The Complete Works
East & South London

Behaviour and Conduct Policy & Procedures

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IN REVIEW

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1. Aims

This policy aims to:

- Ensure that The Complete Works (TCW) maintains a positive and creative school culture that promotes positive behaviour, ensuring that students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining appropriate standards and expectations of behaviour that reflect the inclusive and holistic values of TCW, without the threat of physical restraint.
- Outline TCW's consistent support, expectations, and consequences for defined behaviours, whilst remaining open-minded as to the causes of particular behaviours.
- Provide a positive approach to behaviour management that is applied consistently to every individual Student and their behavioural needs or situation.
- Support positive attendance by promoting engagement, safety and inclusion through effective behaviour systems.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002 (inc s175)
- Education and Inspections Act 2006 (requires schools to regulate pupils' behaviour, publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property)
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- 'Keeping children safe in education 2025 This policy will be updated annually in line with the latest statutory guidance
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

This policy reflects our duties in relation to online safety, specifically around filtering and monitoring systems. TCW ensures that appropriate safeguards are in place to protect students from harmful online content, in line with statutory safeguarding guidance.

3. Policies

This policy operates in conjunction with the following TCW policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Drugs & Prohibited Items Policy (Search)

- Staff Code Of Conduct

4. Roles & Responsibilities

Trustees are responsible for:

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Reviewing this behaviour policy in conjunction with the Executive Headteacher
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Ensuring this policy is published on The Complete Works' website.
- Monitoring reporting of the policy's effectiveness.

The Executive Headteacher is responsible for:

- Monitoring this behaviour policy's effectiveness.
- Holding the Headteacher to account for its implementation.
- Reviewing and approving this behaviour policy.

The Headteacher is responsible for:

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Ensuring the day-to-day implementation of this policy, including that staff deal effectively with, and follow up on behavioural incidents appropriately.
- Ensuring that the school environment encourages positive behaviour and implementing measures to achieve this. This would include the health and wellbeing of students and staff being promoted through leadership practice, school policies, values and attitudes, the PSHE curriculum and the conversations staff hold with students, alongside the social and physical environments.
- Ensuring there is monitoring of how staff implement this policy, to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support wherever necessary or beneficial.
- Ensuring that the data relating to behavioural incidents are reviewed regularly, and at least annually, to make sure that no groups of students are being disproportionately impacted by this policy. This review should be shared with the Executive Headteacher.
- Ensuring this policy is published in writing to staff, parents and students at least once a year.
- Ensuring the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing.

The DSL is responsible for:

- Ensuring behaviour is assessed and actioned in line with all safeguarding considerations and procedures.
- Ensuring behaviour is continually monitored and the right support is in place, including information relating to Student behaviour issues that may need to be transferred to new schools, or relevant staff at the start of the term or year.
- Updating Student Risk Assessments as behaviours emerge, change or escalate.
- Alerting the Headteacher or other key staff immediately around any serious behavioural incidents or Unacceptable Behaviour reported through safeguarding channels.
- Alerting the Headteacher or other key staff immediately around the potential impact of behaviour on safeguarding of Students or Staff, including those not directly involved in behavioural incidents.

The Teaching & Learning team are responsible for:

- Ensuring all new staff receive a clear induction into the school's behaviour culture, including rules, routines, safeguarding expectations and how to support all students to participate fully]
- Ensuring appropriate training is given to staff on behaviour management, and the impact of special educational needs and disabilities (SEND), potentially traumatic adverse childhood experiences, and mental health needs on behaviour, to any staff who require it, and at any point in their time at TCW, so they can fulfil their duties set out in this policy

- Ensuring as smooth a transition for Students between Teachers as possible, including arranging or instigating a Transition meeting where appropriate.
- Providing bespoke behaviour training or refresher training for staff where required. This would include where thematic student behavioural issues are identified, and responding by providing training for staff.
- Ensuring staff know to approach them for assistance and support around managing behaviour with Students. The Teaching & Learning Officers may work alongside Onsite Leads or the DSL to best address this.
- Supporting staff to manage specific Students' challenging behaviour and supporting staff in their implementation of this policy consistently.

The Hubs Lead is responsible for:

- Supporting management of students' onsite behaviour (with reference to Onsite Expectations).
- Lead in communicating with Parents around Onsite behavioural issues.
- Providing an induction process around behavioural expectations for all new Students, or those Students that may need refreshing.

Teachers and any other frontline Staff are responsible for:

- Creating a calm and safe environment for Students
- Implementing this behaviour policy consistently
- Modelling expected behaviour and positive relationships. This includes considering the impact of their own behaviour on the wider school culture, and how they can uphold TCW school rules and expectations
- Establishing and maintaining clear boundaries of acceptable pupil behaviour, and communicating TCW's expectations, routines, values and standards when teaching, and in every interaction with Students
- Being aware of the individual signs of behavioural difficulties, the needs, outcomes sought, and support required for Students' specific behavioural needs.
- Challenging students to meet the school's expectations
- Keeping relevant TCW staff up-to-date with any changes in Student behaviour. This may include: Designated Safeguarding Lead, Onsite Lead, SEN Lead, or Deputy Headteacher and Headteacher.
- Updating Student Risk Assessments as behaviours emerge, change or escalate.
- Ensuring that all behaviour incidents are responded to in line with safeguarding procedures where appropriate, including immediate referral where there is a risk of harm.
- Developing appropriate communications with parents where required, to ensure that they feel included in their child's educational experiences.
- Recording serious behavioural incidents promptly, using MyConcern.

Students are responsible for:

- Their own behaviour, both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Students will be supported to meet the behaviour standards, and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy, wider school culture, and the pastoral support that is available to them to help them meet the behaviour standards.
- Students will be asked to give feedback on their experience of the schools' behavioural culture to support the evaluation, improvement and implementation of the behaviour policy.

Parents, Carers, or those with Parental Responsibility are responsible for:

- Discussing any behavioural concerns with TCW promptly
- Informing TCW of any changes in circumstances which may affect their child's behaviour.
- Supporting their child in adhering to the school's behaviour policy
- Take part in any pastoral work following unacceptable behaviour (for example, attending reviews for specific behavioural incidents)
- Raise any concerns about the management of behaviour with a staff member (most appropriately the Onsite Lead, Deputy Head or Headteacher) while continuing to work in partnership with the school.

5. Behaviour Principles

At TCW, we believe that:

- Every student has the right to feel safe, respected and able to learn
- Safeguarding underpins all behaviour decisions
- Behaviour is understood as a form of communication
- Responses to behaviour must be proportionate, consistent and fair
- All of our students receive additional support and reasonable adjustments within lessons where required
- Positive relationships in school are central to effective behaviour management

These principles inform the development, implementation and review of this policy.

6. Behavioural Expectations

TCW's behaviour expectations detailed below apply to all TCW Students and all TCW Staff.

6.1. Safeguarding & Behaviour

Behaviour is a form of communication. Staff are aware that a sudden change, or increasing patterns of student behaviour could indicate an underlying safeguarding concern, or be linked to them suffering actual or potential harm. This may indicate that pastoral support, early help offers, a social care referral or other additional support or external agency intervention may be required. (Please refer to TCW's Child Protection and Safeguarding Policy and Procedures).

6.2. SEND & Behaviour

TCW recognises that Students' behaviour may be impacted by a special educational need or disability (SEND). Whenever incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from Students with SEND (especially where their SEND affects their behaviour) TCW will take its legal duties into account when making decisions about enforcing this behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled Student being caused by TCWs policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of Students with SEND (Children and Families Act 2014).

If a Student has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and TCW must cooperate with the local authority and other bodies around this. If TCW has a concern about the behaviour of a Student with an EHCP, it will make contact with the local authority to discuss the matter. If appropriate, we may request an emergency review of the EHCP.

As part of meeting these duties, TCW will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the Student concerned. These will usually be outlined for Staff in a Students' Risk Assessment.

6.3. Core Rights

TCW has developed core rights, or expectations with students and staff, which are the foundations of positive behaviour and conduct at TCW. These will be promoted to Students and Staff, and be visible around the schools. Staff can discuss or refer to these with Students to assure them that the need to manage behaviour is not subjective, and constitutes a whole-school approach.

We all have the right to	We are all responsible for	Therefore, TCW school expectations are
Feel safe	⇨Keeping the learning environment a safe place	⇨Keep the school a safe place to be
Learn	⇨Allowing each other to learn	⇨Allow each other to learn
Be treated with respect	⇨Treating each other with respect	⇨Treat each other with respect
Work in a pleasant environment	⇨Keeping the learning environment a pleasant place	⇨Treat the environment with respect
Be heard	⇨Listening to each other	⇨Listen to each other

7. Positive Behaviour Strategies

TCW adopts a trauma informed and relational approach to behaviour, recognising that behaviour may be shaped by past experiences, unmet needs, or emotional regulation difficulties.

The points below outline important staff approaches towards Student behaviour. They include various de-escalation techniques. Consistency around Staff response to behaviour, aligned with our policy, helps to create a 'whole-school' approach. Staff are expected to work with Students using the approaches, or a combination of them below:

Preparation:

- Be aware of Students' needs and any likely behaviours outlined in the EHCP or Risk Assessments.
- Prepare a behaviour contract or develop a mutually agreed contract with the student
- Be aware of any specific de-escalation strategies noted in the Students' Key Info on Ariel.
- Be familiar with TCW procedures and what actions are required - these would include areas such as TCW safeguarding policy and procedures, or Student absconding procedures for example.
- Be familiar with any different requirements between working Onsite, Offsite or Remote situations.
- Consistent Routines: Wider school routines include arrival and registration, break and lunchtimes. Staff can help to set behavioural expectations with Students both in, and around lessons.
- This may include entry to the room, settling, seating plans, agreeing expectations for the lesson, cues for answering/asking questions, movement around the room, clearing up, target setting and reviewing and exit from the classroom.
- Avoid too many surprises wherever this is possible.

Verbal Communication:

- Communicate clearly with concise, direct language.
- Appear calm and in control.
- Use a low pitch, and a modulated (not monotone) tone of voice.
- Rephrasing negatively framed instructions into positive, actionable language e.g. "If you don't return to your seat, I won't help you with your work" becomes "If you return to your seat, I can help you with your work".
- Allow time for a Student to respond.

Body Language:

Staff members' physical behaviour is also a form of communication with students.

- Show open, accepting body language. For example, keeping your arms open (not crossed), sit level with the Student rather than standing over them (this could feel intimidating).

- Providing Students with adequate personal space.]
- Be aware that physically blocking a potential way out, or 'escape route' may be triggering for some Students.

Zones of Regulation:

- Once set-up, these tools can aid Students with awareness of levels of alertness and self-regulation.
- All the required resources for this are in the Teacher Drive.

Intervene Early:

- When dealing with low-level disruption by Students, Staff are expected to intervene at the least intrusive point that is possible - this is usually earlier, before particular behaviours escalate. This allows the correction to be smaller, unobtrusive and positive. This should lead to more focus on education.
- Used carefully, a little well judged humour can help to break the tension and lighten a situation, before returning to refocus on the task.
- Tactically ignore a minor disruption, but only if this is safe and appropriate to the situation.
- Use a "stepped-approach", gradually increasing the amount of input: using agreed non-verbal cues can remind students of basic behavioural expectations (e.g. using hand gestures to indicate lowering of vocal volume whilst a Student is talking loudly in the library. If persisting, a verbal intervention may be necessary) and reduce the level of disruption to the current task.

Staff should remind Students about which school expectation needs to be maintained:

- Keep the school a safe place to be
- Allow each other to learn
- Treat each other with respect
- Treat the environment with respect
- Listen to each other

Focus on addressing the primary behaviour:

When staff correct behaviour some students may sigh, roll their eyes, argue, etc. This constitutes secondary behaviour. The primary behaviour is the original behaviour that staff seek to correct and should remain central as focusing on secondary behaviour can lead to rewarding attention seeking behaviour, the Student avoiding responsibility for the primary behaviour, or reinforcing the students perception that the staff will not follow up and follow through.

This does not mean that staff should ignore secondary behaviour, but actions, discussions or sanctions can be deferred. It is essential that staff focus remains on the primary presenting behaviour.

Staff can offer the Student a time-out, alternative activity, or other appropriate academic distraction, and can focus on re-establishing a working relationship.

Divert Confrontation:

- Identifying any points of agreement with the Student to help improve rapport.
- Avoid becoming defensive, stay calm and collected, particularly if comments or insults are directed at you.
- Offer the Student a face-saving route out of confrontation (e.g. "I can see that you're not quite ready to start this task. How about you take a moment and I will come back and we can start again?" or "I understand you have lots of questions for me, but right now we need to start this project. How about we put this to one side for now, and if you still have questions at the end of the lesson, you can ask me then?").
- Do not dwell on challenging behaviours once a situation is resolved. Be ready to move any discussion on, or to continue the conversation when the situation is calm or the Student is more receptive.
- Reassure the student and create a clear outcome goal.
- Remove a Student from a provocative or problematic situation where it is safe to do so.

Reflection:

Reflecting with a Student on their behavioural and academic achievements will support them to recognise their progress and also build their self-esteem. Identifying specific traits or characteristics they have demonstrated (e.g. creativity, flexibility, being open to new people or experiences, persistence, curiosity, concentration etc) and sharing what you have noticed can help build self-esteem.

It can be beneficial to allow students the time after any incident to fully comprehend the consequences of their actions, and consider alternative options that may have been available to them. This can be worked through using an "ABC" approach: Antecedent - Behaviour - Consequence.

Staff can arrange a restorative meeting following an incident by discussing this option with the Hub Lead or DSL. This can help a student experience being central to resolving a conflict situation, and also promotes social resilience.

Behavioural Targets:

The main aim of target setting is to help the students to change their behaviour. It is also a useful mechanism for monitoring and evaluating their behaviour. The general principles are recorded below:

- Targets are recorded on the students half termly report and reviewed each half term.
- The targets are informed by a baseline assessment provided by the school/relevant adults and the expertise of associated professionals and where appropriate drawing on a relevant IEP.
- Targets written should be SMART: specific, measurable, achievable, realistic and time-limited.
- The targets provide a continued record of progress that are used in reviews.

Rewards Positive Reinforcement:

Students may be motivated to follow behavioural expectations by different methods of Positive Reinforcement. When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition or reward. This provides an opportunity for all staff to reinforce the school's expectations and ethos. Positive reinforcements or rewards will be applied fairly to reinforce the routines and norms of TCW's behaviour culture.

A measured verbal compliment, a high five, a short written note, or a comment shared with or in front of a carer, can highlight and reinforce this and encourage more of the same behaviour. It may be helpful to consider:

- What is the best context: Private praise? Peer group praise? Praise shared with Parent? Public praise such as work displayed? a Departmental reward, Jack Petchey award application? Head Teacher award application?
- What is the best format: Verbal? Written? Pictorial? Physical? Certificate? Additional responsibilities?
- It is also helpful to consider carefully "What is working?" or "What stopped this situation from escalating?" when Student behaviour is challenging, as the effort required to not allow the behaviour from negatively escalating can also be acknowledged.

For the South School, staff use a traffic light system 'Stay on Green.' The use of Stay on Green (SoG) gives a snap shot of how successful a lesson has gone. Teachers can review this document and know whether the previous lesson has gone to plan or the student/s is/are struggling and was given warning/s. This will help with approaches to their learning with the aim to keep them on green and away from written warnings colour coded red on the sheet

8. Behavioural Considerations & SEN

When considering a behavioural sanction for a Student with SEND, the school will consider whether:

- The Student was unable to understand the rule or instruction.
- The Student was unable to act differently at the time, as a result of their SEND.
- The Student was likely to behave aggressively, due to their particular SEND.

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to this.

8.1. Consider SEN Evaluations as a result of behaviour

The school's Special Educational Needs Lead may liaise with Parents and other TCW Staff and instigate an evaluation for a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. TCW will work with parents/carers to create the plan and review it on a regular basis.

9. Levels of Behaviour, Definitions & Consequences

The following section outlines a progressive scale of behavioural interventions, including definitions and expected management options. These procedures are intended for Onsite students learning in one of our hubs. The nature of our individualised lessons means that a 1:1 Offsite teacher is able to adopt and adapt behavioural expectations and interventions to suit their student and their environment. In this respect, expectations are mutually agreed and are more bespoke. However, offsite teachers are welcome to utilise the below expectations and adapt as they see fit.

Behaviour will only be addressed directly with Students by TCW Staff during term time and school hours, and even if it relates to behaviour that has taken place outside of these times.

9.1. Verbal Warning

For low-level behaviours involving minor disruptions, refusing to enter class, or not following instructions, Staff should calmly let the Student know that "This is a Verbal Warning".

Refer to which of the schools' expectations are not being met (e.g. "What you are doing is not safe, and you may hurt someone" or "What you have said is not showing that you are treating me with respect").

Explain clearly what needs to be done to meet this expectation (e.g. "Sit back on your chair" or "Let's have a quick time out and we will start again in 2 minutes".)

If the behaviour persists, Staff should explain that a Verbal Warning has been given, and the next step will be a Written Warning.

9.2. Written Warnings

After a Verbal Warning has been given, there are 2 types of Written Warning, depending on the type of behaviour displayed, the circumstances, and the impact it has on others. These are outlined below:

Redeemable Written Warnings	**Immediate Written Warnings**
Below are examples of lower level behaviours warranting a written warning. To redeem this type of warning, Staff will need to see subsequent evidence of purposeful positive behaviour / productivity in class (or similar). This is down to individual Teachers discretion. Not following Teacher instructions Persistent low level disruption Being inappropriate, disrespectful or offensive to a member of staff (This includes ignoring staff, kissing teeth or telling them to shut up)	The following examples of behaviours are considered more disruptive or potentially harmful and will result in an immediate, irrevocable written warning: Comments or 'jokes' of a homophobic, sexist or racist nature Throwing or kicking anything across a room Possession of any prohibited items (please refer to Prohibited Items & Search policy) that may be used as a weapon. Possession or Use of a mobile phone, digital capture or online device that goes against current school expectations.

Not entering class when requested by a teacher Interrupting other lessons Play fighting Using PCs/laptops/smart boards without permission. Any online use not related to learning Use of YouTube, social media, proxies or other prohibited websites during lessons Playing inappropriate music at school Eating food in class (This does not apply to Cookery). Drinks are acceptable, but not when using laptops. Caffeinated or Energy drinks (e.g. Monster, Red Bull) are not permitted and will be confiscated onsite. Deliberate littering.	Vaping/smoking indoors or outside the centres. Going out of bounds (e.g. fire exits, other classrooms, office) Deliberately damaging school property, including inappropriate use of fire extinguishers. Parents may be charged for replacement. Forcing open / locking doors / letting people into the centres / tailgating Any other Anti Social Behaviour (ASB) offsite or onsite Students visiting any TCW sites other than those they are timetabled in. Leaving the classroom without permission or before class is dismissed These Written Warnings are not redeemable.
Completing a Written Warning If a Written Warning goes ahead, Staff will report the behaviour to an Onsite Lead, Deputy Head or Headteacher. The Written Warning and its details will be shared with the Students' parents as soon as possible at the end of the school day. When considering consequences (positive and negative) it is useful to keep them closely linked with the behaviour (e.g. a student throwing food may need to eat away from peers the next day). Applying a logical consequence will help keep the focus on the behaviour and so maintain the link between what the student does and what happens. The Written Warning should be documented on MyConcern. Where the behaviour raises safeguarding concerns, this must also be recorded and responded to in line with the Safeguarding and Child Protection Policy.] Any removal from onsite education will be formally recorded and reviewed in line with statutory guidance. Where this constitutes a suspension (fixed term exclusion), this will be managed in accordance with current DfE Suspension and Permanent Exclusion guidance. Any TWO Written Warnings given in one day will result in: withdrawal from onsite education, and to work 1:1 offsite for the rest of the day and/or to work 1:1 for the following day offsite This is an opportunity for reflection and is not deemed a suspension or internal exclusion.	

10. Unacceptable Behaviours

Unacceptable Behaviours are the most serious, and defined as any behaviour onsite or offsite that has, or may cause harm to oneself or others, any illegal behaviour, but also behaviour that may damage the reputation of TCW or the school within the wider community or online.

This will include, but is not limited to, the following:

- Possession of a weapon, or any items intended to be used as a weapon (please refer to Prohibited Items & Search policy), either to cause harm or used to reinforce a threat. Consideration will be given to situations involving the use of online imagery of weapons intended to cause the same impact.
- Any behaviour that seriously threatens the safety of others, or introduces a serious danger to others, including acts of violence, fighting, or serious threats of violence.
- Possession of unauthorised legal or illegal drugs.
- Bullying – defined as behaviour that involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean an individual. This can happen online as well as in-person ("Cyberbullying"). Please refer to TCW's Anti-Bullying policy
- Sexual harassment - unwanted behaviour of a sexual nature, such as

- Sexual comments, Sexual jokes or taunting,
- Physical behaviour (such as interfering with clothes),
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), online or in-person.
- Sharing of any unwanted explicit content, online or in-person.
- Misuse of artificial intelligence tools, including generating harmful, misleading, or inappropriate content (e.g. deepfakes, impersonation, exploitation or academic dishonesty)]
- Sexual violence - rape, assault by penetration, or sexual assault (defined as intentional sexual touching without consent)
- Discrimination – defined as not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. This can happen online as well as in-person. This includes verbal or written abuse, including racist, sexist, homophobic or transphobic remarks.
- Harassment – defined as behaviour towards others which is unwanted, offensive and affects the dignity of the individual, or a group of individuals. This can happen online as well as in-person.
- Use of a mobile phone or online device that goes against current school expectations, particularly filming or photographing students or teachers without permission.
- Deliberate disruption, unauthorised access, infiltration or cyber-attacks on school IT or digital information systems.
- Significant or repeated acts of vandalism
- Refusal to comply with sanctions or restrictions

It is worth noting that some behaviours listed as lower-level here may be escalated to the next level of consequence depending on the specific context, severity and impact on others of the particular behaviour. The rationale and judgement for this escalation must be clearly stated when the behaviours are addressed. Unacceptable Behaviour is logged and tracked on MyConcern. Where Unacceptable Behaviour indicates a safeguarding risk, staff must follow safeguarding procedures immediately, including referral to the DSL.

Whilst various Staff may have to deal with any Unacceptable Behaviour displayed at the time, the Headteacher will always directly be involved in the decision and rationale for appropriately addressing all of these types of behaviour.

Responses to Unacceptable Behaviour may include, but are not limited to:

- I**mmediate 2 day withdrawal from the centres, a formal meeting with a parent/carer and Headteacher.** (This is an opportunity for reflection and is not deemed a suspension or internal exclusion)
- A time-based withdrawal from Onsite education, with Offsite education arrangements as an alternative.
- A reasonable change in the timetable of Student(s) to avoid conflict.
- An Emergency Annual Review for the Student.
- Alerting the Police to illegal actions or behaviours.

11. Behaviour Expectations for Post-18 Students

At TCW, post-18 students are expected to adhere to the same behaviour standards as our younger students plus some additional expectations. Our expectations ensure student and staff's safety, wellbeing, and inclusivity whilst at school. At TCW, we promote positive relationships through our expectations whilst maintaining a safeguarding culture that protects both younger students and post-18 learners.

The following additional expectations apply to our post-18 students and are shared at the students' initial meetings.:

- You must ensure appropriate boundaries at all times with younger students, understanding that certain behaviours could be misinterpreted.
- You should serve as a positive role model for younger students by demonstrating good conduct, commitment to learning, and adherence to expectations.

- You should be aware of the influence you may have on younger peers and use it to promote a respectful and inclusive environment.
- You should follow any rules in shared spaces, designed to ensure a safe and respectful environment for all.
- All Students must not bring alcohol, tobacco or tobacco products or any other prohibited or illegal items into any school premises, or to any lessons taught offsite. Additionally, you must not promote, encourage or share access to these substances even if they may be legally available to you.
- Be vigilant and report any concerns about the safety or wellbeing of others to a teacher or the Designated Safeguarding Lead (DSL) without delay.

By following these expectations, post-18 students contribute to a safe, supportive, and thriving school community.

12. No Restraint

TCW adopts a no restraint approach in practice; however, staff retain the legal authority to use reasonable force where necessary to prevent harm. This is in line with Section 93 of the Education and Inspections Act 2006.

We do not train, support or permit the use of physical intervention as a behaviour management strategy. This is because physical restraint has the potential to increase levels of conflict, increase the potential risk of harm to both students and staff, increase the possibility of psychological harm, but also is unhelpful in terms of students' perception of their own autonomy, self-control and relationship to 'authority'.

We acknowledge that in some scenarios, Staff may instinctively wish to 'block' an intended violent action (e.g. a Student attempting to punch another Student). However, TCW asks that Staff do not intentionally take any action that puts them or others at risk of any harm. Staff should focus on other Students and Staff getting to a safe place.

That said, it is important to note that the DfE's guidance on the 'Use of Reasonable Force' (2013) allows for proportionate and necessary physical intervention to prevent harm. Staff should only use such measures as a last resort when there is an immediate danger to life, serious injury, or a risk of significant harm.

In situations where Staff have attempted all possible Positive Behavioural Management Strategies, but are unable to de-escalate or contain the Students' behaviour, the following actions should be taken, depending on context:

Onsite Staff should:

- Alert the Hub Lead for support
- Alert other Staff in the immediate environment for support
- Alert the DSL with a phone call if the situation is creating a safeguarding concern
- Alert the Headteacher or Deputy Headteacher for additional guidance.
- In emergencies, where there is "a danger to life; risk of serious injury; or a serious crime is in progress or about to happen", Staff should get them and their Students to safety and call 999 to alert the Police. After this, the DSL should be called and informed.

Offsite Staff should:

- Ensure that they are in, or can get to a safe space. This may mean leaving the scheduled location.
- Alert the DSL with a phone call if the situation is creating a safeguarding concern.
- In emergencies, where there is "a danger to life; risk of serious injury; or a serious crime is in progress or about to happen", Staff should get them and their Student to safety (if they are not the source of the danger) and call 999 to alert the Police.

12.1. No Restraint & Self Harm

Staff will use the least amount of physical intervention necessary to ensure the student's safety in situations where they are at immediate risk of self-harm, when there is a clear and immediate danger to life, risk of serious injury, or a significant threat to the safety of others. Such interventions should always align with statutory guidance on the use of reasonable force and be employed only as a last resort when other de-escalation strategies (e.g. verbal de-escalation) have failed.

Examples of situations may include:

- Preventing a student from physically injuring themselves (e.g. cutting, hitting, or biting).
- Safely guiding a student away from an area, object or person that poses immediate danger (e.g. road).

If the situation permits it, Staff should verbally outline to the Student how they plan to intervene before doing this to reduce shock or surprise that may escalate the situation further (e.g. “I am worried that you are hurting yourself, I am going to take the pen out of your hand now”).

Physical touch must comply with guidance under Section 93 of the Education and Inspections Act 2006, which allows the use of reasonable force to prevent harm.

Staff will use the least amount of physical intervention necessary to ensure the students safety, and to preserve their respect and dignity.

13. Supporting Students following a behavioural incident

Following any behavioural consequence, TCW will consider strategies to help the Student to understand how to improve or manage their behaviour, and meet the expectations of the school.

TCW will continue to offer all existing school-wide support options to the Student, although the format or timings of these may need to be adjusted, dependent on any appropriate behavioural consequences. Additional support options, including those that operate outside of school time, will be consistently considered and offered.

Support may include:

- Reintegration meetings.
- Reflection sessions, or contact with the School Counsellor.
- Daily contact with a trusted Staff member, School Counsellor or other Staff where appropriate.
- Personalised behaviour goals in an appropriate format.

14. Mobile Phones and Online Devices

The term "devices" is used here and includes all items such as mobile phones, smart watches, wearable cameras or glasses, tablets, but extends to any portable device that facilitates digital or online communications or activity.

TCW understands the role that devices can play in young people’s lives, but also that our schools have a direct responsibility to ensure devices do not become a distraction, or barrier to students' education and learning, or that of their peers. Different TCW sites may need to vary their practical approach depending on the level of disruption that devices are generally causing, but they will all work towards this same aim - not allowing students' devices to distract them from their education.

The method the school opts for will be:

- Decided by the Headteacher - Each school will operate a clearly defined, consistently enforced approach to device management, which is regularly reviewed for effectiveness.
- Communicated directly to Students, parents and carers by Staff
- Visibly identifiable onsite

The following procedures are examples of approaches the Headteacher may opt for their school:

"Hand-In" (School manages access to all Student devices)

- Students hand-in all devices on arrival to Staff.
- These are stored securely in a locked charging cabinet.
- Phones are returned to Students at breaks. Students hand devices back in after breaks.
- If a Student has not handed their device in, but later uses it, or it is seen during a lesson - the Onsite Lead will place the Student offsite for the remainder of the day.

- If a Student has not handed their device in after their break - the Onsite Lead will not give the Student their phone back for the next onsite break, but it will be returned at the end of that day.

"Not seen, Not heard, Not used" (Students self-manage their own devices)

- Students are permitted to keep their devices on their person, but it should not be seen, not be heard, and not be used during lessons or activities.
- If a Student is distracted by their phone, the Teacher will ask them to put their device on silent, place it in a resealable envelope or other appropriate container so that it cannot be viewed or used.
- The container may be kept within sight if the Student is anxious about its whereabouts.

In exceptional circumstances, and only with Students where existing whole-school approaches have consistently failed, and their device-use is not itself resulting in any other issues, a specific device-management plan may be required. This may impact on the location of the Students' education, or involve specific consultation with the family and wider professionals.

14.1 Online Safety, Filtering and Monitoring

TCW has appropriate filtering and monitoring systems in place to safeguard students when accessing digital content.

TCW will:

- Monitor student use of devices and networks by LightSpeed
- Responds to safeguarding concerns arising from online activity using MyConcern
- Ensures staff understand their responsibilities in relation to online safety through whole school trainings

Any breaches of online safety expectations will be managed in line with this Behaviour Policy and Safeguarding procedures.

14. Parents contacting their child in an emergency

TCW understands that in an emergency situation, a parent or carer may feel that they need to contact their child, or seek assurances about their safety during School hours.

- Students Onsite - parents should contact the Hub Lead or Education Team.
- Students Offsite - parents should contact their child' s assigned Teacher. If this is unsuccessful, they should contact the Education Team or Safeguarding Team.

15.Child-on-Child Abuse (including sexual harassment and sexual violence)

This includes, but is not limited to:

- Sexual harassment and sexual violence
- Bullying (including cyberbullying)
- Physical abuse
- Coercive or controlling behaviour
- Harmful sexual behaviour

TCW will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

TCW’s response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

16. Malicious allegations

Where a Student makes an allegation against a Staff member, and that allegation is shown to have been deliberately invented or malicious, the school will consider whether the consequences for the Student will be treated as a behavioural incident, and therefore in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), if or where relevant) will consider whether the Student who made the allegation is in need of support, or if the allegation may have been a 'cry for help'. If so, a referral to an external organisation (e.g. counselling, children's social care) may be appropriate.

Where a Student makes an allegation of sexual violence or sexual harassment against another Student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the Student in accordance with this policy.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy.

17. Sanctions and Exclusions

A code of conduct or 'expectations' are explained to each student before they commence education with TCW. We do recognise that sometimes we are the last educational chance for some students and in the event of an exclusion from group provision, we will do what we can to provide individual education particularly if a student is coming up to exam time, subject to a child protection plan or is a looked after child. If a student is involved in an incident that breaks the behavioural contract, we will contact the parents/carers as soon as possible and let them know what action we intend to take. This can include a fixed term exclusion and/or a meeting with the Headteacher whose decisions will be final (without an appeal which parents can always make - please see our complaints procedure for more details on this).

On occasions it may not be possible to continue to teach a student. This is very rare and would only happen when all agencies had been consulted and all avenues explored. TCW does, however, take its responsibilities to its teachers seriously and will not allow them to be knowingly at risk or in any way abused. We have a good record of success with our students and we look forward to positive relations with parents.

It may be necessary to exclude a student if:

- There is a very serious incident or very serious breach of the school's Behaviour and/or Anti-Bullying policies
- The School Rules, school's Behaviour Policy or Anti-Bullying Policies are persistently breached

- Allowing a student to remain in school would seriously harm the education or welfare of the student or other members of the school.

Exclusion can be fixed-term or permanent, depending on the nature of the incident or situation. Fixed-term exclusion would be considered for persistent or serious breaches of school rules, the school's Behaviour policy or Anti-Bullying Policy.

Consideration would need to be given to the age of the child and the circumstances.

The Headteacher would decide whether it is necessary to report an incident to the police or another external agency. The disciplinary process is most likely to have already involved parents. Occasionally the behaviour of a student will be such that exclusion will be a necessary immediate response. However, such action would be exceptional and would generally relate to extreme and very serious poor behaviour. Students need to be aware that exclusion is an extreme, but possible sanction. Wherever possible, students will have been supported to modify their behaviour, to avoid the need for exclusion. Only the Headteacher has the authority to exclude a student from school. The Headteacher may exclude a student for one or more fixed-term periods, or permanently. Wherever possible, exclusion should not be imposed in the heat of the moment and should be done so after the incident has been reviewed.

The following procedure should be followed by the Headteacher when considering exclusion:

- Ensure that an appropriate investigation has been carried out
- Consider all the evidence available, taking into account school policies
- Allow the student to give their own version of events
- Consider the context of the incident and whether there may have been provocation
- Consult others, if necessary, but not anyone who may later have a role in reviewing the Headteacher's decision
- Be satisfied that, on the balance of probabilities, the student did what they are alleged to have done

After having followed the above procedure as closely as is possible under the circumstances, the Headteacher may decide that exclusion is appropriate. The student's parents or guardians must be informed immediately of the Headteacher's decision to exclude.

The parent or carer needs to be informed of:

- The period of exclusion
- The reason for exclusion
- The right to appeal to the proprietary body regarding the exclusion and the process of appeal.

The Headteacher will write to the parent within one school day of the decision to exclude confirming the information above.

If the fixed-term exclusion is changed into a permanent exclusion, parents must be informed in writing and must again be given the right to appeal. If a parent/carer refuses to co-operate with an exclusion and still sends their child to school or refuses to collect them, the school must have due regard for the student's safety and it may be that it is not possible to enforce exclusion in these circumstances. If this was the case, the student would need to be internally excluded while further sanctions are agreed with the parent/carers.

If it is decided that TCW can no longer keep the student or their peers safe within the school, TCW will work with the referring partners to ensure that an appropriate placement can be found and that - where possible - no education is lost in the transition period and remote education will be offered where appropriate.

17. Monitoring and Review

This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.

Behaviour data is reviewed at least half termly by the Headteacher and senior leaders.

This includes analysis of:

- Patterns of behaviour
- Repeat incidents
- Safeguarding links
- Disproportionate impact on groups (e.g. SEND, gender, ethnicity)

Actions arising from this analysis are recorded and implemented to improve practice and outcomes.

If you have any suggestions or comments regarding this policy, please email *suggestions@tcw.org.uk*

Review log

Policy	Behaviour and Conduct Policy
Date of Approval	January 2020
Approved by	Adam Dalton
Review 1:	January 2022
Approved by:	Adam Dalton
Review 2:	January 2024
Approved by:	Adam Dalton
Review 3:	December 2024
Approved by:	Ross Adams