

Behaviour Policy

Policy for promoting good behaviour amongst learners and setting out the sanctions to be adopted in the event of learners' misbehaviour

Effective Date: October 2025
Review Date: October 2026

This policy will be reviewed annually by: Lindsey Townsend,
Operations Director

Context

Learners that attend Network Learning Pathways may have been referred as a result of their challenging behaviour in school. Many are at risk of or have already received fixed term exclusions. Some have already been permanently excluded from mainstream schools. In addition, for some learners, placements in other alternative provision or learner referral units have broken down. Young People come to Network Learning Pathways with a range of complex issues that have been a barrier to them engaging with learning. Some of the main aims of the Network Learning Pathways focus on this – we seek to: *address the individual social, emotional and learning needs of young people, developing self-esteem; challenge and help modify bad behaviour, teaching young people to make appropriate choices; and facilitate transition back into school or onto further education or employment.* Because of this, our approach with behaviour is a key component of our programme.

Trauma-informed approach

All Network Learning Pathways staff are introduced to a ‘trauma informed’ approach during induction and receive follow-up training each year. Network Learning Pathways recognises that many of the negative ‘behaviours’ we see in our learners have underlying causes – Adverse Childhood Experiences - and that addressing the behaviours alone will not help. At Networks Learning Pathways there is a strong focus on developing relationships with our learners, using empathy, active listening and acceptance to help develop secure attachments, setting a foundation on which learners can begin to learn to regulate themselves. Staff are trained to be able to recognise attachment styles and how to differentiate their approach according for learners with different styles. Sanctions include a restorative element wherever possible, and staff may also need to walk through or model a sanction or action with a learner who is not able to carry it out on their own. Staff use specific tools within the curriculum and in one-to-one work with learners that are therapeutic, reflective and restorative.

‘Behaviours for Learning’ framework

Along with a trauma-informed approach, Network Learning Pathways implements an overarching framework, which recognises that everything that happens within the context of the Network Learning Pathways provision has an impact on each learner in one or more of three key areas: relationship with self; relationship with others; and/or relationship with the curriculum. This impact can be either positive or negative and the consequences are likely to elicit a behavioural response. Network Learning Pathways assesses all aspects of our practice in the light of this, aiming to be more deliberate in promoting actions and activities have a positive impact in the key areas, and reducing those that have a negative impact, thus providing more opportunities for learners to develop behaviours for learning.

Referral Process and Learner Conduct Agreement

During the referral process, questions will be asked to identify the types of behaviour that have been a cause for concern in the past and a behaviour record should be provided by the referrer. Questions are asked of the learner and parent/carer to help ascertain where the learner is in their ‘behaviours for learning’. This information will help staff plan an individual approach and set priorities and targets for each learner. It will also inform the content and focus of individual risk assessments.

Staff will set out Network Learning Pathways’ expectations for behaviour with the learner, parent/carer and referrer during the referral interview using the Learner Conduct Agreement (Appendix A). This sets out conditions of acceptance that learners are required to sign up to before

they will be admitted on a Network Learning Pathways placement. Attending parents/carers/referrers can help identify which conditions expected by the Network Learning Pathways are likely to cause issues for the learner and an agreement is reached to help the learner comply and to help them see the need for the rules.

At Network Learning Pathways staff receive De-escalation, Management and Intervention Training (DMI). DMI training is a holistic approach that looks at risk assessing and putting support plans in place to allow for the earliest possible non-physical interventions to take place as well as equipping staff with the skills needed to deal with situations where a physical intervention might be needed, Physical intervention should **ONLY** be used by staff trained under the DMI programme. Any physical intervention is to be used only as a last resort when an individual is presenting an immediate physical danger to themselves or others. Even in those moments, an assessment is necessary to determine the best course of action to maintain the care, welfare, safety and security of all involved in the crisis situation. There are many times where other strategies, such as continued verbal intervention, removing dangerous objects, or calling for further assistance would precede any physical interventions and may, in fact, reduce the need for physical intervention.

Also see our **Restraint Policy**.

The following principles apply:

SAFE

- no element of pain is involved;
- the intent is to calm down the individual who may be out-of-control;
- the techniques aim to keep the individual off the floor by using physiological principles that do not rely on matching strength;
- the importance of team interventions is emphasised.

THERAPEUTIC

- the techniques are to be used as a last resort, when someone is presenting a danger to themselves or others;
- they are used to protect, not to punish;
- they are not 'competitive' i.e. they do not fight the individual;
- the goal is to continually assess signs of tension reduction and use opportunities to begin to re- establish a therapeutic rapport.

Additional interventions

As well as applying sanctions for unacceptable and undesirable behaviour, staff should consider what further interventions may help the learner reduce occurrences of this type of behaviour in future. These may include: re-establishing expectations, creating or adapting individual risk assessments, extra pastoral support, professional counselling, involvement with specialist external agencies, target setting, and/or an additional focus within curriculum on particular issue. Further interventions should also be logged on our Safeguarding and Behavioural Logs along with details and the outcome of anything requiring follow-up.

Serious behaviour incidents

Any behaviour incidents where learners or staff are harmed (e.g. fighting, assault, physical aggression), or there is a serious safeguarding implication (e.g. sexting) or where there is physical contact (including restraint), or where there is damage to property, or where a crime has taken place (e.g. sexual violence and/or harassment, theft, supplying drugs) are classed as *serious behaviour*

incidents. When incidents of this type are recorded, this will automatically trigger oversight by the Director of Operations within Network Learning Pathways and details will be collated separately for analysis and response. The sanctions and interventions applied must be recorded. Reports may be required to agencies such as the police, children's social care as appropriate. Parents/carers and referrers should be informed of all serious behaviour incidents.

Confiscation of prohibited items

If there is a need to confiscate inappropriate/prohibited items and carry out a search of a young person then the policy and procedures as set out in the Weapons Policy will be referred to for guidance and legislation.

Bullying (see 'Anti -Bullying Policy' for more information)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and that is difficult for victims to defend themselves against.

All staff should be engaged in encouraging good behaviour and respect for others on the part of learners, and in particular, preventing all forms of bullying among learners. Bullying in any form – including cyberbullying, prejudice-based and discriminatory bullying - will not be tolerated. Nor will remarks made towards another person that could be early signs of bullying behaviour.

Staff will actively encourage young people to talk about bullies and bullying. Young people are encouraged at all times to talk to staff about bullying issues affecting them.

Recognising and rewarding desirable behaviour

It is also important to recognise and respond to good behaviour and improvements in the behaviour presented by young people, particularly when it demonstrates progress in areas that have typically been a problem.

Partnership with parents/carers and referrers

Learners' behaviour – both positive and negative – is discussed with parents/carers and referring agencies on a regular (sometimes daily) basis. It is also discussed as part of the on-going 'review' process that takes place at least twice a term with learners and staff.

Appendix A: **Learner Conduct Agreement**

Introduction

When you are accepted to join Network Learning Pathways provision, we make commitments to each other as follows:

- We commit ourselves to you. We offer you our support as you become a valued and important part of this provision. We expect you to participate in the life of the provision to gain full value from it.
- We expect you to behave responsibly and with consideration to all members of Network Learning Pathways, both fellow learners and staff.
- It is anticipated that you will maintain harmony by sorting out personal differences that may occur from time to time.

Conditions of Acceptance

In any placement, there needs to be conditions governing the way members are expected to behave, and Network Learning Pathways is no exception. These conditions are there to give us all freedom and security and to help you move forward in your life.

For the above reasons, we ask that you commit yourself to the following conditions:

- **Access to other areas around the building**
As you will be aware, there are people working in other parts of the building. You must not interrupt them, or visit any area other than our provision, even if invited, except when accompanied by a member of staff.
- **Leaving the premises**
Under no circumstances are you to leave the premises during the day without permission. You must bring in a letter from your parents/carers beforehand if you will need to leave early or arrive late for a genuine reason.
- **Violence, threats of violence, offensive or abusive behaviour**
These will not be tolerated at all. Anyone acting in such a way will be asked to leave the provision and will face sanctions.
- **Damage to the provision**
Any damage to the provision caused intentionally or through inappropriate behaviour will result in a repair bill to parents or carers.
- **Drugs and alcohol**
You must not take or be in possession of any drugs, solvents, other mood-altering chemicals or alcoholic substances at any time whilst at Network Learning Pathways. Anyone found to be under the influence of drugs or alcohol may be asked to leave immediately and parents/carers will be informed.
- **Smoking**
Due to smoking legislation, smoking is not permitted in any part of the building at any time.
- **Swearing**
Out of respect for other members of Network Learning Pathways, we ask you not to use offensive language.
- **Mobile Phones**
We do understand that some young people travel a long distance, with this in mind we are prepared to allow phones to be brought in. However, all mobiles must be totally switched off (not just put on silent) and handed in before the start of your day. You may use your mobile phone during lunch breaks, with the permission of staff and in line with the E-Safety

agreement. Please note we do not accept any liability for mobiles brought onto our premises. Parents/carers are requested to contact Network Learning Pathways directly if they need to speak to you for any emergency situation.

- **Literature**

No offensive magazines, books, leaflets etc. will be allowed within Network Learning Pathways. If any is found in your possession, it will be confiscated, and parents or carers will be informed. This includes having offensive images or videos on mobile phones.

- **Personal Hygiene**

It is expected that all learners will take care of their appearance and will be reasonably and appropriately dressed.

- **Medication**

If you are taking any medication prescribed by your doctor, you must tell staff straight away. They will keep the medicine for you and allow access to it at the appropriate times. A parents or carer must complete a form for us giving details of the medication. This is also the case for any E-cigs, tablets or patches you may use.

- **Safety**

It is important to be familiar with and obey all the fire safety instructions given by the staff. If there should be a fire, follow the instruction of staff without question. All accidents must be reported to staff immediately.

- **Attendance & Timetable**

You will be expected to attend Network Learning Pathways on the days agreed. A register will be kept and attendance carefully monitored. Any absences not accounted for shall be classed as unauthorised. Long term absenteeism and irregular attendance could jeopardise your place. Please do not arrive earlier than 10 minutes before the start of the day. Please leave the premises promptly at the end of the day or when requested.

- **Conduct**

Whilst learning you should make it as easy as possible for everyone to learn and the teachers to teach. This means arriving on time, behaving in a courteous and orderly way, listening carefully, following instructions and not eating or chewing. You are responsible for playing your part in keeping all areas you use clean and tidy.

- **Reviews**

In order to monitor progress and sort out problems, learner will have review meetings with members of staff. It is expected that, on occasions, parents or carers will be involved in such meetings.

- **Breaking of Conditions**

If you fail to keep to the terms of this agreement, staff will discuss this with you, and if no agreement is reached, it will be assumed that you no longer wish to be part of Network Learning Pathways. Action will then be taken to terminate your involvement.

Learner Conduct Agreement

I have read the above Conduct Agreement and agree to abide by its conditions.

Name:..... Date:...../...../.....

Signed:.....