

STUDENT BEHAVIOUR POLICY

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STUDENT BEHAVIOUR POLICY

At TLE Independent School (TLEIS), our vision is to foster an atmosphere that is safe, compassionate and conducive to learning.

We promote a culture:

- where effort and commitment are rewarded alongside achievement
- where all are challenged to do their best
- where all are valued and respected
- where positive behaviour choices are promoted and rewarded

The TLEIS team works together to ensure positive outcomes for each student, both within and out of the classroom. Expectations are clearly defined by the **Behaviour Matrix** and **Behaviour Spectrum**. Please see appendix A and B

We believe strongly that all members of our community - student, staff, families, external agencies - have a role to play in creating a positive atmosphere and culture. This policy outlines the approaches and responsibilities we adopt in doing so.

The basis of our policy is positive: we wish to promote and reward "right choices" however on occasions, where someone behaves in a disruptive and destructive way, we have a responsibility to de-escalate, encourage the student to reflect and encourage them to make amends. During such times, it is always the behaviour and not the student, which is unacceptable. We do not tolerate anti-social behaviour in any form, however, we realise that such behaviour could be attributed to a combination of inter-related factors and we will work closely with the student and their parents/carers to develop strategies, which can be adopted for both home and school, to help promote more positive behaviour.

1. PURPOSE AND AIMS

THE PURPOSE OF THIS POLICY IS TO:

- Provide information for all staff, students, and parents about acceptable forms of behaviour in our setting
- Suggest ways of acknowledging good behaviour and of dealing with behaviour which is not acceptable
- Help ensure a fair and consistent approach when dealing with behaviour
- Help promote good attendance and reward this appropriately
- Ensure we have a positive, safe environment in which our students can develop self-discipline and behaviour strategies that will facilitate them in school and the community

- Create an environment that encourages students and staff to value and appreciate each other irrespective of age, gender, creed, race, ability, or sexuality.
- Provide a suitable education (academic, vocational, emotional, and social) for each student so that they are helped to realise their full potential.
- Provide an environment where students are recognised for success rather than failure
- Provide opportunities for students to reflect on previous poor choices, with a view to making better choices in the future - Reflect, Reset, Refocus tasks implemented

2. WE WILL DO THIS BY:

- Providing each student with an engaging, enriching programme of development that allows for progress, this is tracked by using the Behaviour Tracker
- Providing a happy, secure learning environment where academic and social-emotional achievements have equal status and are both rewarded accordingly.
- Having a reasonable and clear approach to promoting positive behaviours and responding to disruptive or negative behaviours, including consistent daily routine
- Embedding positive relationships between home and the school by celebrating successes with parents, alongside early intervention regarding concerns and difficulties
- *Please see appendices A and B for an in-depth explanation on the way the behaviour curriculum is implemented in our school*

3. REWARDS:

At TLEIS we believe that both effort and achievement should be recognised. The emphasis is put on praise and prevention rather than continued punitive sanctions. Positive behaviour is encouraged, negative behaviour is discouraged, and students are helped to understand the difference.

We seek to reward students for the following 'positive behaviour'

- Making above expected progress in learning
- Turning things around quickly and in the correct way after an incident/confrontation (Restorative tasks, reflect, reset and refocus)
- Meeting a group target set by staff at the start of the session
- Accepting responsibility for their actions and looking to reflect and improve behaviour when needed through restorative conversations.

When 'positive behaviour' is observed by staff, students are rewarded as follows:

- Positive verbal feedback is given in the first instance - for some students who struggle with public praise, this may be via a 1-to-1 conversation or may be largely non-verbal - a discreet thumbs up, nod or smile for example
- Reward trips and activities can be earned by students through positive behaviour, educational progress and through achieving individual personal targets (both social and educational targets)
- Reward points can be accumulated by students and exchanged for money/vouchers, staff to monitor that purchases are age appropriate and relevant to the students' requests. Purchases can be made from shops or online and no cash will be handed to students. The rewards will be implemented for students visually within the classroom and explained thoroughly, so that students are aware of what is available and the targets that have been set
- Rewards points will be given to students at the start of every day, Students will receive 5 points a day, should a student have a point removed for any reason, they are able to implement the reflect, reset and refocus approach to redeem their points back, they will only be able to return to 4 points should they lose any. The behaviour team will have implemented reflect, refocus and reset with students (restorative task) to enable students to understand their own behaviours and highlight what has been different, in turn highlighting reasons for loss of points to both staff and students.
- Strategies will be implemented to avoid re occurrences of negative behaviours and promote positive behaviours.

4. SANCTIONS / CONSEQUENCES

At times a student may choose to behave in a way that is increasingly disruptive - and/or destructive - to their own positive experience and development, and to that of the wider school community.

When this occurs, staff have a duty, and the authority and responsibility, to de-escalate such behaviour. Staff work together using an 'Address-Delegate -Reset' approach - in the first instance, they are expected to 'address' unacceptable behaviour before delegating to a change of face, this will be based on staff's professional judgment. From there, we operate on a principle of 'Reset' allowing for fresh starts in due course. When staff are called on to 'Address' unacceptable behaviour, they work towards a measured, communicative response:

Please see appendix B for confirmation of staff approach - Behaviour spectrum.

5. MONITORING BEHAVIOUR:

Behaviour incidents and attitude to learning will be monitored using the TLEIS system with analysis performed per individual, per subject, to look for trends and patterns and adapt the curriculum learning plan/social needs accordingly to meet the needs of the individual students and to disseminate good practice for behaviour management. Incidents/ongoing causes of concern are brought to the attention of the whole team.

TLEIS looks to promote an environment that encourages the students to take responsibility for their choices and actions. Should a student's behaviour require it, then restorative time will be provided to allow the student to reflect and make amends for their previous choices.

Behaviour tracker

At TLEIS our focus is on the whole child and not simply on academic output. We want the TLEIS experience to provide pupils with the skills and confidence needed to play a full and active part in society at the conclusion of their education. Our assessment of pupil's progress will be both academic and social.

To track development in soft skills, TLEIS uses a behaviour tracker and rewards points system, the use of which will be integral in crediting students for positive behaviour traits and identifying areas to improve as future targets.

The behaviour tracker identifies individual needs and gives an insight for staff to promote progressive development for students in their areas of need. S.M.A.R.T targets will be set and individualised behaviour plans established for each student.

Three key areas will be focused upon for students for them to be able to establish healthy relationships/rapports in school and in the community.

- Social and practical interactions (activities)
- Communication - how to engage respectfully and safely
- Differentiation of learning environment where applicable (Academic learning tasks/activities may be in the community).

This behaviour tracker allows staff to visually see the progress each student is making over time and will highlight areas of improvement so that this can be focused upon and strategies implemented where necessary.

6. CODE OF DRESS:

TLEIS does not have a standardised uniform however the setting is, like any school, a place of work. Like any place of work, one of the conditions of attending the setting is adhering to rules around appropriate dress. Students are required to wear suitable clothing which follows the setting's dress code. This includes, but is not limited to, students ensuring that they are **NOT** wearing the following:

- Tops which bare tummy
- Low cut tops
- Strappy vests
- Excessively ripped jeans or trousers
- Mini skirts
- Clothing with explicit messages or logos.
- Clothing with messages relating to drug use or promoting illegal activities.
- Clothing with sexualised messages.
- Shoes with open toes
- Shoes with a raised heel over 2 inches

Where a student's dress is deemed inappropriate for the school day the Leadership Team will direct the student on how to change what they are wearing to make it more appropriate and parents/carers will be contacted with regards the correct dress code guidelines.

7. ATTENDANCE

A frequent concern for students attending T.L.E.I.S is long term absence from school. Therefore, it is of the upmost importance to address this problem as soon as possible so that other problems the student may be experiencing can also be addressed. Parents/carers are encouraged to be honest and not to make excuses for their child's absence. The aim is to develop a more positive attitude towards school and establish a pattern of regular attendance. With the long-term goal being a positive view of education and learners to achieve a willingness to learn. In any circumstance that a learner should have three consecutive absences without clear communication from parents/carers or other professionals, staff will arrange a welfare check and visit the learner at their home address

8. PUNCTUALITY

Whilst we recognise students often undertake long journeys outside of their usual area / route to attend the school, we expect them to be punctual - according to their agreed timetable. If learners have not arrived within a ten-to-fifteen-minute time frame of their allotted start time, parents/carers will be contacted following safeguarding policies and procedures.

9. BULLYING

Bullying is defined as being 'when a person or group of people identifies a vulnerable individual and systematically makes life unpleasant for them.' Bullying can be physical, verbal, or emotional. Bullying will always be regarded as unacceptable behaviour which will not be tolerated, and any incidents of bullying should be reported immediately, by students, parents or staff to the Senior leadership team.

Students who are subjected to bullying may:

- Show changes in behaviour (becoming shy, withdrawn, etc.)
- Be unwilling to attend the school
- Feign illness
- Have unexplained bruising or scratches
- Ask for money or "lose" pocket money
- Show repetitive behavioural escalations
- Avoid tasks or group activities

The staff at TLEIS will always do their utmost to resolve any reported cases of bullying by protecting the victim and modifying the attitude of the perpetrator before bullying becomes a feature of his/her behaviour. Homophobic abuse and harassment is **not** acceptable behaviour and is not tolerated. Preventative action, such as awareness raising in PHSE and social skills etc., is taken to reduce the likelihood of such incidents occurring. Incidents of racial or homophobic bullying of any kind must be recorded on the appropriate documentation and kept on file.

10 REPRESENTING THE SCHOOL IN THE LOCAL AREA:

Anti-social behaviour is not acceptable in any circumstance, but we are particularly mindful of our nearest neighbours. The privacy and peaceful enjoyment of the area by our neighbours should always be considered and students should/are expected to behave respectfully whilst entering/leaving the setting. Students travelling on public transport are asked to behave in a manner that does not cause a nuisance to others. The setting regularly delivers off-site activities via our Enrichment programmes and has clear expectations of student behaviour on such activities.

11 RESTORATIVE APPROACHES

TLEIS definition of Restorative Approaches is "A voluntary approach focusing on the harm done rather than the rule broken that involves all parties in an incident, giving them an equal voice, the opportunity to take responsibility for their actions, make amends and reduce re-offending."

At TLEIS we use Restorative Approach as part of our behaviour management. Conversations are managed to encourage an ethos where thoughts and feelings can be explored openly. Clear outcomes are decided and managed by staff.

12 SELF HARM PREVENTION:

Many of the students who attend the school are involved with mental health services for self-harm. Self-harm is defined as those students who have:

1. Cut themselves
2. Taken overdoses
3. Put themselves at risk by engaging in inappropriate sexual behaviour
4. Taken alcohol and drugs to excess

Guidance already exists on dealing with students in points 3 and 4 and the following is applied to these students who are regularly cutting themselves or taking overdoses.

On admission we should establish what implements are used and talk through the safety measures we will put in place, to include: -

- Keeping scissors, pencil sharpeners and compasses in a safe place, using in a supervised way and accounting for them on their return
- Being mindful of the use of staples / paper clips with students / cohorts where self-harm is especially prevalent
- Shoes where blades have been stored in the past.
- Establish with the students the agreed level of support
- Ensure all staff are aware of the need of the student and any external agency involvement to ensure students can be part of the learning community without exclusion from school life.

We will never make the students feel that their actions are wrong but will provide a safe and supportive environment which will support alternative coping mechanisms.

If the student agrees to show a member of staff their cuts, we should make sure the cuts are clean and provide first aid advice on how to prevent infection.

For those students who have taken overdoses, we will seek medical attention immediately. The correct safeguarding process will be followed in line with TLEIS and first aid administered where necessary. If required, regular and constant liaison with the named CAMHS contact to ensure the students safety both on and off site can be carried out. Regular communications with all professionals and parents/carers to ensure the safety of learner. For any student who is regularly self-harming our guidance to parents is to present them at their local Hospital immediately.

13 SEXUALISED BEHAVIOUR:

Any incidents concerning sexual behaviours are logged using the CPOMS platform and alerted /assigned to the safeguarding team (S.L.T). All concerns will be raised, reported and monitored, following safeguarding procedures and shared with relevant agencies as necessary. Other professionals involved will be made aware of concerns and any strategies interventions implemented - Multi agency working will be accessed.

14 INVOLVEMENT OF STAFF, STUDENTS AND PARENTS

We believe that students should always be made aware of why they are being rewarded or sanctioned. We believe this should be carried out as discretely as possible. At all times we are prepared to listen to the students' opinions and their ideas of acceptable and unacceptable behaviour.

Parents/carers have the greatest influence on our students and we believe that it is imperative to have their full support and maintain good communications between home and the school. Parents/carers are:

- Informed of our behaviour policy on a student's admittance to the school
- Informed promptly of good or unacceptable behaviour through emails or a phone call home
- Asked to work in partnership with the staff in implementing the school rules
- Welcome to visit the school
- Are encouraged to bring concerns to our attention
- Are expected to attend review meetings or any other meeting that may need to be called
- Asked to ensure that their child attends appropriately dressed and rested so that they start the day on the best footing possible

- Are aware of and supportive of their child's timetable arrangements.

TEACH Lincs EDUCATION STAFF WILL:

- Provide a challenging, differentiated and, where necessary, personalised education/ social programme for each student
- Manage and organise the classroom so that students can achieve and progress
- Promote high standards of behaviour at all times
- Liaise with parents to inform them of good as well as unacceptable behaviour
- Provide time for discussion of issues with parents, staff and outside agencies, ensuring partnership working as appropriate and required.,

15 TRAINING:

As professionals working within an independent school, staff are required to complete all mandatory training and to engage in any further progressive development tasks assigned or requested.

Progressive development is promoted throughout the setting for all staff

16 PROHIBITED ITEMS:

The DfE's Searching, Screening and Confiscation advice from 2018, identifies prohibited items as:

- Knives or weapons the definition of 'knife' in this document includes any bladed article including - craft knife, Stanley knife, Swiss Army knife, fishing knife, razors, kitchen knives or any bladed item. The term 'weapon' refers to any gun, including air rifle, BB gun, toy guns, pellet guns, crossbow, tasers, blow pipes, knuckledusters or any similar item made for the purpose of assault or defence.
- Alcohol
- Illegal drugs
- Stolen items

Tobacco and cigarette paper

- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

This list is not exhaustive; it is not constrained by the criminal definition of an offensive weapon but refers to any item which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others.

17 BANNED ITEMS:

In addition to the items identified above there are several other items which could cause harm, distress or injury to students or persons, or could adversely affect good order and discipline of the centre/community. TLEIS consider that the following items are inappropriate and should not be brought into the centre:

- Catapults
- Lighters/matches
- Tools, e.g., screwdrivers, hammer, nails etc.
- Pepper sprays and gas canisters
- Any item fashioned to cause injury, e.g., a sharpened stick
- Laser pens
- Dangerous chemicals, e.g., acids, hair dyes, bleaches
- Aerosol (including deodorant and hair spray)
- E-Cigarettes
- Stink bombs
- Solvents, legal highs or other substances
- Super glue
- Needles (syringes if required for medical grounds should be kept in accordance with the student's Individual Medical Care Plan)
- Offensive material, e.g., anything pornographic, racist, homophobic, transphobic, extremist material
- Rope and cable ties
- Mobile phones- Mobile phone are prohibited within the Teach Lincs Education centre. However, students sometimes learner's do bring mobile phones onsite as they use them on transportation. In this situation learners will be asked to place their phones in a secured container provided and handed over to their key worker, where this will be securely stored and returned at the end of their session.

This is not an exhaustive list, and the TLEIS staff may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

A Behaviour and conduct management contract will be given to learners to sign, parents/carers and a staff member are required to sign this also as a witness.

Appendix A Behaviour spectrum - Page 13 - 16

Appendix B Behaviour Matrix - Page 17 - 21

Appendix A and Appendix B give a clearer explanation of the behaviour curriculum implemented throughout the school.

Behaviour	Examples	Actions/Response Staff	Actions/Response Behaviour team	Actions/Response S.L.T	Consequence
Positive Green	• Demonstrating • Expected behaviours • Good Engagement	• Visual/verbal acknowledgement (praise) • Can be one to one or in class • Positive behaviour/engagement points given • Telephone call home to parent/carer	• Give reward activities and incentives	• Give reward activities and incentives	Bonus points Rewards Certificates etc

Mild Pink	• Defiance • Agitating peers (one off) • Low level property damage (Fixable/reversible) i.e. stationary • Removing or hiding resources	• Prompt Non-verbal (use of body language) • Prompts with instructions (verbal or visual cues) • Reminder of expected behaviours • Seek differentiation • Documentation to be completed on cpoms.	• Consequence given to student to engage them • Reflection time • Restorative task • Documentation to be completed on cpoms.	• To monitor and oversee	May not require a consequence Student to engage in restorative conversation/ task Apology to be made
Moderate Orange	• Repeated swearing direct or in indirectly • Physical low level • Permanent Property damage • Failure to keep their hands and feet to themselves • Repeated peer targeting (bullying) • Threats of violence • Major class disruption	• Provide choice options to student • Implement differentiation of task • Redirect student focus • Seat student on their own where required • Call Behaviour team	• Move student to break put space or other independent space to access self-regulation time • To monitor and oversee, to ensure no further escalations	• To monitor and oversee	Consequence should be determined and set according to the staff involved and the nature of the incident Student to engage in reflection to gain and understanding of

					the impact of the disruption caused Loss of privileges (behaviour team to determine the level of this)
Major Red	- Student is a danger to themselves or others Other Behaviour examples - Absconding - Major repeated defiance - Continuous disruption - Deliberate. Disregard for policies, procedures and others. - Physical violence - Continuous damage to property	Call behaviour team	- Behaviour team to access the situation and keep all other students and staff safe. Call S.L.T. - Lockdown procedure will be followed if required all the behaviour team and staff are trained on this procedure and are aware of their designated staff member for each floor in the building.	- S.L.T will access the situation and follow all policies and procedures ensuring the safety of everyone in the school - S.L.T will contact outer agencies i.e. the emergency services if required (incident dependent)	Depending on the severity of the escalation or incident Removal from activity/task (onsite or offsite) A phone call home_will be made and parents/carers requested to collect student A temporary exclusion may be imposed Restorative conversations and re-integration

					meetings parents/carers invited and any other multi agency workers. Strategies implemented to prevent further escalations (Reflect, Reset, Refocus) Safety Plan to be implemented with all relevant strategies.
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Behaviour Matrix

Appendix B

Learning Area's

Be Respectful

- I take turns and share
- I accept and understand that others learn differently and may require different support, implementation and differentiation
 - I focus to the best of my ability
- I put my hand up to answer a question or in a group task do not shout over other participants (task dependant)
 - I promote myself to be/become an actively engaged learner

Be Caring

- Be inclusive, respect others
- Implement T.H.I.N.K before speaking – True, Helpful, Inspiring, Necessary and Kind
- I engage in peer mentoring where possible – supporting others to learn and engage

- Support others and myself by understanding personal space and self-regulation time

Be Resilient

- Attempt all tasks to the best of my ability
 - Ask for help if needed
- Implement the strategies given to regulate/control my emotions
- Implement the bounce back method (reset – refocus) when things get tough
 - Persevere when challenged.
 - Implement S.M.A.R.T Targets

Be Responsible

- Keep our hands and feet to ourselves – no physical interactions
- Use resources and equipment correctly – no throwing or demolishing
- Follow expectations within the learning environment when creating work
 - Use educational settings to benefit my academic progression/attainment

Outside/offsite Activities – Leisure or Educational

Be Respectful

- I respect other's choices during an activity (follow health and safety)
- Keep the school (or place visited) clean and tidy. I understand that any escalations that cause damage or mess, I will be required to clean up and restore the room as part of my restorative process.
- Follow instructions and rules so that Health and safety is being adhered too at all times.

Be caring

- I look out for others
- Implement T.H.I.N.K before speaking whether that be to peers, staff, members of the public or other professionals
 - Be inclusive in all aspects of school life.
 - Do not engage in any form of bullying
- Use manners, whether that be in school or in the community

Be Resilient

- Report anything concerning should you feel there is a problem/risk to staff and/or peers
 - Follow given strategies to direct emotions positively
- Implement the bounce back method (reset-refocus) where and when required

Be Responsible

- Understand how to behave correctly when accessing sports equipment, engaging in activities – so that I remain safe at all times
- Demonstrate the ability to understand safety and required behaviours
 - Follow hygiene processes and wash hands if the activity or visit requires me too

Transitioning around the Building

Be respectful

- Understand and take into consideration other learners and professionals while I transition around the building
 - Transition calmly and quietly to the best of my ability
 - Do not disturb or enter other sessions
- Follow instructions given and use exit and entry points correctly

- When the fire alarm sounds, follow instructions and gather at the assembly point at the front of the building.

Be caring

- Be considerate of other learners throughout the building
- Promote peer mentoring and guide others in the correct way if they are struggling with transitioning.
- Be aware of others and the different supportive adjustments they may need.
 - Be a good role model

Be Resilient

- Focus on my own behaviours and emotions, do not involve myself in unhealthy distractions
 - Follow instructions correctly to the best of my abilities

Be responsible

- Use the stairs correctly
 - No running
 - No shouting
- No physical altercations
- No disrespecting staff, other professionals or peers

