Nurture Education Trust
Behaviour Support Policy

Date reviewed: 16/06/2026

Date of next review: 16/06/2027

Policy Owner: Mark Anderson

Introduction

One of the most important aspects of the work we do at Nurture Education Trust is that all of our students feel valued, safe and secure and there is a positive relationship and sense of connection with the member of staff. For most students this can be achieved by simple acknowledgement of the student and the student having the knowledge that you have considered their needs, care about them as a person and care about what they are doing.

Strong relationships and the positive connection between staff and students is pivotal to building trust and continued long-term success both in personal development and academic attainment. Staff must be fair and consistent with young people (taking into account individual needs/EHCP outcomes) and young people need to understand that the staff member is responsible at all times, enabling young people to feel safe. Equally staff must be approachable and accessible. If a member of staff is having difficulties with an individual or group of students, they are expected to seek support either verbally or by using the Microsoft Teams chat in order to make a positive change. Staff will collaborate will colleagues at all times and provide support where necessary.

This policy should be read in conjunction with:

- Child protection and Whole School Safeguarding Policy
- Anti-Bullying Policy
- Positive Handling Policy
- Exclusion Policy
- Online Safety Policy
- Yondr Policy

This policy has been written with guidance from

- Searching, Screening and Confiscation Advice for Schools July 2023 (Department for Education)
- Use of Reasonable Force – Advice for Headteachers and School Staff 2013
- Behaviour in Schools Guidance Schools Advice for Headteachers and School Staff February 2024 (Department for Education)
- Keeping Children Safe in Education 2025
- The Education Act 1996 and Education Act 2011
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010

Aims

This policy is developed in accordance with Behaviour in Schools Advice for Senior Leaders and School Staff September 2022:

- To enable the staff to create a safe environment at school.
- To promote appropriate behaviour and respect for others throughout the school.
- To provide guidance for staff when encouraging positive behaviour at school.
- And to ensure that individual Special Educational Needs and Disabilities and EHCPs are taken into account.

The procedures and guidance in this document provide a consistent approach across Nurture Education Trust and enables students, parents/carers and staff to understand our approaches to the management of behaviour at school. It is also recognised that for some young people, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; approaches can be discussed with school.

Behaviour policy and SEND/EHCP considerations

The school's behaviour policy recognises that pupils with Special Educational Needs and Disabilities (SEND), including those with an Education, Health and Care Plan (EHCP), may experience difficulties that can affect their behaviour, communication, emotional regulation, sensory processing, or social interaction. In implementing the policy, the school will take into account each pupil's individual needs, circumstances, and the provisions outlined in their EHCP or SEND support plan. Staff will consider whether behaviour may be linked to a pupil's disability or additional needs and will seek to understand the underlying causes before applying sanctions.

Reasonable and appropriate adjustments will be made on an individual basis to ensure that pupils with SEND are treated fairly and are able to access support that helps them meet the school's behavioural expectations. Such adjustments may include adapted communication strategies, personalised behaviour support plans, sensory or movement breaks, additional adult support, modified routines, or alternative approaches to sanctions where appropriate. The school is committed to working in partnership with parents, carers, and relevant professionals to ensure that behaviour support is consistent, supportive, and aligned with each pupil's identified needs, while maintaining a safe, respectful, and inclusive learning environment for all members of the school community.

General Expectations

It is important to have high expectations for young people, while recognising some young people have specific needs.

The following expectations cover all times of the school day and where young people are representing the school out of hours or off site:

- Show respect and consideration to each other and to others, regardless of differences.
- Behave sensibly around the school e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking.

- Look after and respect your own and others' property.
- Work hard and follow instructions.
- Phones and wearable devices are to be placed in Yondr pouches as stated in the school's Yondr policy (with adapted pouches/exemptions made available for individual Special Educational Needs and Disabilities and EHCPs). MP3 players are allowed to enable pupils to access music to aid pupils to focus on their learning.
- Students are not expected to wear a uniform, however their clothing should be appropriate for the setting (no slogans, offensive or revealing clothing).
- No prohibited items are permitted to be brought on to or used on the school premises.

Staff should ensure consistent routines. These expectations are reinforced through MICR sessions, group discussion and interactions with young people. It is everyone's responsibility to help young people where these expectations are not met but equally to comment positively when they are.

Good routines should be in place for:

- Start and end of day
- Transition times
- Change to the timetable
- Moving to outdoor activities – PE/Wellbeing Walks
- Offsite trips and Vocational Learning
- Break and Lunchtimes

How do we teach & promote positive management of behaviour?

MICR sessions/group discussion: We discuss, in our class groups, any issues that may have occurred, how individuals may have approached situations differently and help young people to repair with their peers and staff.

One to one discussion: We describe the expected behaviour and help students find ways to behave positively.

Specific sessions: We use classroom time to cover topics relevant to behaviour, including anti- bullying week, caring for others, who to go to if you need help, tolerance and respect.

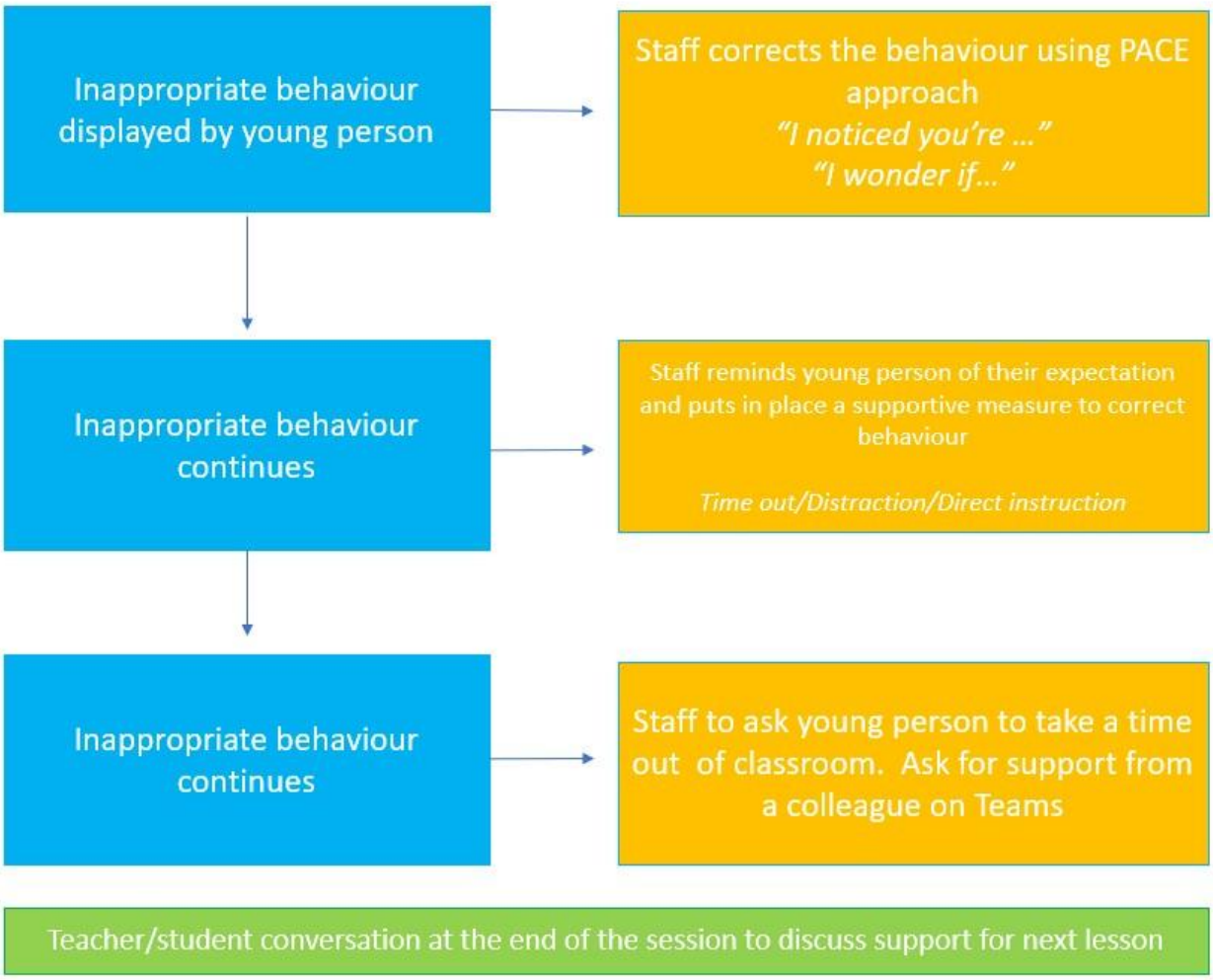
Modelling behaviour around school: Staff model respectful and positive behaviour and communication.

Subject Specific Award	Certificates of recognised achievements awarded to students at the end of the week.
SLT Recognition Award	A postcard is sent home to a student that has been recognised for continuous achievements.
Excellent Achievement Award and Prize	Student will receive an award and prize for an outstanding achievement recognised by the whole staff team.
Head of Centre Award	A bespoke reward is given from the Head of Centre.

What we do if a young person shows inappropriate behaviour

Remember – the strongest approach to support a young person is through the relationship with the adult. At all points try to ensure you keep a strong connection with the young person having difficulties. Use PACE to ensure the young person knows you are still there for them and recognise how difficult it must be to cope with the emotions they are experiencing.

At the end of the session (or during if appropriate) the member of staff should talk with the young person about the difficulties in the session and agree what support is needed for subsequent sessions. Details of these conversations will be documented on the school management information system Bromcom.



Screening, Searching and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is and feels safe. School staff are part of the safeguarding system for children and we all have a responsibility to make sure there is a safe environment at school within which children can learn.

The Head of Centre and the staff 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 listed in the Education Act 1996 Section 550ZA as amended by the Education Act 2011 Section 2 or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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 property of; any person (including the pupil).
- an article specified in regulations
- tobacco and cigarette papers, vapes;
- fireworks
- pornographic images.
- energy drinks

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

All search procedures (and grounds for searching) are detailed in **Searching, Screening and Confiscation Advice for Schools** July 2023 (Department for Education) and will be read and adhered to prior to any search being carried out.

The full circumstances of any and all searches must be recorded on CPOMS and parents/carers must be informed. In the event of a student or parent not consenting to a search, Nurture Education Trust may consider sending the pupil home for the safety of the school community.

When exercising these powers, we must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs and Disabilities, their EHCPs and making reasonable adjustments that may be required for these.

The Head of Centre will ensure that searches are used in a safe and proportionate way.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-

social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or engagement with external agencies.

Whether or not any items have been found as a result of any search, the school may also consider whether there is sufficient evidence or reasonable grounds to suspect that a pupil has engaged in the use, possession, or misuse of substances on school premises and reserves the right to suspend the pupil for breaching the school's Behaviour Policy.

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's Whole School Child Protection and Safeguarding Policy and speak to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead's.

Nurture Education Trust Designated Safeguarding Leads:

Mark Anderson
Abbey King
Laura Stearn
Julie Clements
Samuel Burden
Karen Utting
Hannah Baldwin
Nadine Davy
Ella Parkinson
Mollie Barbour
Lucie-Anne Carter
Tania Colley
Yana Molloy

A Designated Safeguarding Lead carrying out a search can confiscate any item found that they have reasonable grounds for suspecting:

• poses a risk to staff or pupils;

• is prohibited, or identified in the school rules for which a search can be made or

• is evidence in relation to an offence.

In addition to items confiscated during a search, school staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Staff must refer to the guidelines regarding actions taken in respect of items that have been confiscated.

If an electronic device is confiscated staff may examine the data on it, after considering the safeguarding implications of doing so, if they have good reason to do so. In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence. Further guidance on what to do is in the **Searching, Screening and Confiscation Advice for Schools** July 2023 document.

Online Monitoring

All staff at Nurture Education Trust use Classroom Cloud to monitor online behaviour as part of our monitoring and filtering process and in line with the guidance set out in Keeping Children Safe in Education 2025. Online behaviour data will be downloaded from Classroom Cloud to monitor and review patterns and whole school activity. CPOMS must be used for any safeguarding related concerns. The process for managing behaviour within this policy will be utilised when considering online behaviour. Please refer to the online safety policy for further information.

Tracking

In order to track behaviour and ensure appropriate support and action takes place, staff should utilise Bromcom. The Behaviour log on Bromcom should be completed in a timely manner and include all students and staff present, details about the run up to the event and factors impacting on the child as well as an outline of the event itself and any strategies implemented by staff.

Pupil's progress will be regularly monitored by Samuel Burden and discussed at end of day meetings with staff and addressed during SLT meetings.

Enabling a young person to repair following an incident

Young people should have the opportunity to reflect on their actions and the impact that has had on others, they should be helped to repair the situation, if they need

help. Below are examples of incidents that may occur and the type of appropriate response:

Incident	Type of response
Incident against another person	Show the person affected by the action that they are sorry. This could be verbal, written, picture or action. Restorative justice practice will be used to support young people to reflect and repair incidents. The young people involved.
Incident relating to theft, damage of property	Where possible a natural consequence should be used, e.g. clean graffiti off the door, clean up the mess. Where it isn't possible for the young person to repair, the young person should give time to a site task, so the site person then has time to fix the problem. In extreme situations, a bill to repair the damage could be sent out to a parent/carer.
A particular activity has been causing a problem, e.g. the table football	Work with staff needed to ensure participation is successful. e.g. reduced time, increased supervision, activity no longer occurs.
Lesson disruption	The work missed is completed at another appropriate time. (This must not occur when a regulatory activity is scheduled).
Internal absconding	Support will be offered by the pastoral team, and student will be encouraged to go to lesson or work in an alternative space. The subject lead will speak to the student about missed work and catch-up work will be provided.

	A behaviour support plan will be implemented if patterns or barriers are identified.
External absconding	Student will be sent home with work on the day of absconding. Student to be off the following day. Meeting to be held with parents and pupil on the day of return. Behaviour plan implemented and mandatory engagement with external agency support.
Laptop Misuse	E.g. hacking, inappropriate searches, cyberbullying. Further restrictions will be put in place to support student around boundaries for appropriate laptop use
Violence/Harm	Perpetrator will be sent home with work on the day of the incident. Student to be off the following day. Meeting to be held with parents on day of return. Behaviour plan implemented and mandatory engagement with external agency support.
Fire Alarmed Door/extinguishers	Learning conversation had with student and parents will be made aware of the incident. Any further incidents could be subject to a bill for replacement/call out.
Persistent misbehaviour	Behaviour Plans – staff comments and any communication to be added to Bromcom.

Possession of prohibited item(s)	Item(s) to be confiscated and may be disposed of or given to the police, with parents contacted in response to the item brought in. Repercussions for bringing prohibited items into school will be discussed with the Head of Centre, which may result in suspension, police involvement, or referral to external agencies.
Reasonable doubt/suspicion of substance abuse	Where there is sufficient evidence or reasonable grounds to suspect that a pupil has engaged in the use, possession, or misuse of substances on school premises, the school reserves the right to suspend the pupil for breaching the school's Behaviour Policy.

Continued concerns with behaviour

Bromcom profiles are regularly monitored. If, despite additional support and intervention, behaviour is still a concern parents/carers will be contacted and a plan will be agreed to support the pupil, while also taking into consideration individual Special Educational Needs and Disabilities and EHCPs.

If no improvement is made during the time frame agreed on then a formal meeting will be held between staff, young person and parent/carer. A written behaviour plan with clear targets will be created (taking into consideration individual Special Educational Needs and Disabilities and EHCPs) and monitored on a weekly basis.

Regular contact with parents/carers will be made to update on progress/further issues. The young person will meet regularly with their key adult to discuss the plan and agree actions.

1. Ongoing issue.	**2. Staff discuss issue with the young person together with their parent/ carer.**	**3. 4 week monitoring period.**

4. Update parent/carer.	**5. Issue still ongoing. Face to face meeting with staff, young person and parent/carer.**	**6. Strategies and behaviour plan agreed (taking into consideration individual Special Educational Needs and Disabilities and EHCPs).**
7. Weekly monitoring, including updating parent/carer.	**8. Still no improvement. Consideration as to whether the school can meet need. Discussion around emergency EHCP review and the potential cessation of placement.**	

Yondr Policy

1. Purpose

The Yondr Policy supports our behaviour policy and ensures that technology is not being used in an irresponsible or unsafe manner. The widespread ownership of mobile phones and wearable devices among young people requires that staff, students, parents and carers carefully consider safe practices using well informed steps to ensure that mobile phones and wearable devices are used responsibly. This policy is designed to reduce any potential issues involving mobile phones or wearable devices, while also still ensuring the benefits that these provide (such as increased safety through communication access) can continue to be enjoyed by our students, where applicable. Students their parents or carers must understand the expectations before bringing mobile phones and wearable devices onto our sites. This policy also applies to trips, camps and extracurricular activities and covers all students, while taking into account individual Special Educational Needs and Disabilities and their EHCPs.

2. Rationale

Nurture Education Trust recognises that parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety. Nurture Education Trust also recognises the multiple uses made of modern smartphones by young people; many of which immerse them in learning. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently. Parents/carers are reminded that in cases of emergency, the

child's key adult remains a vital and most appropriate point of contact and can ensure students can be reached quickly and assisted in any appropriate way.

3. Responsibility

It is the responsibility of students who bring mobile phones to Nurture Education Trust to abide by the expectations outlined in the Yondr Policy. The decision to provide a mobile phone to their children should be made by parents or carers. Parents/carers should always be aware if their child brings a mobile phone to Nurture Education Trust. Parents/carers must recognise the high monetary value and attractiveness of mobile phones and other technology. In allowing their children to bring items of such value into Nurture Education Trust and whilst we will do everything to mitigate against loss, theft or damage, it is the parents/carers that must carry the risk were there to be such an unfortunate occurrence.

4. Acceptable uses

Mobile phones and wearable devices should be switched off or to silent (no vibrate) and placed in Yondr pouches at the start of the school day. MP3 players should be used for music to help regulate students and ear buds/earphones connected via Bluetooth if agreed. Parents/carers are reminded that in cases of emergency, the school's office is the most appropriate point of contact and can ensure students can be reached quickly and assisted in any appropriate way.

5. Unacceptable uses

Unless permission is granted, mobile phones should not be used to make calls, send SMS messages, surf the internet, take photos, videos or use any other application. Devices may be confiscated if not placed in the Yondr pouches. Whilst students who become ill during the day may wish to use their mobile phones to contact parents/ carers, they must use the established procedure via the staff team to communicate with home under supervision or in the main office. Students are not allowed to use other student's phones or equipment. Students must not use their mobile phones to bully and threaten other students. This is unacceptable and will not be tolerated. In some cases it can constitute criminal behaviour and it will be dealt with very seriously. Student's must not use their mobile phones to pass on/upload messages or to take videos or pictures of acts to slander, bully, denigrate or humiliate another student. This also includes using mobile phones to photograph, voice record or film any student or staff member. It is a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced. The school's Yondr Policy hopes to prevent any of these things from occurring during the school day.

6. Theft Damage and Safety

Student should mark their mobile phone clearly with their names/or other means of identification, with Yondr pouches also named. Students should place their mobile phones and wearable devices in the Yondr pouches upon entering the school at the beginning of the day. It is also strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g. by other student, or if stolen). Student's must keep their password/pin numbers confidential. Mobile phones and/or passwords should not be shared. Except where negligence can be proven in a court of law, Nurture Education Trust accepts no responsibility for replacing lost, stolen or damaged mobile phones. Lost and stolen mobile phones in the U.K. can be blocked across all networks making them virtually worthless because they cannot be used.

7. Inappropriate Conduct

Any student caught using a mobile phone or wearable device to cheat in exams or assessments will face serious consequences, including removal from that exam and potentially subsequent exams. Student's with mobile phones or wearable devices may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photos or objectionable images, and phone calls. They should also not be used for any illegal uses such as sharing of nude/semi nude images of individuals under the age of 18. Students using mobile phones to bully other students will face appropriate sanctions according to the behaviour policy. The school's Yondr policy hopes to prevent any of these from occurring during the school day.

8. Procedure for managing phone use in centre cam be found in the school's Yondr Policy.

MONITORING AND REVIEW All members of staff will monitor the use of mobile phones, wearable devices and digital music players in accordance with this procedure. The Head of Centre and school trustees will review the situation on a regular basis to ensure that the procedure is appropriate and workable.