



Behaviour Policy for Alternative Provision

Purpose of the behaviour policy

The purpose of this policy is to:

- highlight government guidance and legislation that is relevant to behaviour management;
- outline the centre's approach to managing behaviour for alternative provision;
- describe the roles and responsibilities of different sections of the centre community in relation to behaviour management;
- set out how we expect pupils to behave;
- ensure a fair and consistent approach across the alternative provision of Magpie;
- explain our systems for rewards and sanctions;
- describe the different types of guidance and support we give pupils to help them manage their own behaviour;
- describe additional support and interventions on offer for pupils who struggle to manage their behaviour;
- set out the centre's approach to preventing and tackling bullying in alternative provision;
- explain how we record behaviour;
- clarify the centre's approach to specific issues including removal from classroom, dealing with malicious allegations and suspensions and exclusions.

Legislation and guidance

The guidance and legislation that are relevant to this policy include:

- [Behaviour and discipline in schools](#)
- [Education and Inspections Act 2006](#) (sections 88-94)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Searching, screening and confiscation at school](#)
- [Use of reasonable force in schools](#)

The centre recognises its duties relating to the Equality Act 2010; we understand and will ensure that our policies and practices relating to behaviour management are fair, non-discriminatory and do not put individuals or groups of people at a disadvantage.

Written statement of behaviour principles

At The Magpie Centre, we have agreed these general principles in relation to behaviour in our centre:

- Every member of our centre community deserves to feel safe, respected and able to work in a calm and orderly environment.
- Pupils will be supported to understand how to behave appropriately and offered strategies and support to allow them to achieve this.
- We will not tolerate discrimination or abuse under any circumstances.
- Adults within our centre are expected to set an excellent example at all times.
- Staff will be supported to apply the policy fairly and consistently at all times.
- We are an inclusive centre and will only use exclusions, suspensions and removals as a last resort.
- All pupils will be treated with respect, regardless of their own conduct.
- We will use rewards and sanctions fairly and consistently.
- We understand that some pupils need extra support to manage their behaviour and strive to meet individual needs.
- We value the important role that families play in our centre and work to build positive partnerships with parents/carers.
- We will work with partners and outside agencies to enhance the support on offer in the centre.
- We will share our behaviour policy widely so that the whole school community understands what we are trying to achieve and how we intend to do this.

Roles and responsibilities

Everyone within our centre community has a responsibility for maintaining high standards of behaviour and supporting the implementation of this policy.

The board of trustees are responsible for:

- reviewing and approving the written statement of behaviour principles;
- ensuring that the behaviour policy is reviewed at least annually, and more often if required;
- monitoring the effectiveness of the policy and suggesting changes where appropriate;
- holding senior leaders to account for the effective implementation of the policy;

The Centre Manager, staff and volunteers are responsible for:

- leading a centre culture that encourages positive behaviour and tackles misbehaviour effectively;
- monitoring how effectively staff are implementing this policy;
- monitoring how the centre manages behaviour and responding accordingly;
- ensuring that rewards, sanctions and other methods for managing behaviour are implemented fairly and consistently;
- ensuring that behaviour is managed in line with legislation on safeguarding, equal opportunities and other statutory requirements;
- ensuring that all staff are keeping records about behaviour, in line with the stated requirements;
- reviewing data to ensure that no groups of pupils are being disproportionately affected by this policy;

- analysing data on behaviour to evaluate the effectiveness of the centre in managing behaviour and to identify any areas for further improvement.

Staff and volunteers are responsible for:

- implementing this behaviour policy fairly and consistently;
- recording behaviour incidents and concerns in line with requirements;
- issuing rewards and sanctions in line with the centre policy;
- modelling appropriate behaviour to pupils;
- treating all pupils with respect, regardless of the pupil's own conduct;
- fostering a positive learning environment where pupils are able to complete their work, feel safe and progress;
- implementing strategies that have been put into place to help pupils to manage their own behaviour.

Parents are responsible for:

- working in partnership with the centre to support them in implementing this behaviour policy;
- supporting their child to understand how to behave appropriately;
- informing the centre of any circumstances that may impact on their child's behaviour;
- discussing any concerns with a relevant member of staff.

Pupils are responsible for:

- ensuring that their behaviour is in line with the rules and expectations of the centre;
- taking responsibility for their own behaviour;
- communicating concerns or issues that they have regarding behaviour to an appropriate member of staff.

Centre systems and expectations

At The Magpie Centre, we have expectations and systems in place to maintain appropriate standards of behaviour.

We believe that every student has the right to learn in a safe, happy environment.

Students are expected to read and agree to the centre code of conduct. If behaviour is deemed as unsafe by staff then students may not be allowed to participate in certain activities, especially around the animals. Challenges in behaviour will be discussed with the student when they are calm and ready to discuss concerns. Repeated poor behaviour may result in the student risking their place at The Magpie Centre. All behaviour issues will be shared with the parent/ carer and referral school.

When responding to incidents or misbehaviour, staff and volunteers should consider whether there are any signs that a pupil may be suffering, or is likely to suffer, harm. Where this may be the case, staff and volunteers will follow the centre's child protection policy and speak to the designated safeguarding lead (or deputy).

Promoting good behaviour

Pupils need to be taught how to behave and be given specific strategies to help them take responsibility for their own behaviour. The strategies that we use in centre to achieve this include:

Be respectful to ourselves and each other at all times.

Use constructive feedback to encourage learning.

Use appropriate body language and respect personal space.

Be patient and understanding with others.

Follow centre rule at all times.

Acknowledge and praise positive behaviour.

Pupil support

The centre will strive to meet the needs of individual pupils who struggle to manage their behaviour. Where relevant, the centre will work with outside agencies, schools, families and specialist staff to ensure that a tailored approach is devised.

Where a pupil regularly misbehaves, we will ensure that parents/ carers and referring school are supported to assess to find out if there are any underlying causes.

The centre recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Rewards and sanctions

At The Magpie Centre, we use an agreed system of rewards and sanctions to encourage appropriate behaviour. We understand that it is important to use rewards and sanctions fairly and consistently so that pupils know both what to expect and what is expected of them.

The following systems are in place to manage behaviour across the centre:

Reward stickers or certificates.

Additional treat time chosen by the student where reasonable.

Postcards home and to the referring school.

Corporal punishment is illegal and will not be used in any circumstances.

Preventing and tackling bullying

Bullying is distinct from other unkind or hurtful behaviour and has the following characteristics:

- intentional – the hurt was caused on purpose;
- repeated – it has happened more than once to the same person or group.

Another common characteristic is an imbalance of power: those doing the bullying have more physical or social power than those being bullied.

Bullying can take different forms including:

- verbal bullying;

- physical bullying;
- cyberbullying;
- relational bullying, such as excluding others or spreading rumours.

It should be recognised that some forms of bullying constitute a crime, e.g. assault. Sometimes, an individual will experience different types of bullying simultaneously.

Section 89 of the Education and Inspections Act 2006 sets out an expectation that all schools will have measures in place to prevent bullying. At our centre, we take the following approaches to prevent and tackle bullying:

- making the whole centre community aware that bullying is not tolerated and highlighting the consequences;
- educating pupils about the risks that are present online and how to reduce these risks;
- making pupils aware of discrimination and what to do when they think discrimination is taking place;
- encouraging pupils to develop empathy and compassion for others;
- developing links with parents/carers, schools and other members of the centre community so that issues can be identified early;
- making pupils aware of how to report bullying if they see it;
- having effective policies and procedures in place so that staff can respond to bullying rapidly and consistently;

Child-on-child abuse

At The Magpie Centre, we are clear that sexual violence and sexual harassment are never acceptable.

We will not tolerate this behaviour online or offline under any circumstances, and pupils whose behaviour fall below the centre's expectations will be sanctioned.

Centre staff and volunteers will never condone or normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. It is our policy that staff and volunteers will challenge all inappropriate language and behaviour between pupils or towards other members of the centre community.

If we have concerns regarding sexual violence and sexual harassment, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).

We will take all reports of sexual violence and sexual harassment or child-on-child abuse seriously. Those affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when the incident(s) took place. Abuse that occurred online or outside of the centre premises will be taken equally seriously.

In instances where child-on child abuse is found to have taken place, the centre will take disciplinary action in line with this behaviour policy.

The centre's designated safeguarding lead (or deputy) will lead the centre's initial response. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged as appropriate.

Searching and confiscation

At The Magpie Centre, we reserve the right to search our pupils. Searching can be a helpful tool in keeping the centre community safe.

The Centre Manager (along with staff that they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Prohibited items are defined in the Education Act 1996.

Prohibited items are:

- knives or other potential weapons;
- alcohol;
- illegal substances/drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any other articles that they suspect have been or are likely to be used to commit an offence, cause personal injury or damage to property.

If anyone at the centre has reasonable grounds for suspecting the pupil is in possession of a prohibited item, centre manager and members of centre staff authorised by the manager may search the pupil without their agreement. Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the centre's safeguarding reporting system. This is irrespective of whether an item is found.

An authorised staff member carrying out a search may confiscate any item that they suspect:

- poses a risk to staff or pupils;
- is prohibited;
- is identified in the centre rules as an item for which a search may be made;
- is evidence in relation to an offence.

When searching pupils, or determining how to deal with a confiscated item, we follow the detailed guidance that has been published by the DfE.

Please note that the law protects centre staff from liability in any proceedings brought against them for any loss or damage to items that they have confiscated as long as they have acted lawfully.

Reasonable force

There are circumstances when it is appropriate for staff and volunteers in alternative provision centres to use reasonable force to keep pupils and other members of the centre community safe.

The term 'reasonable force' describes the actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' is defined as 'using no more force than is needed'.

At The Magpie Centre, members of staff and volunteers have the power to use reasonable force to prevent pupils from:

- committing an offence;
- harming themselves or others;
- damaging property.

However, reasonable force should only be used as a last resort when other approaches have failed.

The Centre Manager and authorised centre staff or volunteers can, if necessary, use reasonable force when conducting a search for prohibited items. Staff should note that reasonable force must not be used to search for other items banned under the school rules.

When using reasonable force, staff should consider any vulnerabilities that pupils may have, such as medical conditions, SEND or mental health needs, and adapt their response accordingly.

Further guidance on the use of reasonable force can be found in the [government guidance](#).

Malicious allegations

Disciplinary action will be taken against pupils who have been found to have made a malicious allegation against a member of centre staff or volunteer.

As a centre, we recognise the distress and harm that can be caused by being subject to a malicious allegation and will ensure that any affected staff or volunteer are offered appropriate support and pastoral care.

If a pupil is found to have made a malicious allegation, the centre still has a duty of care towards that child. The centre will ensure that appropriate safeguarding measures are put in place and that they access any mental health support that they may require.

Suspensions and exclusions

At **The Magpie Centre**, we believe that all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

The Centre Manager can use suspensions and exclusions in response to persistent poor behaviour which has not improved following in-centre sanctions and interventions or following a serious incident. The Centre Manager is permitted to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. This will be discussed with the referring school.

Working with parents

At The Magpie Centre, we recognise that behaviour management works best when it is done in partnership with parents/carers.

At The Magpie Centre we have introductory meetings with parents/ carers to discuss and share any behaviour concerns.

Regular updates of behaviour are shared with home and school when appropriate to do so.

Staff induction and training

We recognise that to facilitate effective behaviour management, staff and volunteers need to be given adequate training and support. We offer regular training to staff; some of this will be delivered to the whole staff. In other instances, it may be relevant to offer personalised support to individuals or groups of staff.

Staff and volunteers are given specific training on the centre's behaviour policy and approaches to behaviour management during the induction process and regularly thereafter.

If an individual member of staff or volunteer is struggling with their behaviour management, they will be given support to develop this. The approach taken will be determined by the needs of the member of staff but could include additional training, one-to-one coaching/mentoring and, if required, the implementation of a support plan. If staff or volunteers feel that they need any additional support with their behaviour management, they should approach their line manager to request this.

Communicating the policy

It is important that every member of the centre community understands the centre's approach to behaviour management. This means that everyone will feel confident that behaviour issues are addressed fairly, consistently and in line with legislation, guidance and the centre's expectations.

This policy will be published on the centre's website and paper copies will be made available upon request. In addition, pupils, parents/carers and staff will be reminded of the content regularly through training, newsletters, updates and any other relevant opportunities.

Reviewing the policy

This policy will be reviewed at least annually, and more frequently if there is a change in government guidance, legislation or the centre's own monitoring of behaviour suggests that a change to the policy would be beneficial.

The policy will be approved by the Board of Trustees.

Reviewed September 2025