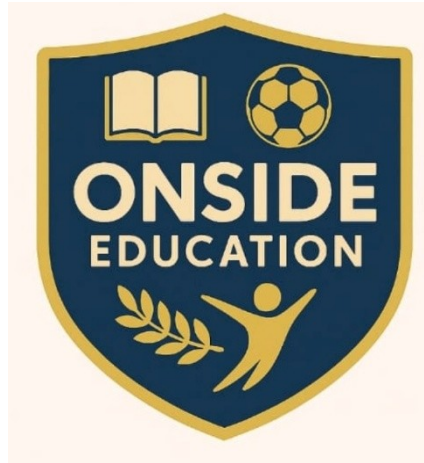




Onside Education

Behaviour Policy

Issue date: Sept 2025

Review Date: Sept 2026

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:
 - o there is a sense of pride, respect and responsibility
 - o every individual is held in high esteem
 - o 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
 - o 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
 - o 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.

Behaviour Expectations, SEND and Reasonable Adjustments

Onside Education recognises that behaviour is a form of communication and that many pupils attending the provision present with SEMH needs, SEND, adverse childhood experiences, trauma or other vulnerabilities.

Staff will seek to understand the function of behaviour and will use relational, restorative and trauma-informed approaches wherever possible.

Behaviour expectations apply to all pupils. However, reasonable adjustments may be required for pupils with SEND, EHCPs, communication difficulties, neurodiverse profiles or identified SEMH needs.

Reasonable adjustments may include:

- Adapted instructions
- Additional processing time
- Regulation breaks
- Alternative workspaces
- Enhanced adult support
- Personalised behaviour plans
- Sensory support strategies

Adjustments will be recorded within Individual Learning Plans (ILPs), risk assessments, behaviour support plans or EHCP provision maps where appropriate. Pupil views will be sought and considered during behaviour support planning, risk assessment reviews and post-incident reflection.

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. Child-on-child abuse includes sexual harassment, sexual violence, harmful sexual behaviour, online abuse, coercive behaviour, sharing of nude or semi-nude images and exploitation.

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
- inform Individual Learning Plans (ILPs), ensuring that behaviour, SEMH needs and engagement are reflected in personalised targets and support 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.

Restrictive Intervention, Seclusion and Physical Intervention

Onside Education seeks to avoid the use of restrictive interventions wherever possible. De-escalation strategies must always be attempted first unless there is an immediate risk of harm.

Restrictive intervention may only be used where:

- A pupil is at risk of harming themselves
- A pupil is at risk of harming others
- Serious damage to property is likely
- Serious disorder presents an immediate safety risk

Any intervention must be:

- Reasonable
- Necessary
- Proportionate
- Time limited
- The least restrictive option available

Physical intervention must cease immediately when the risk reduces.

Seclusion must never be used as a punishment.

Where a pupil requires separation from others for safety reasons:

- The purpose must be regulation and safety
- The pupil must be supervised
- The period must be recorded
- Welfare must be monitored
- Reintegration planning must follow

Parents/carers and commissioners will be informed of any significant restrictive intervention as soon as reasonably practicable.

Protected Characteristics and Discriminatory Behaviour

Behaviour involving racism, sexism, disability discrimination, homophobia, biphobia, transphobia, religious discrimination or other prejudice-related incidents will be recorded separately and investigated promptly.

Such incidents may also constitute safeguarding concerns and will be referred to the DSL where appropriate.

Patterns of discriminatory behaviour will be reviewed through behaviour monitoring and reported to senior leaders and the Proprietor.

Serious Sanction Register

In addition to routine behaviour recording, Onside Education maintains a Serious Sanctions Register.

The register records:

- Removal from lesson exceeding 30 minutes
- Internal regulation placements
- Suspension
- Permanent exclusion
- Physical intervention
- Restrictive intervention
- Seclusion
- Police involvement

Records will include:

- Date and time
- Duration
- Staff involved
- Pupil name
- SEND/EHCP status
- De-escalation strategies attempted
- Reason for intervention
- Parent/carers notification
- Commissioner notification
- Follow-up actions
- Review outcome

The Programme Lead will review the register at least termly.

Sanctions

Behaviour Responses and Sanctions:

Responses to behaviour will be:

- Proportionate
- Restorative where appropriate
- Age appropriate
- Consistent
- Considerate of SEND and SEMH needs
- Focused on learning, safety and repair

Possible responses include:

Level 1

- Reminder

- Redirection
- Restorative conversation
- Regulation support

Level 2

- Formal warning
- Reflection activity
- Parent/carer contact
- Behaviour monitoring

Level 3

- Removal from lesson
- Individual risk assessment
- Behaviour support plan review
- Senior leader involvement

Level 4

- Internal regulation provision
- Suspension
- Managed move discussion
- Multi-agency review

Level 5

- Permanent exclusion in accordance with the Suspension and Exclusion Policy

No pupil will be informally excluded, placed on a "cooling-off" period, sent home unofficially or have their placement paused as a behaviour sanction outside the Suspension and Exclusion Policy and commissioning agreement.

Exclusions

The Programme Lead 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 expect to collect their child straight away unless a major incident has occurred.

All exclusions are carried out in line with the Suspension and Exclusion Policy (located on the website).

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, smart devices and electronic communication devices are managed in accordance with the Mobile Phone Policy and the Searching, Screening and Confiscation Policy.

Any search, confiscation or review of electronic content will only be undertaken where lawful, proportionate and necessary to maintain safety, investigate a safeguarding concern or enforce school rules.

- 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.

Parent and Commissioner Notification

Parents/carers will be informed of significant behaviour incidents, suspensions, restrictive interventions, safeguarding concerns and serious sanctions.

Where placements are commissioned, the referring school or local authority will also be informed in accordance with placement agreements and safeguarding responsibilities.

Communication will be recorded on Et-Aims.

Monitoring

All incident forms, fixed term and permanent exclusions will be reported to the Programme Lead 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 Programme Lead and staff.

The Proprietor will receive a termly behaviour report detailing behaviour incidents, suspensions, exclusions, restrictive interventions, discriminatory incidents, safeguarding concerns arising from behaviour and the effectiveness of behaviour support strategies.

The annual review of behaviour data will evaluate:

- Behaviour trends
- Serious sanctions
- Restrictive interventions
- Suspensions
- Child-on-child abuse concerns
- Discriminatory incidents
- Pupil voice
- Parent feedback
- Staff training needs

Appendix A – Serious Sanctions Register Template

ON-SIDE EDUCATION SERIOUS SANCTIONS REGISTER

Date:

Time:

Pupil Name:

Year Group:

Staff Completing Record:

Type of Serious Sanction:

- ☐ Removal from Lesson (Over 30 Minutes)
- ☐ Internal Regulation Placement
- ☐ Suspension
- ☐ Permanent Exclusion
- ☐ Restrictive Intervention
- ☐ Physical Intervention
- ☐ Separation for Safety
- ☐ Police Involvement
- ☐ Other

Description of Incident:

Immediate Risk Identified:

- ☐ Risk to Self
- ☐ Risk to Others
- ☐ Serious Damage to Property
- ☐ Safeguarding Concern

SEND / EHCP:

- ☐ Yes
- ☐ No

Reasonable Adjustments Considered:

De-escalation Strategies Attempted:

- ☐ Verbal De-escalation
- ☐ Regulation Space
- ☐ Trusted Adult
- ☐ Sensory Strategy
- ☐ Time Out
- ☐ Other

Duration of Sanction:

Parent/Carer Informed:

☐ Yes

Date/Time: _____

Commissioner Informed:

☐ Yes

☐ N/A

DSL Review Required:

☐ Yes

☐ No

Follow-Up Actions:

Review Date:

Programme Lead Signature:

Appendix B – Behaviour Support Plan Template

ONSIDE EDUCATION BEHAVIOUR SUPPORT PLAN

Pupil Name:

DOB:

Year Group:

Key Worker:

Date Created:

Review Date:

Strengths and Protective Factors

- _____
- _____
- _____

Identified Behaviour Concerns

- _____
- _____

Known Triggers

- ☐ Change of Routine
- ☐ Conflict with Peers
- ☐ Academic Demand
- ☐ Sensory Overload
- ☐ Perceived Criticism
- ☐ Unstructured Time
- ☐ Other

Early Warning Signs

- Withdrawal
- Pacing
- Raised Voice
- Refusal
- Other

Prevention Strategies

- Predictable routines
- Regulation check-ins
- Positive reinforcement
- Visual prompts
- Adapted tasks

Reasonable Adjustments

De-escalation Strategies

1.

2.

3.

Risk Level

☐ Low

☐ Medium

☐ High

Review Outcomes

Staff Signatures:

APPENDIX C

RESTORATIVE CONVERSATION RECORD ON-SIDE EDUCATION

Pupil Name: _____

Date: _____

Staff Member Facilitating: _____

Location: _____

Incident Reference Number (Et-Aims): _____

1. What happened?

2. What were you thinking or feeling at the time?

3. Who has been affected by what happened?

4. How do you think they have been affected?

5. Looking back, what could you have done differently?

6. What needs to happen now to repair the harm?

7. Agreed Actions

Action 1:

Action 2:

Action 3:

Review Date:

Pupil Signature: _____

Staff Signature: _____

Outcome Recorded on Et-Aims:

☐ Yes

☐ No

APPENDIX D

DISCRIMINATORY INCIDENT RECORD FORM ON-SIDE EDUCATION

Date of Incident: _____

Time: _____

Location: _____

Reported By: _____

Pupil(s) Involved:

Protected Characteristic Involved:

- ☐ Disability
- ☐ Race
- ☐ Religion or Belief
- ☐ Sex
- ☐ Sexual Orientation
- ☐ Gender Reassignment
- ☐ Pregnancy/Maternity
- ☐ Other

Nature of Incident:

- ☐ Verbal Abuse
- ☐ Physical Behaviour
- ☐ Online Abuse
- ☐ Graffiti/Damage
- ☐ Exclusion or Isolation
- ☐ Harassment
- ☐ Other

Detailed Description of Incident

Witnesses

Immediate Action Taken

Parent/Carer Notified

☐ Yes

☐ No

Date/Time:

DSL Referral Required

☐ Yes

☐ No

Safeguarding Concern Identified

☐ Yes

☐ No

Outcome

Follow-Up Education / Restorative Work

Review Date:

Completed By:

APPENDIX E

PHYSICAL INTERVENTION RECORD

Pupil Name: _____

Date: _____

Time Started: _____

Time Ended: _____

Location: _____

Staff Involved:

Reason Intervention Was Necessary

- ☐ Risk to Self
- ☐ Risk to Others
- ☐ Serious Property Damage
- ☐ Serious Disorder

Description of Immediate Risk

De-escalation Strategies Attempted

- ☐ Verbal De-escalation
- ☐ Regulation Space
- ☐ Time Out
- ☐ Sensory Strategy
- ☐ Trusted Adult
- ☐ Other

Details:

Type of Intervention Used

Injuries Sustained

Pupil:

Staff:

Parent/Carer Informed

☐ Yes

☐ No

Date/Time:

Commissioner Informed

☐ Yes

☐ No

☐ N/A

DSL Review Completed

☐ Yes

☐ No

Lessons Learned / Follow-Up Actions

APPENDIX F

TERMLY PROPRIETOR BEHAVIOUR REPORT

Reporting Period:

Total Behaviour Incidents:

Total Serious Sanctions:

Total Suspensions:

Total Permanent Exclusions:

Total Restrictive Interventions:

Total Physical Interventions:

Total Discriminatory Incidents:

Child-on-Child Abuse Concerns:

Safeguarding Referrals Linked to Behaviour:

Attendance Concerns Linked to Behaviour:

Key Behaviour Trends Identified

Actions Taken During Term

Staff Training Completed

Impact of Interventions

Areas for Improvement

Programme Lead Signature:

Proprietor Signature:

APPENDIX G

SEMH/AP BEHAVIOUR LADDER

LEVEL 1 – REGULATE

- Reminder
- Positive redirection
- Check-in with trusted adult
- Regulation break
- Movement break
- Positive reinforcement

LEVEL 2 – REFLECT

- Restorative conversation
- Reflection activity
- Parent/carer contact
- Target review

LEVEL 3 – RESTORE

- Behaviour monitoring
- Behaviour Support Plan
- Risk assessment review
- Key worker intervention
- Increased pastoral support

LEVEL 4 – INTENSIVE SUPPORT

- SLT involvement
- Multi-agency discussion
- Internal regulation provision
- Revised Behaviour Support Plan
- Safeguarding review

LEVEL 5 – SERIOUS RESPONSE

- Suspension
- Commissioner review
- Reintegration meeting
- Safeguarding risk assessment

LEVEL 6 – EXCEPTIONAL RESPONSE

- Permanent exclusion
- Alternative placement planning
- Multi-agency review

APPENDIX H

RESTRICTIVE INTERVENTION PROCEDURE

Stage 1 – Prevention

- Relationship-based practice
- Early intervention
- Positive behaviour support
- Regulation strategies
- Behaviour Support Plans
- Reasonable adjustments

Stage 2 – De-escalation

- Calm communication
- Time and space
- Regulation support
- Sensory strategies
- Trusted adult intervention
- Reduced demands where appropriate

Stage 3 – Risk Assessment

Restrictive intervention may only be considered where:

- There is a serious risk of harm to self
- There is a serious risk of harm to others
- Serious property damage is likely
- Serious disorder creates an immediate safety risk

Stage 4 – Restrictive Intervention

Any intervention must be:

- Reasonable
- Necessary
- Proportionate
- The least restrictive option available
- Time limited

Stage 5 – Separation

Separation must:

- Never be used as punishment
- Be supervised at all times
- Be for safety and regulation purposes only
- Be recorded
- Be regularly reviewed

Stage 6 – Recording

All incidents must be recorded on:

- Et-Aims
- Physical Intervention Record
- Serious Sanctions Register

Stage 7 – Notification

- Parent/carer informed the same day
- Commissioner informed where appropriate
- DSL review completed
- Safeguarding concerns escalated immediately

Stage 8 – Post-Incident Review

- Restorative meeting held
- Pupil voice gathered
- Staff debrief completed
- Risk assessment reviewed
- Behaviour Support Plan updated
- Lessons learned identified

Stage 9 – Quality Assurance

The Programme Lead will review all restrictive interventions termly to ensure:

- Necessity
- Proportionality
- Compliance with policy
- Reduction in future use
- Staff training needs identified

Appendix I – Restrictive Intervention Workflow

