team on outcomes.
Senior Leaders will:	<ul style="list-style-type: none"> • Monitor classroom practice through regular learning walks and behaviour tracking. • Support teachers in use of this policy and the following up of incidents. • Support with the behavioural professional development needs of staff. <p>Deep Experience</p> <ul style="list-style-type: none"> • Lead on the pastoral provision in tutor time, ensuring it links to the needs of the year group. • Regularly visit tutors and support them in the effective delivery of the

	<p>tutor group programme.</p> <ul style="list-style-type: none"> • Ensure a highly effective age appropriate personal development curriculum to support personal growth, safety, responsibility and respect. <p>Deep Learning</p> <ul style="list-style-type: none"> • Ensure highly effective pedagogy and practice. • Ensure that lessons are well differentiated to meet the specific needs of individual students. • Oversee curriculum coherence and strong common practice in delivery. • Ensure gaps in learning are identified and ameliorated. • Ensure the highly effective implementation of the OGAT Literacy for Learning policy to ensure that our students can fully access the curriculum. • Ensure a strong promotion of reading and appropriate reading support programmes • Work with the SENDCo to develop, train and support staff when teaching students with learning needs additional to their SEMH needs. <p>Deep Support</p> <ul style="list-style-type: none"> • Be active and involved in managing behaviour and role modelling expectations. • Take action with regard to serious incidents and persistent disruption. • Oversee liaison with outside agencies. • Identify and provide regular training on behaviour and de-escalation, and wellbeing for staff and students. • Track patterns and trends in behaviour and ensure prompt action to address behaviours. • Ensure relevant support and pathways for sanctions are in place to address barriers to positive behaviour “choices” and underlying issues. • Report key data such as suspensions to the Provision Council etc.
The Head of Centre will:	<ul style="list-style-type: none"> • Ensure this policy is implemented according to the aims of the policy and the needs of the child. • Show intelligent discretion in the implementation of sanctions. • Secure staff, student and parent/carers engagement in the culture and behaviour ethos of the provision. • Ensure the provision is a place worth belonging to for all staff and students. • Uphold the protected characteristics to ensure equity for all. • Secure a safe, responsible and respectful environment for all.
All students will:	<ul style="list-style-type: none"> • Behave safely, responsibly and respectfully showing consideration for themselves and others both in and outside the provision. • Commit to developing your ability to self-regulate, improve your

	<p>behaviours and progress to the top of the pyramid</p> <ul style="list-style-type: none"> • Follow provision rules, comply with provision procedures and understand why we have them. • Work positively with all adults and each other. • Have pride in yourself, your work and your provision • Wear the provision uniform and wear it properly at all times.
Parents/carers will:	<ul style="list-style-type: none"> • Work with the provision to encourage safety, responsibility, respect, and good behaviour from their children. • Inform the provision of any information which may affect their child's ability to thrive and behave appropriately. • Support the provision's policy on rewards and sanctions. • Attend meetings with staff to discuss their child. • Acknowledge that their child may make mistakes and trust that the provision, like them, wants the best for their child. • Engage in support mechanisms to help their child develop their behaviour. • Ensure that their child arrives at the provision wearing the correct uniform and wearing it properly. • Regularly check the OGAT parent portal (once available). • Use the Praising Stars report that you receive for your child to discuss their effort in each of their subjects. • Ensure their communication with the school and its staff models the polite respectful approach we promote in school for their children • Make sure that contact details held by the school are accurate and any changes are shared with the school promptly
Provision Council will:	<ul style="list-style-type: none"> • Support rewards and attend award ceremonies etc. • Sit on behaviour panels to review suspensions and exclusions (as required). • Monitor and review the effectiveness of the policy. • Promote the good discipline approaches of the provision in the community. • Provide appropriate challenge to support the provision to effectively apply this policy

4. Expected Standards

Be Safe

We expect students to be safe in the choices that they make. The CHOICES acronym serves as a useful reference and mnemonic for students and staff. In order to keep all students safe we expect students to follow instructions from staff. We encourage students to report concerns about their own safety or the safety of other students to an adult in the



provision so that appropriate and timely action can be taken. When moving around the provision we expect all students to do so safely, responsibly and quietly, respecting other students on the corridors and those learning in lessons.

Be Respectful

We expect all members of the provision community to be respectful at all times. Learning and exhibiting good manners is an essential part of growing up and will help our students in all of their future endeavours. We expect students to speak politely and respectfully to adults and to their peers. We expect students to be respectful of the hard work that goes into creating a great learning environment for them to study in by ensuring they do not litter, graffiti or cause any damage to provision property. We encourage all students to be respectful of our uniform expectations and to wear their uniform correctly at all times. Rudeness will always be addressed as a teachable moment on how to reach the top of the pyramid. Students are expected not just to comply with provision rules, but to comply with politeness and respect. Our rules and expectations build our students' good citizenship, develop effective self-regulation and personal development to be top of the pyramid.

Be phenomenal and remember...



Be Responsible

As part of learning to be a responsible citizen of the future, we expect our students to take responsibility, improving their self-discipline and developing good self-organisation. This includes being on time to the provision and lessons and engaging with lessons from start to end. There is an expectation that students demonstrate their maturity and ability to take responsibility for the consequences of their own actions and understand how their actions might affect others in our provision community. We encourage parents/carers to recognise that their child may get things wrong and to not make excuses for or condone their poor behaviour.

Outwood basics for learning A B C D E F



Conduct Outside of the Provision Grounds

Showing the wider community that we are proud of our provision is of great importance. Provision staff have the power to discipline students for misbehaving outside of the provision premises and can discipline students at any time when:

- Taking part in any academy-organised or academy-related activity
- Travelling to and from the provision
- Whilst wearing the academy uniform
- In some other way when the student is identifiable as a member of the academy

The academy can also discipline students at any time for misbehaviour which:

- Has repercussions for the orderly running of the provision
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the provision

In any of these three circumstances members of the senior leadership team may additionally take the decision to notify the police of the student's behaviour and or make relevant referrals to external agencies such as Prevent, Social services etc.

5. Empowering Routines

There is a great deal of evidence that students thrive and learn well in an environment where routines for learning and conduct are an embedded part of the culture. To this end, the provision will have routines for the following:

- Entering and leaving the provision (including handing in personal items not conducive to learning e.g. vapes / mobile phones / outdoor clothing / inappropriate objects / drinks, snacks and sweets)
- Entering lessons and starting learning promptly
- Dismissal from lessons
- Requesting support from adults in lessons
- Form Time, assembly, presentations and celebrations
- Break and Lunch time routines
- Fire evacuation and assembly routines

These routines empower learning and support safe movement of students. They remove the cognitive load from students having to remember several different routines and expectations. They provide structure, familiarity and familiarity to the provision day. As such, our staff regularly practise, rehearse and refine these routines.

6. Classroom Management Expertise

The Teachers' Standards (Part 1) sets out the clear expectations that teachers set high expectations which inspire, motivate and challenge students. It is also a requirement that they adapt teaching to respond to the strengths and needs of all students and that they manage behaviour effectively to ensure a good and safe learning environment.

It is important to plan our response to dysregulated and unwanted behaviour. Teachers plan lessons in great detail. However, staff should also plan and rehearse strategies for dealing with unwanted negative or disruptive behaviour. This is important because our successes in promoting good discipline and in de-escalating conflict have a huge impact upon the amount and the quality of learning taking place in our classrooms. To support this, staff will receive training on de-escalation techniques and positive framing giving opportunities for self-reflection and shared practice.

In modelling the high expectations expected, teachers will:

- Meet the class outside the room, start on time and follow the entry routine
- Have an expertly planned lesson with the necessary resources available for all
- Plan a lesson which captures interest and explains relevance
- Ensure students have clarity of intended learning
- Use positive language to frame the expected conduct rather than highlighting the negative behaviours so that students can learn what good behaviour looks like
- Use a range of well-rehearsed de-escalation and classroom management strategies to maintain a highly purposeful learning environment
- Ensure students are made aware of how they will be assessed both formatively and summatively
- Manage the space, monitoring all students' work and behaviour continuously
- Be mobile, rarely sitting at their desk
- Give feedback regularly and constructively, using the OGAT Feedback and Assessment policy
- Maintain a tidy, organised and productive classroom
- Follow the empowering routine for lesson exit to support the calm and purposeful movement of students around the academy site
- Remember your individual actions affect the power of our collective action

7. Explicit Teaching of Good Discipline

Our young people need help, support and guidance to understand how to behave appropriately in the provision, in the community and as future citizens. A great deal of emphasis is placed on explicitly teaching and modelling what good discipline looks like.

Particular emphasis is placed on teaching how to be well-mannered and how to show integrity; recognising that these are personal qualities that all employers look for. Alongside ensuring our students are being safe, respectful and responsible as they aim to be top of the pyramid.

Academy , Conduct and Expectations (ACE) Programme

The ACE programme is part of our induction programme for all students supporting their transition to our provision. The programme ensures students gain clarity and understanding in the conduct expected of them. The central messages of 'Be Safe, Be Respectful, Be Responsible' sit at the heart of the programme. The delivery model for this programme varies and is based on students' individual needs and challenging behaviours.

Commonality of Language

Staff use a common framework of simple language around 'be safe, be respectful and be responsible' to support students in developing the habits of excellent discipline.

When a student is not meeting expectations, staff will use this language to explain to students how they are getting it wrong and what they need to do in the future to make better choices.

The OGAT pyramid i.e. “being top of the pyramid” and “It is Who I am” are also common features of language used to highlight when students are showing integrity or where steps to climb the pyramid need to be taken.

The OGAT Intrinsic and Enhancement Curricula

The intrinsic and enhancement curricula focus on our students’ personal development and well-being and, as such, support our students to grow and develop a good set of personal values and habits. This is promoted through a wide variety of curriculum experiences including assemblies, careers, outdoor education, Relationship and Sex Education lessons etc.

8. Rewards and Recognition

We believe it is important to regularly recognise and celebrate the achievements of all students who make progress towards behaving well, working hard and **being safe, respectful and responsible** of themselves and others. We believe that good behaviour is best promoted, developed and encouraged in young people by affirming and rewarding the positive behaviour we see our students demonstrate. Praise can be both public and private, and we believe that all students are entitled to be recognised positively for:

- Academic progress and achievement
- Effort and improved effort with classwork and homework
- Good or improved behaviour and manners - **being safe, respectful and responsible**
- Positive engagement with learning both in and outside of the classroom
- Contribution/representation to/of the provision
- Being an ambassador for our provision
- Going above and beyond to help or support another

The provision maintains an electronic record of all praise data and provides a range of opportunities to celebrate our students’ achievements and personal growth. The provision consults regularly with students through student voice on the range and types of rewards offered.

9. Sanctions

We recognise that young people accessing alternative provision will misbehave due to a variety of external factors. We understand that poor behaviour in moments of high emotion is not necessarily chosen behaviour and that **all** behaviour is communication.

However, we do not serve students well if inappropriate behaviour is condoned or excused by adults. We believe that appropriate boundaries and positive habits of behaviour are best reinforced through the application of timely and proportionate sanctions.

Unsatisfactory behaviour at the provision will neither be ignored nor tolerated. We understand that every act of behaviour has a context and we always consider this however we base our sanctions on five key principles:

- **Clarity** - students must know the exact reason why a sanction has been issued
- **Certainty** - students must know that when a staff member has issued a sanction it will happen and that the Positive Discipline for Learning policy will be implemented consistently
- **Immediacy** - to be effective, sanctions should be implemented on or as close as possible to the date of the misbehaviour
- **Respect** - the decisions of those who are experts in behaviour management and have investigated and/or witnessed the misbehaviour
- **Accept** - that it is in the best interest of the student to learn how to behave in a **safe, respectful** and **responsible** way

Staff will sanction a student if they misbehave, act unsafely, irresponsibly, disrespectfully, if they repeatedly disregard provision expectations or disrupt learning. The provision operates a hierarchical sanctions system, with sanctions proportionate to the misbehaviour being challenged. All student facing staff will make use of a range of behaviour management strategies and sanction to support students, including:

- General relationship driven de-escalation strategy
- Implementation of de-escalation strategy from student's support plan
- A verbal reprimand (a reminder or warning)
- Removing a student from a classroom
- Reflective or restorative tasks
- Withdrawal of privileges and social time with peers
- Intervention programme to address specific behaviours
- Suspension
- Ending of placement

In cases where damage to academy property has occurred, students and their families will be asked to make a full contribution to covering the cost of the damage or clean-up required.

When issuing a sanction, staff will show unconditional positive regard, focusing on teaching and modelling the expected behaviours and restoring the relationship with the student.

The focus of sanctions will not be punitive but will provide guidance to students so they can make positive changes and reduce the chance of unsatisfactory behaviour being repeated. Sanctions must ensure students have opportunities for both self-reflection and to repair any harm caused.

When issuing a sanction...

...staff will do all they can to:	...staff will avoid:
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<ul style="list-style-type: none"> ● Reprimand in private wherever possible - it secures a more positive response ● Remain calm and listen ● Use first names ● Allow time and space to a student who may be exhibiting an angry response ● Praise the student where they are demonstrating that they are taking responsibility for their action ● Be fair and consistent ● Use the minimum sanction to achieve the desired outcome ● Re-integrate the student to class ● Seek closure - ensure the student always knows that they have a fresh start and show how relationships can be re-built ● Get support from a trusted colleague (New Face) or take the student to a new location where they feel safe (New Space) 	<ul style="list-style-type: none"> ● Public confrontation wherever possible ● Humiliation ● Over-punishing ● Any blanket punishments ● Jumping to conclusions ● Overreacting
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Sanctions in a Classroom Environment

Classroom sanctions support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour ruins lessons and undermines the authority of the teacher.

All staff have a responsibility to ensure their own development regarding good classroom management techniques. Teaching staff must ensure poor behaviour in the classroom is not the result of poor teaching and/or unstructured lessons. Classroom sanctions must provide consistency ensuring students are safe, respectful and responsible in their choices.

Classroom teachers will verbally remind students of the conduct that is expected and encourage students to correct their behaviour. Staff will allow timeout if required or utilise other strategies from the student's individual support plan. Staff may move the student in the seating plan to give them a further opportunity to re-focus.

SLT and Hub Coordinators regularly visit classrooms and may be requested to speak to a student outside of the classroom and encourage them to make a positive, immediate change in their behaviour. A phone call or in-person meeting with parents/carers may also take place.

If, despite these multiple interventions, a student continues to misbehave and disturb the learning of others they will be required to leave the lesson with an on-call member of staff. Students are expected to take their work with them to complete. Students will be supported to reflect on what has gone wrong in the lesson.

Where a student has failed to complete the required learning in lesson an intervention will be arranged to ensure the lost learning is addressed.

Sanctions Outside of the Classroom

Students are expected to be safe, be respectful and be responsible when moving around the provision site in between lessons and during social time. They are expected to wear the provision uniform properly at all times. Where this doesn't happen, students will be addressed by a member of staff who will positively frame the behaviour that is expected.

The member of staff may refer to SLT to ascertain whether a sanction is needed. Where a student is not respectful during any interaction with a member of staff this will be addressed through restorative actions.

Failure to Complete Sanctions Issued

Students are expected to complete any intervention or sanction issued to them on the date for which it is scheduled. Any failure to comply with this expectation will likely result in an escalation to a more serious sanction.

10. The Thrive Approach

We are proud to be a Thrive provision:

"The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children". www.thriveapproach.com

Relationships are key to the behavioural support provided for students at our provision.

Our relationships are founded on the principle of holding unconditional positive regard for every young person within our community. At the core of this approach is the profound belief that each student possesses inherent worth and potential.

Positive relationships play a pivotal role in establishing trust. We prioritise the development of strong, supportive, and respectful relationships amongst everyone at our provision. These relationships are built on open communication, empathy, and active listening. We recognise that it is our responsibility to develop trusting positive relationships, not the responsibility of young people and their family members.

We are committed to fostering an environment where students feel genuinely seen, respected, and supported, irrespective of their backgrounds or challenges. By embracing a culture of unconditional positive regard, we aim to create a community that not only prioritises the wellbeing of its members but also recognises and nurtures

the unique strengths and qualities each student brings.

Through this relational lens, we aspire to cultivate an inclusive and uplifting atmosphere that empowers young individuals to flourish academically, socially, and personally.

We adopt a Trauma Informed approach, recognising that past experiences may influence behaviour. Trauma can have a profound and lasting impact on individuals' emotional and psychological well-being. By understanding and addressing the potential impact of trauma, we aim to create a safe and predictable environment where young people are supported with the healing process.

W.I.N

We recognise the language can have a powerful and positive impact on students' behaviour. There we have adopted the Thrive approach of using

- W - I wonder
- I - I imagine
- N - I notice

Staff will use the phrases to encourage students to link how they are feeling to their behaviour. Enabling students to experience validation of their feelings whilst developing more positive responses and behaviours.

P.A.C.E

PACE stands for Playfulness, Acceptance, Curiosity and Empathy. Staff use these principles to help to promote the experience of safety in our interactions with young people. Young people need to feel that adults have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

Playfulness - The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong.

Acceptance - Unconditional acceptance and positive regard is fundamental to a student's sense of safety because it shows that you have connected with their feelings without judgement. Accepting the student's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the student's viewpoint, but for true acceptance to take place, it is important that the student also knows staff can see them beyond their behaviour.

Curiosity - Staff will continuously demonstrate to students that they are interested in what is going on for them and willing to support them.

Empathy - Staff will use empathy to ensure students know that their feelings are important and that as staff, we are alongside students in times of difficulty. Staff will demonstrate how to cope and will always endeavour to understand how students feel.

11. Support Pathways

Involving Parents/Carers

The involvement and support of parents/carers is key to supporting our students to become the best version of themselves. Where a student is persistently falling short of our expectations to be **safe**, be **respectful** and be **responsible**, the parents/carers will be invited to meet with a senior member of staff to discuss the support pathways below.

Parents/carers receive monthly information and more detailed information three to six times per year through our Praising Stars reports.

Parents/carers have an important role to play in the positive behaviour of their child at the provision. We recognise it can be difficult for parents/carers when their child has experienced social, emotional and/or mental health concerns. We encourage parents/carers to work with us and ensure as adults that whilst we acknowledge individual needs, we do not make excuses for young people but teach them how they can do better.

Monitoring / Key Support from Staff

With the aim of helping a student to improve their effort and attitude in class a student may be allocated a key member of staff who will review their behaviour progress daily. Parents/carers will be informed that their child is being monitored for an initial period of one week. At the end of this monitoring period, the key staff member will decide whether to complete, extend or escalate for the following week.

• Addressing Internal Truancy

When students are not being responsible for attending their lessons and being where they should be at the correct time, this can cause a potentially serious safeguarding issue. Where a student has not arrived at a lesson within the first 10 minutes, this is classed as internal truancy. When this happens, the student will receive an appropriate sanction during which a member of SLT or the Hub Coordinator will meet with the student to look at the causes of the internal truancy and to try and remove any barriers that the student is facing in attending lessons. This could be linked to:

Timetable issues

Seating plans

Anxiety or lack of confidence Etc.

The seriousness of the safeguarding risk will be explained to the student and home will be contacted. Should this become a pattern of behaviour then a truancy panel will be convened.

Parents/carers will be invited to attend the panel and there is some pre-panel information that the family should complete prior to attending. The aim of the panel is to address the serious safeguarding risk posed by internal truancy and to draft a contract detailing expectations of the school, home and the student.

This will then be subject to a 6 week monitoring period before a review meeting with home is held. The student's success in addressing their internal truancy and being safe, respectful and responsible will be recognised as part of the monitoring.

Referral for further support (internal and external provision)

Further provision to support students with social, emotional and mental health needs beyond those experienced by most students attending alternative provision. Referral to any provision and the length of referral is a decision made by senior leaders and hub coordinators.

Colleagues will work with students who are referred, to ensure that they complete the work set by their class teachers and also have opportunity for restorative and reflective work. This work is focused on ensuring that students know what is expected of them in terms of being **safe, respectful and responsible**.

The aim is to successfully reintegrate students quickly back to the mainstream curriculum armed with skills and strategies to make good behaviour choices.

SEND and Reasonable Steps

Our provision is committed to creating an inclusive environment where all participants can engage in meaningful activities, and learn in a way that works for them. We adapt our practices and approaches to accommodate the unique needs and preferences of young people

The provision is inclusive and welcomes all students with social, emotional and mental health needs including those with special educational needs or a disability (defined in the Equality Act 2010 as a "physical or mental impairment that has a substantial and long term negative effect on your ability to do normal daily activities")

Students may require reasonable adjustments to be made in order to ensure that they are able to access and benefit from the full services provided by the provision.

In applying the behaviour policy the provision starts from the viewpoint that students have the capacity to behave positively but recognises they will require personalised support to allow them to do so, and that it will take time for students to be able to learn how to behave.

When applying sanctions, staff will consider a student's SEND status, and will not sanction a student for any behaviour that follows as a direct result of a SEND need. For example, no student with Tourette's Syndrome would be sanctioned for talking in class if they made involuntary noises; no student with an autistic spectrum condition would be sanctioned for rudeness if they weren't able to hold eye contact with a staff member; nor would a student with ADHD be sanctioned for fidgeting.

Equally the provision will not make blanket assumptions of the behaviour of a student based on generic labels of a particular type of special educational need or disability. For example 'autism spectrum condition' covers a broad range of children and no two autistic children are identical.

Instead, the provision will use SEND information and the guidance and advice of our expert SENDCo as a starting point in getting to know the individual child, and staff working with these students collectively (and with input from parents and carers) over time will build up an individual knowledge of the capacity of a child.

The provision may however sanction misbehaviour for students with special educational needs when this is not

directly linked to their SEND need. Not to do so, would mean a crucial part of their support was missing and that the provision was not reinforcing appropriate boundaries for students whilst at the provision. It is not in the best long-term interests of students with special educational needs not to address misbehaviour as this does not prepare them for the wider world beyond school.

Regular rules and routines also form a part of a students' feeling of security and safety and it is important that all students are provided with a safe and predictable environment whilst at the provision. The provision has a duty to its staff and to other students to ensure that the provision is a safe environment for all. The key questions staff will ask when determining sanctions for students with special educational needs or a disability are:

- Was the behaviour a direct result of their special educational need or disability? (as illustrated above)
- Has the student had sufficient education and support to understand the rule they have broken?
- Does the student lack a more fundamental cognitive capacity to understand choice and consequences in relating to that incident? This consideration is not a formal or written process, but is a dynamic consideration undertaken at the point of issuing a sanction.
- Does the student's One Page Profile need reviewing to meet their needs.

Parents and carers of students with SEND are encouraged to communicate with the students Hub Coordinator and SENDCo regarding their child's individual needs and this should be done openly and in advance so that the provision is informed of these views and can take them into consideration when putting in place support plans for students. Students with education and health care plans (EHCPs) may be supported differently to the processes detailed in aspects of this policy.

Short-Term Reintegration Timetables

In some cases it may be in the best interest of a student that a short-term reintegration timetable is put into place. This will mean that their time in the provision is reduced from full-time for a short, specified length of time to help them to re-integrate into lessons.

Safe Spaces

It is recognised that when a student is deregulated in their behaviour, or feeling angry about a situation that they have encountered, they may not immediately be in a position to listen and accept what an adult has to say to them. This is balanced with the need for them to be safe and follow staff instructions.

To support this, the provision 'Zen Zone' is designated as a 'Safe Space' where a student will be asked to sit and will be given appropriate time to re-regulate before a further conversation takes place.

Access to Student Counselling

The provision invests heavily in Student Counselling services and ensures that access to student counselling is a core part of the support pathways that are offered. Demand for these services can far outweigh availability and there may be a waiting list for this level of support. Parents/carers should seek support from the academy and from their GP if they are concerned.

12. Suspension

Suspension is always the last resort only occurring where all other positive interventions have not worked. It is a serious sanction upon which only the Head of Centre or Executive Principal can decide. In making the decision to suspend, all consideration will be given to the factors around the individual students. For example:

- The age and state of health of the student
- The student's previous record at the school
- Any mitigating factors which are unique to the student and may be taken into consideration in relation to the behaviour
- Any external pressures e.g. peer pressure which may have contributed to the behaviour
- Whether the suspension would be a proportional sanction given the severity of the behaviour, frequency of its occurrence and potential for further occurrences in the future
- Whether or not the behaviour impaired or will impair the normal functioning of the student or other students in the school
- Whether additional support from external agencies may be appropriate
- Whether the suspension would be a suitable response to a student with SEND
- Whether the student and their behaviour can be accommodated without the use of suspension

Only in extreme circumstances of persistently disruptive behaviour or for one off misdemeanours of a very serious or unsafe nature will the Executive Principal or Head of Centre consider the option of fixed term suspension.

Such misdemeanours are likely to include:

- Serious/repeated failure to comply with a reasonable repeated request from a senior member of staff
- Breaches of health and safety rules (including smoking/vaping on school site)
- Repeated or extreme verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Wilful and / or malicious damage to property
- Homophobic, sexist or racist bullying
- Bullying of a sustained and serious nature
- Sexualised behaviour and misconduct
- Theft

- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the provision
- Persistent defiance or disruption
- Assaults or fighting that are not premeditated or planned in nature
- Other serious breaches of academy rules

The provision recognises the need to keep fixed term suspensions short wherever possible. It is therefore anticipated that in most cases a suspension would not exceed 5 days fixed term. Where it is necessary to suspend a student for a longer period, the academy will ensure that provision is offered to the student from the 6th day onwards.

When a suspension is issued parents/carers and commissioning bodies will be informed. The provision will keep a record of all suspensions and will monitor the number of suspensions and the number of days issued to each student.

Whilst the provision will endeavour to follow the requirements of [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England](#), August 2024, **adherence is not a legal requirement of independent schools / provisions.**

The commissioning body (mainstream school, academy or local authority) is not required by the provision to formally record the suspension).

Reintegration Meetings

Where a pupil is suspended, upon return to the school both the pupil and parents/carers will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start,
- help them understand the impact of their behaviour on themselves and others,
- teach them to how meet the high expectations of behaviour in line with the school culture,
- foster a renewed sense of belonging within the school community; and - build engagement with learning

Provision staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

Following a reintegration meeting it is likely that one or more of the support pathways (see Section 11) will be put into place immediately.

Should a parent/carer not be able to attend then a member of staff will call to rearrange the meeting or conduct the meeting with the student. We encourage parents/carers to engage in reintegration meetings as suspension is a serious sanction.

13. Termination of Placement

We are proud of our approach to behaviour management and our positive discipline for learning and life policy. However, we recognise that this approach will not work for all students and on occasions we may need to make the decision that our provision is not the right setting for a young person.

The decision to terminate a student's placement at Outwood Alternative Provision Eston will only be taken: in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain at the provision would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school."

The Head of Centre will make the judgement, in conjunction with the Community Executive Principal, in exceptional circumstances, where it is appropriate to end a student's placement for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon (see below)
- making a malicious serious false allegation against a member of staff
- Placing students, staff and members of the public in significant danger or at risk of significant harm

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the provision community.

The Head of Centre may also end a student's placement for:

- one of the above offences
- persistent disruption and defiance including bullying (which would include racist, sexist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- an offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the academy community

Further legislative information with respect to the carrying of offensive weapons can be found here:
<https://www.gov.uk/government/publications/the-offensive-weapons-act-2019>

The provision has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the provision. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Head of Centre to be carried with the intention of, or potential to, inflict injury on another individual.

In addition, the following would be considered to be a serious breach of the behaviour policy, potentially resulting in the termination of a student's placement:

- Deliberate activation of the fire safety equipment without good intent
- Repeated or serious misuse of the provision computers by hacking or other activities that compromise the integrity of the computer network
- Repeated, persistent and extreme verbal abuse of staff
- Repeated, persistent and extreme disruption and defiance
- Threats and physicality towards other students/ staff

When a student's placement is ended, five days' notice will be given to the parent/carer and the commissioning body. It is the responsibility of the commission body to provide educational provision from the 6th day.

14. Searching, Screening and Confiscation

Please refer to DfE guidance: Searching, screening and confiscation: Advice for head-teachers, school staff and governing bodies, July 2022.

In addition to the list of prohibited items listed in this guidance, the Trust considers the following items to be prohibited in the main provision building:

- Electronic cigarettes and Vapes
- Contraband in the form of crisps, sweets, chewing gum and fizzy or energy drinks

On arrival at the provision each day, students will be wanded and prohibited items as well any items considered not conducive to learning, will be held securely in the belongings room. Students are not permitted to keep any of these items on their person when in the main provision building. These items are not 'confiscated' and will be returned to students on their departure.

It should be noted that the Trust remains highly concerned about the use of Electronic cigarettes and vapes and the yet unknown associated health risks. Any behaviours involving such items will be treated seriously and the provision will expect full parent/carer support.

Confiscated Items

The provision has the right to confiscate, retain or dispose of a students' property as a punishment if reasonable in the circumstances. Provision staff can seize any prohibited item found as a result of a search and can also seize any item considered harmful or detrimental to provision discipline.

The provision and its staff are not liable for any loss of, or damage to, any item they have confiscated in accordance with our policies and procedures. The provision will dispose of items in the following ways:

- Weapons, child pornography, or items which are evidence of an offence will be handed to a police officer
- Alcohol and fireworks will be disposed of by the academy. They will not be returned to the student
- Controlled substances will usually be passed to the police, but may be disposed of by provision staff if there is good reason to do so. The senior leadership team will take into account the relevant circumstances to determine whether they can safely dispose of the seized article. Where provision staff suspect that a substance is controlled it will be treated as a controlled substance
- Items which have been or could be used to commit an offence, or to cause personal injury or to damage property can be handed to the police or disposed of
- Stolen items may be handed to the police or returned to the owner. They may also be retained or disposed of if returning them to their owner is not practicable. The police will not be involved for low value items

The provision will inform parents/carers where alcohol, illegal drugs or potentially harmful substances are found.

15. Mobile Phones

Mobile phones have no place in the provision. Students are required to securely store mobile phones in the belongings room on arrival at the provision and are not permitted to use mobile phones in the main provision building.

Should a student be seen with a mobile phone then they will be asked to turn off the phone and hand it over. Any refusal to comply with this reasonable request will result in referral to the Head of Centre for an appropriate sanction to be issued.

Reasonable adjustments are made for students who require their mobile phone for medical reasons such as hearing impairment, diabetes. These arrangements are agreed with individuals as appropriate.

16. Appropriate Use of Force

Please refer to DfE guidance: Use of reasonable force: Advice for head-teachers, staff and governing bodies, July 2013.

In some situations it may be necessary for staff to use reasonable ("no more than is needed") force to control

or hold students so that they do not cause harm to themselves or others. This could range from a staff member forcibly guiding a student to safety by the arm in an emergency through to breaking up a fight or where a student needs to be restrained in order to prevent injury to themselves or others. We recognise that all members of provision staff have a legal power to use reasonable force. In addition all members of provision staff act under a professional duty of care towards our students to protect them from harm.

A decision to intervene is solely down to the professional judgement of the individual staff member and will always depend on the unique circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a provision event or trip or visit;
- Prevent a student from leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another pupil, or to stop a fight; and
- Restrain a student at risk of harming themselves through physical outbursts.

During the use of any reasonable force staff must attempt to communicate by:

- Issuing clear verbal instructions
- Warning the student wherever possible of the consequences of failing to comply with instructions
- Keep talking and listening throughout to the student to try to calm the situation
- Use only the minimum force necessary and for the minimum period necessary
- Seek to avoid any injury to the student
- Cease the use of restraint as soon as safety is re-established

The provision will provide training for all staff to ensure they know and understand the legal boundaries on the appropriate use of force. The provision will source more detailed and specialist training for all student facing staff as appropriate to enable them to safely carry out their responsibilities.

Student facing staff are highly trained in the use of de-escalation and appropriate use of force through the Crisis Prevention Safety Intervention (SI)) training. Guidance on the use of appropriate force forms a part of new staff induction procedures and forms part of the safeguarding refresher training provided for all staff each year.

The provision does not require parent/carers consent to use reasonable force. The provision maintains a log of 'uses of reasonable force'. This log is maintained by the Designated Safeguarding Lead and will be reviewed at least each half term by the executive team and provision council.

Following a use of force against a student, provision staff will make a decision as to whether or not to inform the student's parents/carers. It is expected that in most cases parents/carers will be contacted, however there may be some circumstances when a decision to contact parents/carers is not taken. Complaints about the use of force by staff members will be investigated in line with the provision's complaints and safeguarding policies.

The information above refers only to the use of force to restrain or control, there are other occasions when physical contact, other than reasonable force, may be proper and necessary. These may include:

- Demonstrating how to play a musical instrument
- Demonstrating coaching techniques in PE
- Comforting a distressed students
- Providing first aid
- Congratulating or praising a student

Any aspects of this type of physical contact must be conducted with the student's consent and will always recognise the inherent power imbalance between staff and students. Annual training will be provided to all staff covering this point.