

ALP NUNEATON

BEHAVIOUR POLICY

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Statement of intent

ALP Nuneaton believes that, in order to facilitate teaching and learning, appropriate behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting appropriate behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Recognising appropriate and exemplary behaviour.
- Identifying and supporting learners through challenging times, including displaying inappropriate behaviour.
- Providing a safe environment with minimal disruption and free from violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with learners to enable early intervention.
- A shared approach which involves learners in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all learners can achieve.

Necessary, reasonable and proportionate interventions will be carefully chosen where a learner's behaviour falls below the standard that is expected.

The school acknowledges that behaviour is often the result of a learner's special educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

ALP Nuneaton follows a trauma-informed approach to support all children, especially during periods of crisis and distress where they may display challenging behaviour. Please refer to section 6.5 of this policy for further information on how this approach is implemented within our setting.

1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education 2025'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including learner movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Learner Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Permanent Exclusion Policy

- Managing Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Smoking and Vaping Policy
- Anti-bullying Policy & Procedures
- Electronic Information and Communication Systems Policy
- Behaviour Action Plan

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where learners can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEN or SEMH-related drivers of inappropriate behaviour.
- Establishing high expectations of learners' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary procedures for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and learners at least once a year and ensuring that this policy is published on the school website.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any social, emotional and mental health (SEMH)-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

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

- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SMT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support learners with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a learner's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for learners with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the learners themselves.
- Aiming to provide learners a holistic and individualised curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every learner achieving their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the learners in their class.
- Creating an environment where disruption is minimised by taking necessary, reasonable and proportionate action to restore standards of appropriate behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting learners in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling appropriate behaviour.
- Being aware of the initial signs that may result in inappropriate behaviour.
- Setting high expectations for every learner.
- Being aware of the needs, outcomes sought and support provided to any learners with specific behavioural needs.
- Developing supportive, respectful and trustworthy relationships with each other.

Learners, in line with their capacity, will be responsible for:

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

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

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

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, and has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened. **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent and deliberate disruptive behaviour that may endanger the wellbeing of others

- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of learners
- Any behaviour that requires the immediate attention of a staff member

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

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Non-compliance with an instruction from a member of staff
- Incorrect uniform
- Leaving the classroom without permission or good reason

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

4. Staff induction, development and support

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

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

All staff will be supported to undertake any relevant training or qualifications. Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

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

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

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

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

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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a learner's mental health, behaviour, and education. Where vulnerable learners or groups are identified, provision will be made to support and promote their positive mental health. As far as possible, any likely triggers of inappropriate behaviour will be anticipated and support shall be put in place to prevent these. The school's SEMH Policy outlines the specific procedures that will be used to assess these learners for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

Instances of inappropriate behaviour will be responded to promptly, proportionately and with a focus on safety, regulation and learning. Staff will model calm, regulated behaviour when supporting learners in distress. They will do this by responding promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to minimise such behaviour from recurring.

A record of all reported incidents will be kept to help identify learners whose behaviour may indicate potential mental health or safeguarding issues. All staff will be alert to changes in a learner's behaviour that could indicate they need help or protection.

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

Support is flexible and responsive, reflecting the individual needs of each child. This may include discussions with learners, a phone call with parents and inquiries into circumstances outside of school by the DSL.

6.1 Recognising the impact of SEND on behaviour

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

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

When dealing with inappropriate behaviour from learners with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled learner being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of learners with SEND (Children and Families Act 2014)

If a learner has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of inappropriate behaviour, and put in place support to prevent these from occurring. These, alongside any reasonable adjustments, are outlined in the learner's Person Centred Education Plan (PCEP) and/or Behaviour Support Plan (BSP).

Any preventative measures will take into account the specific circumstances and requirements of the learner concerned. This may include:

- Short, planned movement and "attachment breaks" for a learner with SEND who finds it difficult to sit still for long
- Adjusting uniform requirements for a learner with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as Autism, ADHD, Pica, Sensory Processing Disorder, Pathological Demand Avoidance profiles, Oppositional Defiance Disorder
- Use of sensory and nurture hubs where learners can regulate their emotions as regular part of a sensory diet or during a moment of sensory overload

6.2 Adapting interventions for learners with SEND

When considering intervention for a learner with SEND, the school will consider whether:

- The learner was unable to understand the rule or instruction
- The learner was unable to act differently at the time as a result of their SEND
- The learner 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 school to consider intervention for the learner for the behaviour.

The school will then assess whether it is appropriate to use an intervention and if so, whether any reasonable adjustments need to be made.

6.3 Considering whether a learner displaying challenging behaviour may have unidentified SEND

The school's Senior Management Team (SMT) may evaluate a learner 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 learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

6.4 Learners with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a learner with an EHC plan, it will:

- Consult with parents and carers to seek advice on how they manage the behaviour of their child
- Research further into the underlying reasons behind the behaviour e.g. National Autistic Society, NASEN, NHS, Mind, Young Minds, NSPCC, National College, Kooth etc.
- Make referrals to external agencies e.g. SALT, OT, Early Help, Complex Communication Team, Specialist Teachers, Learning Disability Team etc.
- Consult with the Plan Coordinators from the Local Authority
- If appropriate, the school may request an emergency review of the EHC plan to seek further support on how best to support the learner's persistently challenging behaviour.

6.5 Trauma-Informed and Relational Practice

ALP Nuneaton adopts a trauma-informed and relational approach to understanding and responding to behaviour. The school recognises that behaviour is a form of communication and may reflect a learner's developmental needs, previous experiences, trauma, attachment needs, sensory differences, communication difficulties or current level of emotional regulation.

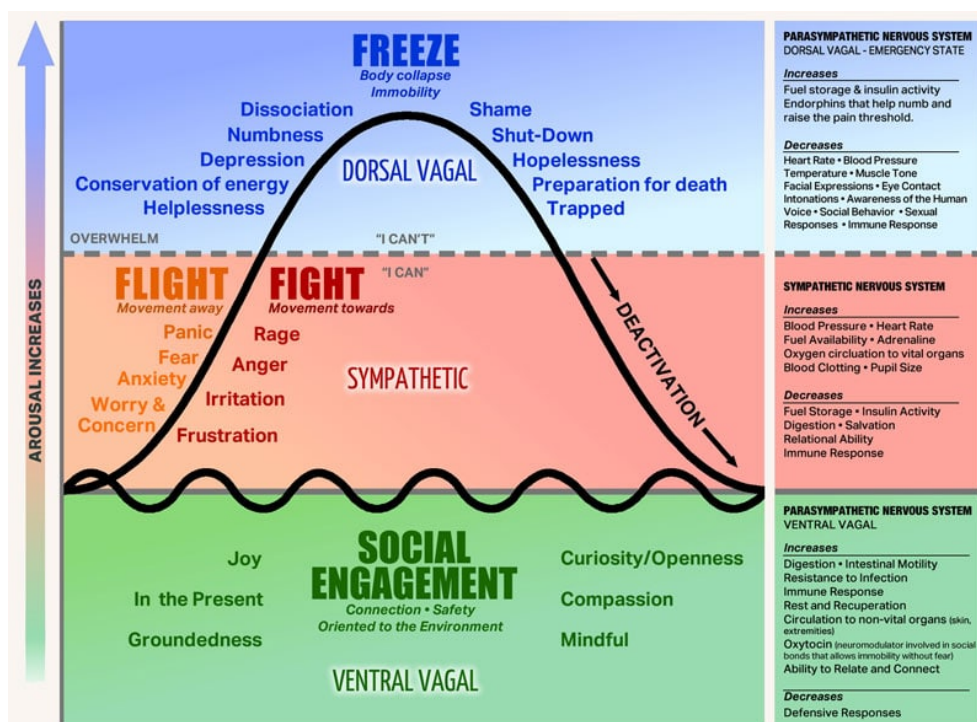
A central principle of the school's approach is that staff seek to understand "*what is happening for this learner?*" rather than "*what is wrong with this learner?*" Staff will approach behaviour with professional curiosity, considering what the learner may be communicating, experiencing or responding to at that moment.

This does not require staff to assume that a learner has experienced trauma or to attribute all behaviour to past experiences. Instead, staff will remain curious about the learner's current emotional state, developmental needs, communication, sensory experience, relationships and wider circumstances. The focus is on understanding what is happening, what the learner may need and how adults can respond effectively.

A trauma-informed approach does not remove boundaries, expectations or accountability. Instead, it seeks to understand the factors influencing behaviour so that staff can respond in a way that is safe, proportionate, predictable and most likely to support lasting change.

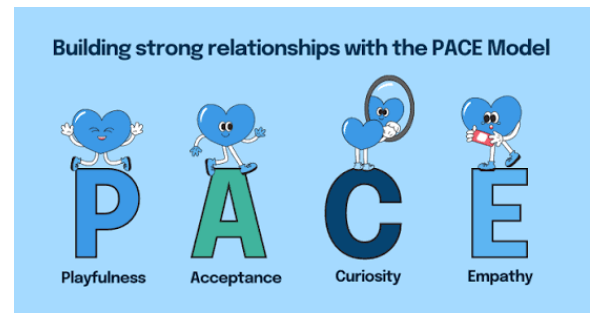
Staff will seek to **Regulate, Relate and then Reason**. When a learner is distressed or dysregulated, the immediate priority will be to support regulation and reduce the learner's level of physiological and emotional arousal. Staff will then use the established relationship to reconnect with the learner before expecting reflection, problem-solving or restorative discussion. Staff recognise that a learner who is significantly dysregulated may have a temporarily reduced capacity to process language, consider consequences or respond to reasoning.

The school's approach is informed by an understanding of **polyvagal theory** and the role of the autonomic nervous system in responses to perceived threat. Staff recognise that behaviours associated with fight, flight, freeze or shutdown may indicate that a learner's nervous system is responding to a perceived threat or stressor. Staff will consider the learner's presentation, environment, sensory needs and known triggers when deciding how best to respond.



ALP Nuneaton uses the principle of the **Emotionally Available Adult**. Learners will be supported by adults who are calm, attuned, predictable and emotionally present. While physical safety remains paramount, the school recognises that learners also need adults who can remain relationally available during periods of distress and who do not withdraw connection as a consequence of challenging behaviour. Wherever possible, staff with an established and positive relationship with the learner will support co-regulation and recovery.

Staff may use principles of **PACE – Playfulness, Acceptance, Curiosity and Empathy** – when communicating with learners. This may include adopting a warm and non-threatening manner, accepting the learner's emotional experience without necessarily accepting the behaviour, remaining curious about what may be influencing the learner's presentation and demonstrating empathy. PACE will be applied sensitively and according to the learner's age, developmental level, communication profile and individual needs.



Responses to behaviour will follow a graduated and individualised approach. Staff will consider:

- * Regulation and prevention – identifying triggers, supporting sensory and emotional regulation, adapting the environment and using predictable routines and relationships.
- * Early relational intervention – recognising changes in presentation and using an emotionally available adult, co-regulation, reduced language and appropriate relational approaches.
- * De-escalation and safety – reducing demands and stimulation where appropriate, providing space, using individual de-escalation strategies and prioritising the immediate safety of the learner and others.
- * Recovery and reconnection – allowing appropriate time for the learner to return to a regulated state and actively restoring the relationship.
- * Reflection, repair and learning – when the learner is emotionally and developmentally able to engage, supporting them to understand what happened, consider the impact of their behaviour, repair relationships where appropriate and develop alternative strategies.
- * Review and increased support – where behaviours are persistent, escalating or present a significant risk, reviewing the learner's PCEP, Behaviour Support Plan, risk assessments and provision alongside parents, carers, the SENCO, SMT and external professionals where appropriate.

The graduated response is not a fixed sequence of sanctions. Staff will use professional judgement and their knowledge of the individual learner to determine the most appropriate response. The school recognises that fairness does not always mean treating every learner in exactly the same way and that reasonable adjustments and individualised approaches may be necessary.

Following significant incidents, staff will avoid requiring an immediate apology, detailed account or restorative conversation from a learner who remains dysregulated. Reflection and repair will take place

when the learner is emotionally available to participate meaningfully. Any consequences or interventions will be reasonable, proportionate, linked to the behaviour where possible and designed to support safety, learning and future success.

Trauma-informed practice does not mean that harmful behaviour is ignored or minimised. The school will maintain clear boundaries and take appropriate action where behaviour causes harm or presents a risk to others. Staff will seek to combine high levels of support with high expectations, recognising both the needs of the individual learner and the rights, safety and wellbeing of the wider school community.

7. Prevention strategies and intervention for inappropriate behaviour

This section outlines the school's strategies for preventing inappropriate behaviour and initial interventions, minimising the severity of incidents to support effectively and appropriately to improve learners' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help learners manage their behaviour will be used. Support will consider the learner's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SMT and pastoral staff are aware of any learner that is:

- Persistently showing inappropriate behaviour.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

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

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

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

Behaviour curriculum

Positive behaviour will be taught to all learners as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is inappropriate. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

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

Positive teacher-learner relationships are key to combatting inappropriate behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their learners and create a strong foundation from which behavioural change can take place.

See Appendix A which shows the school's values approach to teaching positive behaviour.

De-escalation strategies

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

- Remaining calm and using a modulated, low tone of voice.
- Using simple and reduced language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a learner's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the learner and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the learner a clear exit strategy.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Managing Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent learners from committing an offence, injuring themselves or others, or damaging property. Physical restraint will only be used as a last resort safety measure to protect a learner's physical or emotional wellbeing. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

When using reasonable force in response to risks presented by incidents involving learners with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups and understand their legal duty to make reasonable adjustments for disabled children and children with SEND.

8. Sexual abuse and harassment

The school promotes a zero-tolerance stance towards sexual abuse and harassment, meaning such behaviour is never ignored or minimised. Responses will always be proportionate, safeguarding-led and take account of learners' age, development and additional needs. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Preventing Sexual Harassment Policy.

9. Smoking and controlled substances

The school will follow the procedures outlined in its Smoking and Vaping Policy.

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

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

10. Prohibited items, searching learners and confiscation

Headteachers and staff authorised by them will have a statutory power to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy and Safeguarding and Child Protection Policy.

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

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

11. Effective classroom management

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

- Start each session with clear sets of rules and routines that are understood by all learners.
- Establish agreed rewards and positive reinforcements.
- Establish interventions for inappropriate behaviour.
- Establish clear and predictable response to inappropriate behaviour.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep learners stimulated.

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with learners, which may include:
 - Greeting learners in the morning/at the start of lessons
 - Establishing clear and consistent routines, supported by visual cues
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour through use of parallel praise
 - Concluding each learning opportunity positively and starting the next one afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Subject to reasonable adjustments, e.g. those made for learners whose SEND may affect their behaviour, learners will be expected to follow the school Learner Code of Conduct.

12. Behaviour outside of school premises

Learners at the school must represent the school in a positive manner. The guidance laid out in the Learner Code of Conduct will apply both inside school and out in the wider community, particularly if the learner is dressed in school uniform.

School leaders may decide to intervene where there is inappropriate behaviour outside of the school premises, including conduct online, provided the learner is doing at least one of the following:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a learner at the school.

School leaders may also intervene where there is inappropriate behaviour outside the school premises, including conduct online, that:

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

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

The school will implement the same interventions for bullying incidents and non-criminal inappropriate behaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises.

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

13. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data
- Attendance, permanent exclusion and suspension data
- Incidents of searching, screening and confiscation

- Anonymous surveys for staff, learners, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

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

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

14. Monitoring and review

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

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is February 2027.

Appendix A - ARRTT Values

ARRTT Values

The school recognises the graduated approach to helping a learner to be ready for learning through its values below:

Acronym	Values	Meaning
	Attendance	Focus on improving each learners attendance level to ensure they give themselves the basis to achieve
	Routine	Staff help learners to gain a routine that is adapted to learners' individual needs to ensure they feel comfortable in the educational environment.

	Relationships	Learners are assisted in developing sound relationships with tutors and other service users
	Respect	Working with learners and families in a holistic manner to maximise their life chances and educational potential
	Trust	When a learner feels more secure and understood
	Teaching	A formal, well balanced, academic curriculum takes place with a wide range of opportunities

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