



ALTERNATIVE PROVISION

Behaviour Policy

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Approved by: [RAISE-AP Educational Directors](#)

Approval Signatures

*RAISE-AP
Directors*

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Rationale and Circulation

RAISE-AP is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides all colleagues to teach and model self-discipline and regulation rather than simply compliance. It echoes our core values with a heavy emphasis on ready, respectful and safe behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

This policy is addressed to all colleagues, all pupils and parents/carers. It also applies to the wider provision community. A copy of this policy can be found on the [RAISE-AP](#) website and in the information for prospective parents/carers. Parents and carers will be reminded of this on an annual basis. This policy will be reviewed yearly.

Aims

- To create a culture of exceptionally good behaviour: Ready, Respectful and Safe for life in school and in the wider community.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community that values kindness, care, good humour, good temper, obedience in the interests of mutual respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

To this end, all colleagues will promote and model:

- Self- discipline and self-regulation
- An emphasis across the provision on being ready, respectful, safe in all we do
- Kindness, mutual respect, regard for authority and positive relationships above all
- Equality and fairness of treatment for all
- Consistency of response to all behaviours including restorative follow up as well as sanctions for poor behaviours

- Early intervention to support those who are struggling
- A safe environment; free from disruption, violence, bullying and any form of harassment
- Positive and resilient relationships with all parents and carers to develop a shared approach to resolving and restoring relationships, and an approach that gives up on no one.
- A culture of praise, reward, giving our first attention to what we want to see and consistent encouragement so that all pupils can achieve.

This policy takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, and therefore of all those pupils with protected characteristics.

Scope

The Head of Provision and [RAISE-AP](#) educational directors intend that the provision expectations, rewards and sanctions captured in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of students when they are away from provision premises and outside of the jurisdiction of the provision, for example during evenings, weekends, online and during holidays.

This will normally be where the conduct in question could have repercussions for the orderly running of the provision, affects the welfare of a member or members of the [RAISE-AP](#) community or a member of the public, or which brings the provision into disrepute. This follows the guidance from the DfE.

Conduct

[RAISE-AP](#) expects that all learners and adults will:

- Take responsibility for their own behaviour and for their social and learning environment
 - Be polite and helpful to all members of the community and to visitors
 - Not become involved in negative, uncooperative, aggressive or bullying behaviours
 - Strive to seek positive resolution and restoration when things do go wrong, as well as adhering to sanctions/disciplinary policies.
 - Maintain these standards during off site visits and while on the way to and from the provision and at all other times associated with the provision.
 - Encourage the promotion of our culture of kindness, a growth mindset, praise and seeking the best, first, in all we say and all we do.
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Ethos of Kindness

An ethos of kindness, a growth mindset and encouragement is central to our expectations for excellent behaviour. Rewards are an integral means of upholding these expectations. They are motivating for all to realise that desirable behaviour, self-awareness and responsibility to self and others is valued above all.

Integral to our system of rewards is an emphasis on praise, both informal and formal to individuals and groups. Alongside this is informing parents/carers regularly on their child's desired behaviour by phone call, postcard and email and in-person interactions.

Consistency

All adults will strive for consistency in practice to reinforce our expectations for excellent behaviour explored and reiterated in our Professional Development programme and captured in our teaching and learning policy and our expectations of our provision document.

This will include:

- Consistent language around being ready, respectful and safe for learning and around giving our first attention to the good we expect to see.
 - Consistent follow up: adults won't pass problems 'up the line', until they have taken responsibility for behaviour interventions themselves, and made parental/carer contact first. Then they will seek support at a higher level, including from the Head of Provision.
 - Consistent positive reinforcement: adults will have routine procedures for reinforcing, encouraging and celebrating excellent behaviour.
 - Consistent consequences: defined, agreed and applied at the classroom level as well as making use of our established structures for more serious behaviours.
 - Consistent, simple rules/agreements/expectations referencing appropriate behaviour will be clear for all students.
 - Consistent respect will be modelled from all adults: even in the face of disrespectful learners.
 - Consistent models of emotional control: emotional restraint will be modelled by all adults as well as taught and expected.
 - Consistently reinforced rituals and routines for excellent behaviour around the site: in classrooms, around the site, and across all provision areas.
 - Consistent environment: the environment will increasingly reflect core values and show students demonstrating these.
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Poor Behaviours

All adults and pupils understand that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of individual student needs in determining the appropriate use of such sanctions, including the student's age, any special educational needs, welfare needs or disability, and any religious observances affecting the student.

Accounts will be taken, in writing, either by the student and witnesses or scribed by adults, of significant issues of behaviour not in line with our expectations, bullying or other issues of concern, and consulted before decisions about sanctions are taken.

RAISE-AP has the following range of disciplinary sanctions that may be implemented as appropriate:

- A Five Step restorative approach to behaviour that provides students and staff with opportunities to discuss any incidents of behavioural choices, which do not reflect our expectations.
- Withdrawal from normal timetabled classes into isolation within other lessons, or the internal reset room, depending on the seriousness of the incident
- Suspension from the provision.
- Use of report cards to monitor adherence to the provision's expectations of ready, respectful and safe behaviour.

In all cases of misconduct, including those outside of the school, the Head of Provision, or the Designated Safeguarding Leads will consider whether the police or the local authority Inclusion team should be consulted and notified. The police will always be informed where the student's behaviour is criminal or poses a serious threat to a member of the provision or member of the public.

Where behavioural issues suggest that a child is suffering or is likely to suffer harm, the **RAISE-AP** child protection and safeguarding procedures will be followed.

Suspensions

The provision will follow county and government guidance (DfE April 2022 on Suspensions and will operate according to the principles of fairness and clarity of process.

Suspensions can take the form of fixed term suspensions or a permanent suspension.

RAISE-AP's policy on suspensions also applies to serious breaches of discipline occurring outside of the provision.

All suspensions will be reviewed by the RAISE-AP educational directors.

Malicious Allegations

Should a student make an allegation against a peer or a member of staff that is shown to have been invented or malicious, the Head of Provision will consider whether to take disciplinary action in accordance with this policy and will also follow the appropriate safeguarding policy.

Reasonable Force

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance July 2013 and only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the provision or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and the student's parents/carers will be informed about serious incidents involving the use of force. Force is never used as a form of punishment.

In line with Keeping Children Safe in Education 2026 and the accompanying national guidance, staff may only use reasonable force where it is necessary, proportionate and used as a last resort, applying no more force than is necessary for the least amount of time.

Restrictive intervention, including physical intervention and seclusion, will only be used to prevent harm and never as a form of punishment or disciplinary response. The provision will prioritise early support, de-escalation and positive, proactive behaviour strategies to reduce the need for restrictive intervention wherever possible, taking particular account of the increased vulnerability of pupils with SEND, mental health needs or medical conditions, and the school's duties under the Equality Act 2010, including reasonable adjustments and the Public Sector Equality Duty.

Any use of restrictive intervention will be recorded in line with the provision's behaviour and physical intervention policy, and parents or carers will be informed and involved as required.

Staff who may be required to use restrictive intervention will receive adequate, appropriate training, refreshed at suitable intervals.

Searching Students

Informed consent

The provision staff may search a student with their consent for any item which is unauthorised within provision, or which could cause harm to any member of the provision, the student themselves or member of the public.

If a member of staff suspects that a student has a banned item in his / her possession, they can ask the student to turn out his or her pockets or bag, in the presence of a senior member of staff (usually the Head of Provision).

Parents and carers will be informed, and the 'Substance Misuse' Policy may also be followed.

Searches without consent

In relation to prohibited items, as defined below, Head of Provision or other senior member of staff with permission from the Head of Provision may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession.

Parents and carers will be informed, and the 'Substance Misuse' Policy may also be followed.

Prohibited items

- Alcohol.
- Cigarettes or vapes.
- Energy drinks.
- Illegal drugs.
- Knives or weapons.
- Stolen items and any other items as defined as such.

If a staff member believes a student is in possession of a prohibited item, it may be appropriate for a member of staff, in the presence of someone senior amongst the staff (usually the Head of Provision), to carry out:

- A search of outer clothing; and / or
- A search of provision property, e.g. pupils' lockers or desks; and / or
- A search of personal property (e.g. bag or pencil case within a locker)

Any search of a student or their possessions will be carried out away from audience of other students and in the presence of the student and two members of staff. The searcher or the second member of staff present will be the same gender as the pupil.

Where the Head of Provision or colleague authorised by the Head of Provision, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance, January 2018.

Parent / Carer and Provision Partnership

Parents and Carers are encouraged and supported to take responsibility for the behaviour of the child both inside and outside the provision. [RAISE-AP](#) will encourage parents/carers to work in partnership with the provision and assist it in maintaining excellent standards of desired behaviour and will be actively encouraged to raise with the provision any issues arising from the operation of the policy.

Partnership for excellent behaviour, and resilience in partnership are key to the success of the policy.

Raise Values

Our [RAISE-AP values](#) (Resilience, Attitude, Interest, Self-Confidence and Empathy) are key in everything we do, specifically with attitudes (positive attitudes towards learning and wider life) and resilience (empowering our young people to keep trying after challenges or setbacks) which are linked to our Behaviour policy.
