



Behaviour Policy

THE HUB SCHOOL



Policy Owner:	Executive Headteacher	
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1. Policy Statement

At The Hub School, we believe that every young person deserves to feel safe, valued, respected and able to succeed.

All members of our community are expected to demonstrate:

Respect

Treating ourselves, others and our environment with care.

Responsibility

Taking ownership of our actions and choices.

Relationships

Building positive and healthy connections.

Resilience

Persevering through challenges and setbacks.

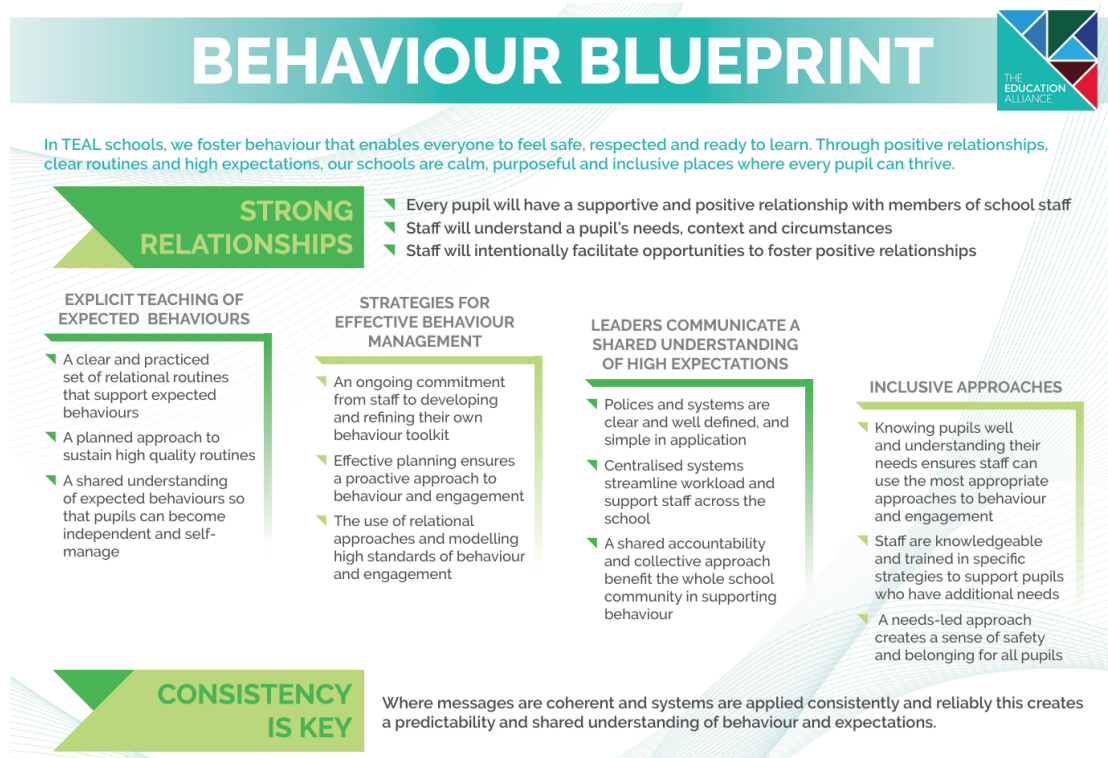
These values are explicitly taught, modelled and reinforced daily.

As an SEMH Alternative Provision, we understand that many of our students have faced challenges that can affect their learning, relationships and emotional wellbeing. We recognise that behaviour is a form of communication and that young people thrive when they feel safe, valued and understood. Through a relational, trauma-informed and restorative approach, we

build trusting relationships, maintain high expectations and provide the support needed for every student to succeed.

2. The Education Alliance - Behaviour Blueprint

This policy should be read alongside The Education Alliance Behaviour Blueprint



3. Aims and Intent

This policy aims to:

- Create a safe, calm and inclusive learning environment.
- Promote positive relationships across the school community.
- Support students to develop self-regulation, resilience and emotional literacy.
- Establish clear expectations for behaviour and conduct.
- Promote attendance, engagement and achievement.
- Support students to take responsibility for their actions.
- Provide consistent responses to behaviour.
- Celebrate progress, effort and achievement.
- Reduce barriers to learning.
- Prepare students for successful futures.

4. Our Behaviour Principles

The four R's

Our approach is built around our four R's:

Responsibility

Young people learn best when they feel physically and emotionally safe. Developing students understanding of responsibility allows us to create a safe environment by prioritising predictable routines and trusted relationships.

Relationships

Relationships are the foundation of learning and wellbeing. We invest time in building trust, connection and belonging.

Resilience

Students cannot access learning effectively when overwhelmed by stress, anxiety or strong emotions. We commit to helping them regulate and develop their resilience in order to support their learning

We actively teach emotional regulation skills and provide support through co-regulation when required.

Respect

We foster a culture where everyone is treated with kindness, dignity and consideration. We explicitly teach students to respect themselves, others, the learning environment and the wider community by modelling positive behaviour, listening to others and taking pride in their actions.

Behaviour is Communication

We recognise that behaviour is a form of communication.

Staff seek to understand what may be driving behaviour and respond in ways that support learning, regulation and positive change.

Understanding Context

Behaviour does not occur in isolation.

Staff consider:

- SEND needs
- SEMH needs
- Trauma and adverse experiences
- Attachment needs
- Environmental factors
- Developmental stage
- Current emotional state

Understanding context helps us respond effectively whilst maintaining expectations.

Relational Practice

Relational practice underpins everything we do.

Staff combine:

- Warmth
- Consistency
- Empathy

- Clear boundaries
- High expectations

Positive relationships are viewed as essential to long-term success. The staff use our relational routines as a framework to develop positive relationships in and out of classrooms as well as with families and communities.

Consistency with Flexibility

Students benefit from consistency.

However, consistency does not mean treating every student identically.

Staff use professional judgement to ensure responses remain fair, proportionate and responsive to individual needs.

We ensure our practice reflects the six principles of nurture:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture supports wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. Transitions matter.

5. Promoting Positive Behaviour

Positive behaviour is actively recognised and celebrated. This is again in line with our four R's and staff seek to notice student achievement in those four areas to support reinforcement of positive behaviour choices. Recognition systems will remain flexible to meet individual needs.

6.Responding to Challenging Behaviour

When behaviour falls below expectations, staff will respond in a calm, respectful and proportionate manner. A range of supportive strategies may be used, including reminders, redirection, regulation support, restorative conversations and repair actions. Responses will always depend on the individual circumstances with a common aim of promoting positive behaviour, learning and wellbeing.

7.Recording of behaviour

Student behaviours, both positive and negative, are recorded on Arbor to ensure a consistent and accurate record of conduct across the school. Behaviour data is closely monitored by tutors, the Student Support Team, and SLT to identify patterns and trends, celebrate positive contributions, and inform targeted support and provision. This enables the school to respond effectively to individual and cohort needs, promoting positive behaviour and improving outcomes for all students.

8.Additional Support

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. As a result, we have developed targeted provision to ensure we can implement

additional support should our universal offer to all students not be sufficient to meet need.

The Student Support Team is made up of various roles with a common aim; to creatively support our students with their individualised needs. They have a diverse range of skills and experiences to help them best support our students. Our aim is for SST to be proactive, providing support before a student reaches crisis and offering appropriate use of provision to support with co-regulation.

9. Use of Reasonable Force

All staff have the legal power to use reasonable force where necessary as outlined in the [Use of reasonable force and other restrictive interventions guidance](#) for schools in England April 26.

Staff can use reasonable forces to prevent or stop a student from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among students at the school, whether during a teaching session or otherwise

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 and Team Teach training supports staff to do that safely and effectively. More information on Team Teach can be found on [Parents & Carers - Team Teach](#).

Restrictive Positive Intervention is logged on the school's online safeguarding system (CPOMs). This data is regularly monitored by the SLT & SST.

10. Mobile Phones and Smart Devices

To promote a safe, calm and focused learning environment, all pupils are required to hand in their mobile phones and any other smart devices (including smartwatches with communication capabilities) on arrival at school. This approach is aligned with government guidance on [Mobile phones in schools - GOV.UK](#). Devices will be securely stored throughout the school day and returned at the end of the day in accordance with the school's procedures. Pupils must not retain or use a mobile phone or smart device on the school site unless specifically authorised by a member of staff for educational, medical or safeguarding purposes.

11. The Right to Search

The [Searching, Screening and Confiscation](#) guidance for Schools (July 2022) gives the Headteacher and staff they authorise a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item or any other item that the school rules identify as an item which may be searched for including mobile phones.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs and controlled substances
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury or damage to property of any person (including the student).
- tobacco or associated items
- fireworks
- pornographic images

12. Suspensions and Permanent Exclusions

The Hub School views suspension and exclusion as measures of last resort. Decisions are made with the government guidance issued in July 2026 in mind which can be accessed on the following link or government website. [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Before suspension is considered, the school will seek to implement appropriate support, intervention and reasonable adjustments where possible.

The Executive Headteacher retains responsibility for suspension decisions.

Permanent exclusion will only be considered where:

- A serious breach of the school's behaviour policy has occurred; and
- Remaining in school would seriously harm the education, welfare or safety of others.

Particular consideration will always be given to students with SEND, EHCPs and Children Looked After.

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

13. Equality and Inclusion

The Hub School is committed to ensuring behaviour systems are fair, inclusive and non-discriminatory. Reasonable adjustments will be made where appropriate for students with SEND, SEMH needs, disabilities or other protected characteristics. Behaviour decisions will always take individual circumstances into account.

14. Monitoring and Review

This policy will be reviewed annually by the Executive Headteacher and Governing Body.

The effectiveness of the policy will be evaluated through:

- Behaviour data analysis
- Student voice
- Staff feedback
- Parent feedback
- Attendance information
- Suspension and exclusion data
- Safeguarding information

15. Linked Policies

This policy should be read alongside:

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