



Behaviour Policy

THE HUB SCHOOL



Policy Owner:	Executive Headteacher	
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Contents

1. Statement of Policy.....	2
2. The Education Alliance - Behaviour Blueprint.....	2
3. Aims and Intent.....	3
4. Implementation.....	3
5. Behaviour Principles.....	3
6. Team Teach Principles.....	4
7. The Student Support Team.....	5
8. Suspension and Permanent Exclusion.....	5
9. The Right to Search Students.....	6
10. Use of Reasonable Force.....	6
11. Linked Policies.....	7

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1. Statement of Policy

Our Behaviour Policy is designed and implemented in line with our Trust Behaviour Blueprint. This underpins the fundamental values and aims of our school as part of The Education Alliance and is our overarching framework of our school-specific policy.

2. The Education Alliance - Behaviour Blueprint

Taken from The Education Alliance Handbook

The purpose of The Education Alliance is to make great schools and happier, stronger communities so that people have better lives. We know that good teaching cannot happen without good behavior and that our schools must feel safe and orderly.

*Our **Behaviour Principles** outline how every school should operate and they underpin the trust's commitment to helping all staff and young people to thrive.*

- *Our behavior policies are clear and concise.*
- *We take account of the 6 recommendations in the EEF Behavior report in our behavior policies and processes.*
- *Conversations about behavior are the norm and are as valid and important as conversations about curriculum and pedagogy.*
- *We agree that good behavior comes from a collective approach and not from a group of isolated teachers working hard in their own classroom silos.*
- *We are clear that leaders are there to remove barriers.*
- *A positive culture is established and maintained through explicit teaching and modeling of expected behaviors and challenging where things are not right.*

- *Leaders do the heavy lifting by centralizing as much as possible so teachers can teach.*
- *Teachers do not supervise their own detentions, set work for specific detentions. and are not required to chase non-attendance.*
- *We recognise the complexity of balancing consistency and an individual child's needs and we work continually to check the balance is right. At least one review per term focuses on where balance sits between consistency and individual need.*

3. Aims and Intent

The aims of this policy are to:

- To set out the various responsibilities of staff and students
- To emphasise The Hub School's commitment to embedding a nurturing ethos across the setting
- Instill a sense of self-worth and value in every student
- Encourage, challenge and support every student to achieve his or her potential
- To outline the various strategies, rewards and sanctions that are used to promote positive behavior

4. Implementation

At The Hub School, we recognise that some students have a range of special educational needs which mean behaving in a socially appropriate and safe way can be challenging. We take a pro-active approach to supporting student behaviour and conduct and take a principled approach to implementing our practice.

5. Behaviour Principles

Behaviour is Communication

We recognise that all behaviour is communication and many of our students have not yet developed the skills in order to communicate appropriately. Our responsibility as adults is to regulate, relate and reason to help our students to develop the skills to communicate their feelings in an appropriate way

Context to Behaviour

The Hub School's approach to behaviour is one of contextual enquiry. Our aim is to explore the reason behind the behaviours, to support a student's needs and help them develop their self-regulation skills over time.

Relational Practice

Relational Practice is essential to promote really clear boundaries and high expectations for behaviour, along with being sensitive, respectful and allowing for some flexibility. This is to ensure that we are not unintentionally adding or contributing to any feelings of shame, guilt, anxiety and/or fear students may already have owing to their current or past experiences. The approach is grounded in theory and research in areas of psychology, education and neuroscience and can improve outcomes in academic attainment, emotional regulation and higher levels of self-esteem. The approach is embedded in practice through our 10 Relational Routines.

Flexible Consistency

We strive to offer a consistent approach when supporting behaviour; calm, positive, caring, supportive and empathy. However, needs and context will always be considered, resulting in "flexible" consistency.

Nurture Principles

We strongly believe that following the six Nurture Principles will provide the greatest opportunities for our young people to learn/develop the skills to support positive behaviour:

1. Children's learning is understood developmentally

2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing (Self-esteem)
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Celebrating Positive Behaviour & Social Norms

It is important that young people are frequently reminded and shown what positive behaviour looks like, rather than always being told "what not to do". It is also important that students are clear that we have high expectations and what those expectations are. We have developed 4 distinct areas we focus on for all students, including their behaviour and conduct:

Respect

Responsibility

Relationships

Resilience

Quality First Teaching & Learning

The Hub School recognises the importance of quality first teaching and we have established core lesson expectations which include teaching being appropriately adapted to meet the needs of the individual. Well-planned and engaging learning (academic and social) provides positive experiences and in turn has a positive impact on behaviour.

Emotional Wellbeing Matters

The Hub School understands the importance of supporting young people with emotional wellbeing mental health related concerns. We consider the difficulties our young people face and seek to provide the most appropriate support for students.

Rewards & Recognition

At The Hub School we want all our young people to do their best and feel proud of their achievements. We ensure that we recognise and celebrate progress and achievements for each individual student, including positive behaviour.

Responses, Resolutions & Restorative Practice

As is clear from our values and ethos, at The Hub School we strongly believe in supporting our students when they are not able to communicate appropriately or make positive choices. Restorative practice will be used to help students to understand how their actions make others feel. This is used daily by all staff to support post incident learning and at the heart of how we support and encourage positive behaviour.

6. Team Teach Principles

- Communicating expectations clearly through a staged behaviour response system
- Non-confrontational body language and facial expressions
- Therapeutic language
- Use of regulation spaces to support students to have quiet space away from others when needed. This allows for learning to continue for other students within the classroom
- Teaching the use of words to express emotions
- Modelling of calming strategies and other co-regulation strategies (staff using presence and calm to support a child to feel safe and be able to connect with others and listen to instructions)
- Restorative conversations and discussions with those affected
- Repairing any harm and helping to put things right – e.g. helping tidy a room or replace a display

Restrictive Positive Intervention (RPI)

All staff have Team Teach training to help reduce the risk of serious incidents occurring. The Team Teach approach is 95% de-escalation and staff are highly skilled at using these techniques to support students. In order to protect students

and staff, there may be times where the use of reasonable and proportional force is required (please refer to 'use of reasonable force' later in this document)

7. The Student Support Team

At The Hub School we believe that learning and behaviour is everyone's responsibility. However, it is also recognised our students may require additional support, to manage their needs.

The Student Support Team, whose primary role is to support our students with their individualised needs, have a diverse range of skills and experiences to best support a wide range of young people. Our aim is for SST to be proactive, providing support before a student reaches crisis, by offering appropriate use of strategies and spaces to support students with co-regulation. There may be occasions where a staff member is required to de-escalate a student that is in crisis, through the safest means necessary.

Recording of Behaviour

Restrictive Positive Intervention and other behaviour related to safeguarding, including child-on-child abuse, is logged on the school's online safeguarding system (CPOMs). This data is regularly monitored by the SLT & SST, ensuring the appropriate professional bodies have been notified (if deemed appropriate)

8. Suspensions and Permanent Exclusions

The Hub will use suspensions and permanent exclusions only as a last resort.

The Executive Headteacher will have responsibility for suspensions. In the event of the absence of the Executive Headteacher the Head of School would have full delegated authority for statutory actions and other operational management responsibilities. The Executive Headteacher should as far as possible avoid permanently excluding any student with EHCP or CLA status. In the very unlikely event that this is unavoidable then the Headteacher of the Virtual School will be informed if the student is CLA and the Hub School will where possible follow the guidance on First Day cover and work with the Virtual School to ensure this is in place.

Before deciding to suspend a student the Executive Headteacher will:

- Ensure that an appropriate investigation has been conducted
- Ensure that all the relevant evidence has been considered
- Give the student an opportunity to be heard
- Consult other relevant people if necessary

Having considered these matters, the Executive Headteacher will decide based normally on the balance of probability, having regard to any current guidance from the DCSF.

Suspension

The Executive Headteacher is permitted to suspend a student for one or more fixed term periods not exceeding 45 school days in any one school year.

The school will continue to provide education for a suspended student (whilst he/she remains on roll) and, particularly in the case of an exclusion of more than 15 days, the Executive Headteacher in consultation with the relevant members of staff will consider the following:

- Making alternative provision from day six for fixed period excluded students
- to arrange reintegration interviews with parents at the end of a fixed term exclusion
- How the student's education can otherwise continue

Permanent Exclusion

A decision to exclude a student permanently will only be taken as a last resort and when a wide range of strategies for dealing with disciplinary offences have been employed to no avail, or if an exceptional 'one-off' offence has been committed: e.g.

- Serious violence, actual or threatened, against a student or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug; and
- Carrying an offensive weapon.

Or any other one-off offence considered by the Executive Headteacher to be an exceptionally serious one.

9. The Right to Search Students

The Violent Crime Reduction Act 2006 gives the Executive Headteacher, and any member of the school staff authorised by the Executive Headteacher, who has reasonable grounds for believing that a student may have with him/her or in his/her possession a knife or offensive weapon, the right to search that student. The Hub School reserves the right to use a detector for students who present a risk to search students for metal objects on arrival.

The Executive Headteacher must ensure that the person carrying out the search is of the same sex as the student and the search must be carried out in the presence of another adult also the same sex as the student. The student cannot be required to remove any clothing other than outer clothing and if the student's possessions are searched, this must also be done in the presence of another adult. The person carrying out the search can use such force as is reasonable in the circumstances for exercising that power.

If a search reveals any 'offensive weapons or knives, or 'evidence in relation to an offence' the school must call the police in. The school has no discretion in this.

10. Use of Reasonable Force

Guidance Link - [Use of Reasonable Force and other restrictive interventions guidance](#)

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Executive Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom, where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment

Linked Policies:

- SEND Policy
- Safeguarding/Child Protection Policy
- Complaints Policy
- Anti-bullying Policy