



Onside Education Behaviour Policy Sept 2025

The Three main Principles for ensuring the good behaviour of our students are:

1. **Be consistent follow our agreed procedure** - it affects everyone- don't turn a blind eye to students not meeting the expectations we have at Onside Education.
2. **Relationships are vital** - working hard to have good relationships with students is essential if they are to cooperate.
3. **Be positive** - reward students and tell them why they have done good things. Students will work better for you if you are positive with them.

Introduction

Onside Education is mandated by government regulations to have a behaviour policy aligning with the company's acknowledgment of the duty of care entrusted to the local authority under the Children Act. This policy operates in conjunction with the Health and Safety at Work Act 1974, Keeping Children Safe in Education 2025, and all school policies aimed at ensuring the safety of students. The Director and senior leaders are responsible for the effective implementation of this policy, guided by Department for Education (DfE) document Behaviour in Schools – Advice for Headteachers and School Staff (February 2024) and Suspension and Permanent Exclusion Guidance (DfE, May 2023)

Key features of Onside Education's approach to behaviour management

- This policy aims to ensure that:
 - there is a sense of pride, respect and responsibility
 - every individual is held in high esteem
 - there is a business like and purposeful atmosphere which is conducive to everyone achieving as high a standard of conduct as is always possible in all areas of the curriculum and behave well
 - sensitivity, tolerance, self-discipline, respect and goodwill towards others are encouraged in all and are exemplified in the day to day life of the organisation
 - there is access to equal opportunities for all and all students, staff and others who work in school are free from harassment and discrimination.
- Policy will always reflect an approach in which the directors, staff, parents/carers and students work together: guidelines on behaviour policy can never be mutually exclusive to any one of these groups.
- The behaviour policy cannot be applied on its own, separate from other school policies. We aim for an integrated whole school approach.
- Physical intervention is only used as a last resort. There is separate physical restraint policy guidance below, which all staff must read and implement.

The aims of the behaviour policy

1. Promoting a comprehensive school-wide strategy for behaviour and discipline is essential to establish optimal conditions for teaching and learning. The primary goal is to cultivate a secure and well-disciplined school environment, emphasising the promotion of appropriate behaviour rather than inappropriate conduct. This approach aims to foster a positive learning atmosphere and safeguard students from harm.
2. Students' behaviour must be managed as effectively as possible in order:
 - a) to develop students' ability to exercise self-control.
 - b) to encourage students to take responsibility for and be accountable for their own actions.
 - c) to raise their awareness that actions and choices have consequences.
 - d) to provide them with opportunities to take pride and demonstrate positive abilities and attitudes.
3. To promote a safe, happy learning and working environment for students, staff and visitors.
4. To ensure that staff are appropriately trained in dealing with de-escalation and conflict management so that behaviour is managed effectively.

Corporal punishment

The School Standards and Framework Act 1998 prohibits corporal punishment in independent schools. Therefore corporal punishment or undue physical force in any form is prohibited.

Staff

Staff will receive training in how to manage behaviour, so that strategies can be put in place to encourage improved behaviour. For example: de-escalation approaches and managing challenging behaviours.

Staff are responsible for recording behaviour incidents, sanctions, restorative actions and positive behaviour outcomes promptly and accurately on Et-Aims, and for escalating safeguarding concerns to the DSL without delay.

Recording (Behaviour, Sanctions and Outcomes)

Onside Education uses Et-Aims, its central CRM system, to record, monitor and analyse behaviour incidents, sanctions, restorative actions and positive behaviour outcomes.

All behaviour incidents are recorded promptly, accurately and factually on Et-Aims by staff, in line with agreed procedures. Records include sufficient detail to support monitoring, follow-up, pattern analysis and appropriate intervention.

Any use of physical intervention or restrictive practice is recorded on Et-Aims and managed in line with the Physical Intervention Policy, with safeguarding review where required.

Where a behaviour incident raises, or may raise, a safeguarding concern (including child-on-child abuse, sexual harassment, harmful sexual behaviour, online harm or exploitation), this is immediately escalated to the Designated Safeguarding Lead (DSL) and managed in line with the Safeguarding and

Child Protection Policy. Et-Aims supports joined-up oversight but does not replace statutory safeguarding recording systems.

Child-on-child sexual violence and sexual harassment are never treated as 'banter' and are managed in line with Part 5 of Keeping Children Safe in Education (KCSIE) 2025.

Behaviour data held within Et-Aims is used to:

- identify patterns and emerging concerns
- inform individual behaviour support plans and reasonable adjustments
- support communication with parents/carers and commissioning schools
- provide assurance to senior leaders regarding the effectiveness of behaviour strategies

Access to Et-Aims is role-based and managed in accordance with the Data Protection Act 2018 and UK GDPR.

Rewards and celebration of achievements and successes

Effectively rewarding students serves as the primary method to communicate the value and productivity of certain behaviours, enabling students to adapt and replicate positive learning conduct. Staff members are urged to communicate with parents or carers regarding a student's behaviour and accomplishments. Various Achievement awards, including the Student of the week award, are bestowed upon students on a weekly basis. Additionally, we acknowledge daily achievements by sending positive text messages or phone calls home.

Sanctions

The system is in place to allow all students the right to learn and take responsibility for their learning. Informal warning and reminder of expected behaviour. Warnings and support from the behaviour lead and SLT and potential removal from the lesson if the behaviour continues.

After an incident – Staff will:

- Ensure the student is effectively reintegrated into the lesson
- A Restorative conversation between the student and teacher.

Exclusions

The Director of the programme has the right to exclude a student if their behaviour is deemed serious enough and breaches the student code of conduct.

What happens when a student is excluded?

Parents/carers will be informed about an exclusion as soon as possible. Following contact a letter will be sent to parents/ carers, and if relevant the students' school, specifying how long the student is excluded for and why.

Parents/carers should also be informed of how to challenge the exclusion, if they want to. Exclusions can start on the same day that the incident takes place.

Parents will not be expected to collect their child straight away unless a major incident has occurred.

Government Guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf

Risk of prosecution if a student is found in public place.

For the first five school days of an exclusion, it is parental responsibility to ensure that student is not in a public place during normal school hours unless there is a good reason. Parents may be prosecuted if this rule is not enforced by parents.

Types of exclusion

There are two types of exclusion - fixed period (suspended) and permanent (expelled).

Fixed period exclusion (suspension)

fixed period exclusion is where a student is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they have changed school. If a student has been excluded for a fixed period, The school will set and mark work for the first five school days. If the exclusion is longer than five school days, the school will arrange suitable full-time education from the sixth school day e.g. at a pupil referral unit or other suitable place.

Permanent exclusion

Permanent exclusion means a student is expelled. The local authority in which the student resides must arrange full-time education from the sixth school day.

There are two main reasons for exclusion: a serious breach of the school's behaviour policy, or a situation where it is feared that the safety and wellbeing, or education, of other students is at risk.

In line with the school's behaviour policy, the following actions constitute unacceptable behaviour and may result in permanent or fixed-term exclusions:

- verbal abuse to staff and others
- verbal abuse to students
- physical abuse to/attack on staff
- physical abuse to/attack on students
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances
- theft
- bringing dangerous objects into school with intent to cause damage eg fireworks
- serious actual or threatened violence against another student or a member of staff

- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported, and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

NB: additional behaviours deemed to be unacceptable may also be included in this list.

Permanent exclusion

Permanent exclusion is an extremely serious sanction, and a step taken by the school only as an absolute last resort. In most cases, permanent exclusion will be used only after various alternative strategies have been tried to improve behaviour but have been unsuccessful. There are, however, some situations in which permanent exclusion on the first offence is the only option.

These include:

- serious, actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson.

It may be necessary for the school to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the governing body to ensure that they are justified and fair. The headteacher can withdraw an exclusion that has not yet been reviewed by the governing body.

Alternative education and exclusion

The school and/ or local authority will tell parents/carers and others about any alternative education that is arranged. It is parental responsibility to make sure the student attends the agreed provision.

Making a complaint (see complaints policy)

If alternative education is not arranged within five days, or the parent/ carer is not happy with the proposed education, they can complain to:

- The school for fixed period exclusions. The local authority in which the student resides for permanent exclusions.

If a parent/carers is not happy with the response to the complaint, they can complain to the Department for Education (DfE). They will need to demonstrate that they have followed the school or council's complaints procedure in the first instance.

Mobile Phones

- Mobile Phones are not permitted on site.

- If phones are brought into school, they must not be used during lessons. Where a pupil refuses to comply with a reasonable request to hand over a phone, this may result in sanctions, including removal from provision, in line with this policy and DfE guidance
- Any searching, screening or confiscation is carried out in line with DfE guidance: *Searching, Screening and Confiscation – Advice for Schools*.
- As students are advised not to bring mobile phones into school, the school will not be liable for any loss or damage of a mobile phone. Time will not be spent investigating damage or loss as students take sole responsibility for their mobile phone security.
- Police advice states that it is reasonable for a member of staff/SLT to ask a student to reveal a message for the purpose of establishing whether cyber bullying/child sexual exploitation or another safeguarding incident has occurred. Further to this, should the mobile phone contain inappropriate or malicious content it will be confiscated by law and will be handed over to the police for further investigation.

Uniform

- All pupils should abide with uniform policy. Staff should deal with uniform issues to ensure consistency of practice.
- Students who are wearing inappropriate uniform will be asked to cover up. If they are unable to do so, they will be provided clothing to improve things.
- Students who are picked up from home will be asked to return to their houses before getting into vehicle to ensure proper uniform is in place.
- The management team will alert parents/carers about uniform issues when they arise.

The following procedure is in place if students attend wearing inappropriate clothing:

- Student is sent to the office.
- Students will be asked to cover up, if they are unable to do so, they will be provided with clothing to ensure this happens.
- The management team will alert parents/carers about uniform issues when they arise.

Monitoring

All incident forms, fixed term and permanent exclusions will be reported to the programme director and designated school contact. Monitoring of exclusions, rewards and sanctions will be regularly undertaken to identify patterns. They will monitor patterns to learn lessons to inform improvement actions. The school will report to the designated school lead the number of incident reports and exclusions. Analysis of exclusions, rewards and sanction outcomes and effectiveness implementation will be an agenda item at weekly meetings by Director of programme and staff.