

Behaviour Policy

Crisp Vocational Provision



Crisp Vocational Provision Ltd
Building futures for tomorrow

**Written and Approved
by:**

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-provision approach to maintaining high standards of behaviour that reflect the values of the setting
- Outline the expectations and consequences of unwanted behaviours
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of student, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

3. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Please see our anti-bullying policy for more details.

4. Roles and responsibilities

4.1 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the provision environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the provision's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 11.1)

4.2 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the settings's expectations, routines, values and standards through teaching and interactions with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the provision culture and how they can uphold provision rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the provision's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

4.3 Parents and carers

Parents and carers, where possible, should:

- Get to know the provision's behaviour policy
- Support their student in adhering to the provision's behaviour policy
- Inform the provision of any changes in circumstances that may affect their student's behaviour
- Discuss any behavioural concerns with the provision promptly
- Take part in any pastoral work following misbehaviour (for example, attending meetings and reviews with the engagement team)
- Raise any concerns about the management of behaviour with the provision directly, while continuing to work in partnership with the provision
- Take part in the life of the provision and its culture

The provision will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their student's behaviour and the provision's policy, and working in collaboration with them to tackle behavioural issues.

4.4 Students

Students will be made aware of the following during their induction into the provision:

- The expected standard of behaviour they should be displaying at provision
- That they have a duty to follow the behaviour policy
- The provision's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The engagement team is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the provision's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

5. Mobile Phones

Mobile phones are not permitted on students when they are in provision to safeguard all of the individuals that attend. As part of the behaviour agreement, signed by students on starting at CVP, there is the expectation that phones are handed in during the wanding process and morning welcome with staff. This takes place in the locker room and students are able to lock their belongings away in a secure space.

There are considerations made in special circumstances for those students who need to make a call during the day and this will be shared with a member of staff in the morning and will be supervised at all times. The phone is expected to be locked away after the phone has been used.

For those students that have not handed phones in, they will not be allowed into sessions in the provision until placed in a locker and closed away. The sanctions for not handing phones in include deduction of wages and phone calls home. This will be followed up by the engagement and behaviour team.

6. Responding to behaviour

6.1 Behaviour and engagement in learning sessions

Tutors and support staff are responsible for setting the tone and context for positive behaviour within the provision.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Follow the whole provision's rules and expectations consistently, both in and out of lessons
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Highlighting, promoting and rewarding positive behaviour
 - Concluding the day positively and starting the next day afresh
 - Being aware of provision wide plans for dealing with low-level disruption
 - Using positive reinforcement

6.2 Safeguarding

The provision recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether engagement support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information at www.crispvocationalprovision.co.uk/policies.

6.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the provision's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the provision's behaviour culture.

Positive behaviour will be rewarded with:

- An additional amount added in wages/vouchers
- Positive points on Arbor (again linking to wages)
- Reward trips and visits as incentives throughout the year
- Positive phone calls to parents/carers
- More opportunities for a range of different experiences

6.4 Responding to unwanted behaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unwanted or negative behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

All students will be expected to meet the expectations of the provision, if these expectations are not met, students will be responded to and challenged on an individual basis with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The provision may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the students out of the session with a member of the engagement team
- Setting of written tasks such as an account of their behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- Deduction of wages
- Referring the student to a member of SLT
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the student from working areas
- Suspension
- Placement at risk meetings with referrers, parents/carers and the student
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

6.5 Reasonable force

At Crisp Vocational Provision, we will only ever use reasonable force as a last resort. Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Please see section 10 for more information on our training around restrictive physical interventions.

6.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Students are routinely searched on entering the provision and prior to leaving at the end of every day, to ensure that no concealed, harmful or dangerous items are brought into the provision. Upon arrival, students will be scanned using a K2 meter. This picks up electromagnetic fields which can detect phones and items that have an electric pulse. This device will be used as well as the scanning wand.

Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to provision discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student (outside of routine searches)

Staff can search a student for any item if the student gives consent, however, the ability to give consent may be influenced by the student's age or other factors.

Written consent is not required from the student for this type of search - it is enough for the member if staff to ask the pupil to turn out his or her pockets or if the staff member can look in the pupil's bag and for the pupil to agree.

Under the guidance of the headteacher, staff 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.

Prohibited items are:

- › Weapons
- › Alcohol
- › Illegal drugs
- › Stolen items
- › Tobacco and smoking paraphernalia
- › Vapes / electronic cigarettes
- › Pornographic images
- › Fireworks
- › Any item that has been, or is likely to be, used to commit an offence, cause injury or damage to property

The items listed above can be confiscated by the headteacher or SLT.

Process for searching students

Subject to the exception below, there will be 2 members of staff present during the search – 2 members of SLT. In extreme circumstances, should there only be one member of SLT available for a search, the office administrator will be called upon to act as a witness.

The student will be given the option to express which member of SLT they would prefer to complete the search.

If the member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or engagement lead who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the provision rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found – this will typically be the meeting room if not occupied. Wherever the search is conducted, the member(s) of SLT will ensure it is conducted in an environment where there is CCTV to protect all parties. The search will only take place on the provision premises or where the member of staff has lawful control or charge of the student, for example on a provision trip.

Before carrying out a search the member of SLT will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If a student refuses to co-operate, the member of SLT will try and determine why the student is refusing to comply and can seek further guidance and support from the headteacher or DSL.

The member of SLT will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The member of SLT can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the provision rules.

The member of staff may use a metal detector to assist with the search.

The member of staff may search a student’s outer clothing, pockets or possessions.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All non-routine searches, including incidents where no items were found, will be recorded onto CPOMS.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the provision has taken, including any sanctions that have been applied to their student

Support after a search

Irrespective of whether any items are found as the result of any search, the provision will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the provision's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider what, if any, further actions are taken.

6.7 Off-site unwanted behaviour

Sanctions may be applied where a student has displayed challenging behaviour off-site when representing the provision. This means when the student is:

- Taking part in any provision-organised or provision-related activity (e.g. provision trips)
- Travelling to or from provision
- In any other way identifiable as a student of our provision i.e alternative provision events

Sanctions may also be applied where a student has shown unwanted behaviour off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

- Could have repercussions for the orderly running of the provision
- Poses a threat to another student
- Could adversely affect the reputation of the provision
- Pose a threat to others or them as individuals

Sanctions will only be given out on provision premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a provision-organised trip).

6.8 Online behaviours

The provision can issue sanctions to students for online negative behaviour when:

- It poses a threat or causes harm to another student or member staff
- It could have repercussions for the orderly running of the provision
- It adversely affects the reputation of the provision
- The student is identifiable as a member of the provision

Sanctions will only be given out on provision premises or elsewhere when the student is under the lawful control of a staff member. Filtering and monitoring systems highlight this.

6.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the provision will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the provision will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, Charlotte Young, or other member of the senior leadership team will make the report on her behalf, depending on the instance and severity.

The provision will not interfere with any police action taken. However, the provision may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.10 Zero-tolerance approach to sexual harassment and sexual violence

The provision will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The provision's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The provision has procedures in place to respond to any allegations or concerns regarding a student's safety or wellbeing.

Please refer to our child protection and safeguarding policy for more information at www.cricpvocationalprovision.co.uk/policies

6.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the provision will consider whether to sanction the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the provision will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the provision (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate, this will be completed by the DSL.

The provision will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

7. Serious sanctions

7.1 Suspension and permanent exclusion

The provision can use suspension and permanent exclusion in response to serious incidents or in response to persistent negative behaviour which has not improved following in-provision sanctions and interventions.

The decision to suspend or permanently exclude will be made by the headteacher and only as a last resort, along with confirmation of referrer who has responsibility for the individual's education.

Please see the Suspension and Permanent Exclusion Policy for further details.

8. Responding to disruptive behaviour from students with SEND

8.1 Recognising the impact of SEND on behaviour

The provision recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of challenging or negative behaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of undesirable or challenging behaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with these behaviours from students with SEND, especially where their SEND affects their behaviour, the provision will take its legal duties into account when making decisions about enforcing the behaviour policy.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

8.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the provision will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the provision to sanction the student for the behaviour.

The provision will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The setting's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents/carers to create the plan and review it on a regular basis.

8.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the provision will co-operate with the local authority and other bodies.

If the provision has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority and refer to discuss the matter. If appropriate, the provision may request an emergency review of the EHC plan.

Please refer to our SEND Policy and the SEN information report for further details.

9. Student transition

9.1 Inducting incoming students

The provision will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider provision culture. New students are expected to sign a behaviour contract on the first day during a meeting with the engagement team.

Students are placed on a 6 week 'probation' period. This will be reviewed regularly to ensure the student is settling into their provision and to address any behavioural concerns.

10. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the students at the provision
- The systems we have in place
- How SEND and mental health needs can impact behaviour and strategies to support individuals

Behaviour management will also form part of continuing professional development.

Positive Behaviour Support Training

Crisp Vocational Provision have chosen to use Sherwood Training as their PBS & Physical Intervention provider. Our engagement mentor, Julie Cook, completed this training to 'Associate Trainer' level which allows them to train all staff on de-escalation strategies including restrictive physical interventions.

Please see additional documents relating to the training. These can be requested at our main office.

11. Monitoring arrangements

11.1 Monitoring and evaluating behaviour

The provision will collect data on the following by using Arbor & CPOMS:

- Behavioural incidents, both negative and positive
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the provision behaviour culture for staff, students and other stakeholders (via anonymous surveys)
- Incidents of searching, screening and confiscation

The data will be analysed every term by Bonnie-Rae Lambourne (Engagement and Behaviour Lead) with the support of Abbie Watson (DSL, safeguarding and Attendance lead). This will be overseen by the headteacher, Charlotte Young.

The data will be analysed from a variety of perspectives including:

- At a provision level and on an individual basis.
- By age group, year group and gender
- By SEND and/or child protection or looked after child status

The provision will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the provision will review its policies to tackle them.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and shared with staff and stakeholders at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the headteacher

12. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child Protection and Safeguarding Policy

- Physical Restraint Policy
- Mobile Phone Policy
- Anti-Bullying Policy

