



Progression 2 Work Behaviour Policy

Behaviour for Learning Policy – July 2020

Revised June 2022- To be read in conjunction with the Progression 2 Work RPI Policy

Revised June 2023 – Classroom Management Booklet Appendix Change

Revised March 2024- Correspondence protocol Reviewed July 2024

Revised September 2024 – Overview of the policy.

Revised July 2025

Revised February 2026- Annex Appendix A

1. Ethos and Values

Ethos and Values at Progression2Work we always attempt to fulfil our Mission Statement to provide an educational and social experience to meet the learning and emotional needs of our young people within the framework of a supportive and structured environment. Young people will be helped to develop their individual potential for growth, self-worth and self-control through experiencing clear and consistent guidance and support on appropriate ways of behaving towards other people within the Hub and the outside world and realise an ambition for future, economic independence.

2. Introduction

Progression 2 Work employs restorative practices to address conflicts and repair harm, focusing on understanding the impact of actions and collaboratively finding resolutions. We understand that behaviour is a form of communication, and that secure, supportive relationships are the foundation for emotional growth, self-regulation and academic success. This approach emphasizes respect, responsibility, repair, and moving forward, encouraging students to reflect on their behaviour and its effects on others.

At Progression 2 Work, we believe that outstanding behaviour underpins excellent learning and personal development. We are committed to creating a calm, respectful and inclusive school environment where all students feel safe, supported and ready to learn. This Behaviour Policy outlines our expectations, intervention pathways, and the support systems we use to help students make positive behaviour choices.

Staff are expected to read the Behaviour Policy as part of their Induction. Key changes are discussed in staff training sessions where additional guidance or training is given, where needed.



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3. Aims of the policy

Our aim is to:

- Promote a positive school culture where good behaviour is the norm.
- Provide a clear, consistent framework for managing behaviour.
- Support students to take responsibility for their actions and understand the impact of their behaviour on others and their learning.
- Support students to learn to respect the reasonable needs, wishes and feelings of others
- Support students to respect their learning environment.
- Ensure early intervention through a structured and supportive approach.
- Involve families and external agencies when needed to promote student success.

4. Core Principles of Progression 2 Work's Behaviour Policy

The behaviour policy is grounded in these key values:

- **Safety:** Ensuring both emotional and physical safety for students and staff.
- **Respect:** Promoting mutual respect among students and between students and staff.
- **Calm and Purposeful:** Maintain an effective learning environment.
- **Tolerance and Understanding:** Encouraging inclusive behaviour and support for peers.
- **Belonging:** Ensure all students feel valued through **strong and healthy relationships**.
- **Support:** Fostering a collaborative environment where students are motivated to engage and succeed.

These principles are introduced to students upon enrolment and are reinforced through daily interactions and the school's reward system.

5. Banned items

To maintain a safe and respectful learning environment, the following items are banned from school premises. Possession may result in confiscation, sanctions, or further disciplinary action, including exclusion in serious cases.

Items include, but are not limited to, the following:

The Headteacher reserves the right to ban additional items as necessary in the interests of safeguarding or wellbeing."

Illegal or Dangerous Items (Statutory Ban – DfE guidance)

These items **must** be banned in all schools under UK law and DfE search guidance:

- Weapons (e.g. knives, guns, replica weapons)
- Alcohol
- Illegal drugs and paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article likely to be used to commit an offence, cause personal injury or damage property

Note: Under DfE guidance (Searching, Screening and Confiscation), schools have a legal right to search for and confiscate these items.

Other Banned Items

These items are also banned to ensure a safe learning environment:

- E scooters (unless approved by Headteacher)
- Vapes / e-cigarettes / vape juice
- Energy drinks (e.g. Monster, Red Bull)
- Chewing gum
- Laser pens
- Lighters / matches
- Mobile phones
- Smartwatches with camera or recording functions
- Gaming devices / consoles / handheld electronics
- Aerosols / body sprays
- Large sums of money or valuable items
- Offensive or inappropriate clothing/accessories
- Large or sharp pieces of jewellery
- Drones

6. Behaviour expectations

- Demonstrate respect for staff, students, and the school environment.
- Attend school regularly, punctually, and fully equipped to learn.
- Move calmly around the school site.
- Engage in learning and contribute positively to lessons.

Students experiencing difficulties with these expectations are supported by a tiered level of interventions. See Appendix A.

7. Classroom Management

There is a consistent approach throughout Progression 2Work in the management of pupil behaviour, this ensures optimum learning can take place. Staff meetings at the start of each term with appropriate CPD throughout the school year, have a clear focus on behaviour and safeguarding in relation to school policy.

Every classroom has a Classroom Management booklet which clearly outlines the expectations for lessons and other activities in the Hub. The booklet can be found on the wall in every classroom. It informs and gives guidance to all staff of the day-to-day classroom management. All staff are made aware of this booklet and expected to read it before the students arrive at the Hub. There are timetabled whole Hub staff meetings throughout the academic year to discuss behaviour management within the Hub. This is followed up by a weekly e mail to document actions. Staff record behaviour incidents on Arbor, as soon as possible. The Pastoral team analyse the severity and number of incidents to assign interventions and relevant sanctions. (Please see 4 stage approach detailed in Table 1). Staff can request a meeting with the Headteacher / Assistant Heads, Inclusion Manager or Behaviour Manager at any time to escalate issues. The Headteacher attends regular Director meetings to feedback to Directors, as appropriate.

A Quality Calendar is published each year which includes learning walks, work scrutiny, lesson observations and achievement monitoring. These quality processes are used to monitor the effectiveness of behaviour management and the systems around it.

To ensure and maintain good behaviour in lessons teaching staff are expected to have considered the following points in their planning

The structure of the lesson to ensure a consistent approach to behaviour for learning

- The seating arrangements
- Encourage/ model appropriate behaviour for optimum learning
- Engage pupils and maintain pace
- Consider the lighting, heat, noise level
- Adapted work
- Good use of personalised support

Individual Learning, Inclusion and Intervention Plans (ILIP)/ Risk Assessments/Behaviour support plans are in place to support the students to improve their behaviour. These plans are written by the SENCo with input from staff that are most familiar with the student and have proven strategies to help support the student. Knowledge of diagnoses from medical professionals, such as ADHD, is used to inform the plans. These plans are working documents as the behaviour of a pupil can change significantly over a short period of time and staff should update, as required. Pupils that have challenging behaviour also have an individual risk assessment for onsite and offsite visits. The ILIPs are discussed with the parent/carers and commissioning schools, as appropriate, and a copy is provided for them if required, if parents have any concerns over the plan, they can request a meeting with the Headteacher to discuss their concerns. All plans are reviewed as and when required. All plans are reviewed by the Headteacher / Assistant Heads / Inclusion Manager/ SENCO/ Behaviour Manager.

8. What is meant by 'Respect' at Progression 2 Work

Showing Respect for Other People

This would include behaviours such as:

- Speaking to adults and young people politely and without saying anything which could offend or upset them.
- Understanding what might upset and offend other people and taking care to respect their views and opinions. Any comments which put people down, upset them, are offensive, racist or sexist, or threaten those in any way are not acceptable.
- Showing respect for other people's personal space by not touching, hitting, bullying or intimidating them. Any threat or action which might physically harm, hurt or frighten another person is not acceptable.
- Understanding that people have tasks and work to do and allowing them to get on with their work without disturbing them. It is not acceptable to interfere with another person's learning or teaching.
- Showing concern and support for other people, especially when they are having difficulties.
- Co-operating with other people and understanding that this involves considering their views. It is not acceptable for young people to join in with, or encourage, another person when they are having a difficulty.

Showing Respect for Property

This would include behaviour such as:

- Respecting other people's property and work and not damaging it. It is never acceptable to interfere with somebody else's work.
- Respecting and contributing to displays around the school. These are a celebration of our success as a school and community.
- Looking after the school equipment that we use.
- Looking after the building, its furniture and furnishings and the environment.
- Understanding that damage to property upsets people, spoils our environment and is not acceptable.

9. Recognition Systems

- Clear and concise expectations of behaviours at the school to be modelled in Mentoring sessions, Hub briefings, lessons, active learning and social times.
- Use of terminology – Safe, Respectful and Ready to Learn
- Unconditional positive regard will always be reinforced with all pupils and stakeholders.
- Verbal and written praise should highlight achievements of students to direct to steps to improve. (See assessment policy)
- Mentors to share information about the student's behaviour with parents at least once a week through text or phone call – to celebrate respectful, safe behaviour.
- Staff to greet students as they enter.
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).

- Staff to record behaviour scores for students. Average scores to be communicated to parents through text or phone call.
- Top performing students are considered 'Enhanced' and rewarded with certificates and additional responsibilities. Enhanced students are displayed by the Behaviour Manager each week.
- Reward trips are accessible to all students but on a tiered scale where most improved or high performing students can attend higher tariff trips. These are coordinated by the Inclusion manager and Behaviour Manager.
- Positive phone calls home by all staff.

10. Restorative Practice in Action

Progression 2 Work employs restorative practices to address conflicts and repair harm. This approach encourages all parties involved to understand the incident and collaboratively find resolutions. It provides an opportunity for those who have caused harm to take responsibility and for those affected to express their feelings and contribute to the healing process.

Staff facilitate restorative conversations using the following questions:

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do help you?

These practices are based on four principles:

- **Respect:** Listening to and valuing others' thoughts, feelings, and opinions.
- **Responsibility:** Taking ownership of one's actions.
- **Repair:** Discussing how to mend the harm caused.
- **Moving Forward:** Learning from the incident and progressing positively.

This method shifts the focus from punishment to understanding and growth, fostering a supportive school environment.

11. Trauma-Informed Support Structures

We embed trauma-informed principles by:

- Ensuring all staff are trained in attachment, ACEs and trauma
- Offering personalised regulation strategies (e.g. sensory breaks, safe spaces)
- Providing access to therapeutic support (mentoring, counselling, ELSA)

- Having consistent, emotionally available adults (EAAs)
- Co-regulating rather than isolating distressed pupils

12. Consequences Summary

We help to support students to make right choices, through a series of guided responses.

See Appendix A for further details of consequences and support.

| Stage | Expectations not met | Intervention | Follow Up and Recording |
|-------|---|--|---|
| 1 | <p>Severity – Mild incidents</p> <p>Verbal abuse towards staff. Leaving lessons. General defiance.</p> | <p>1 to 1 – Discussion</p> <p>Verbal refocussing reminder which makes the expectation clear by using declarative language:</p> <ul style="list-style-type: none"> • At this school we expect . . . • This behaviour is unsafe. What do you need to do to keep safe? • KS4 have their lunch at . . . Please come back at . . . | <p>Communication with parents, if appropriate, by mentor.</p> <p>Record on Arbor for behaviour and CPOMs if safeguarding concern by staff witnessing the incident. (Ask DSL if unsure.)</p> |
| 2 | <p>Severity – Moderate incidents</p> <p>Minor physical violence towards another student (rough play), verbal abuse to staff, leaving lessons</p> | <p>Daily behaviour report and parent notification.</p> <p>Referral to anti bullying programme.</p> <p>Mentoring session with Behaviour lead, Mental Health lead or another nominated person.</p> <p>Outreach, if appropriate.</p> <ul style="list-style-type: none"> • Restorative conversation. | <p>Increased supervision and regular check ins. Communication with parents.</p> <p>Monitoring of behaviour by Behaviour Manager.</p> <p>Record on Arbor for behaviour and CPOMs if safeguarding concern. (Ask DSL if unsure.)</p> |

| | | | |
|--|---|--|---|
| 3 | <p>Severity: Severe incidents</p> <p>Physical violence towards another student, repeated verbal abuse towards staff, repeated absconding, leaving lessons, setting off fire alarm, vaping inside the building</p> | <p>Mentoring by Behaviour lead or nominated person.</p> <p>Meeting with parents and review for temporary or permanent Outreach.</p> <p>Restorative justice process.</p> <p>Possible Suspension/exclusion</p> | <p>Regular monitoring of behaviour, Safety plan, communication with parents, involvement of outside authorities, if appropriate, by Behaviour Manager. Reported to Inclusion Manager.</p> <p>Record on Arbor for behaviour and CPOMs if safeguarding concern. (Ask DSL if unsure.)</p> <p>Serious incident form to be completed by Assistant Head and DSL for absconding, risk of harm (either self or to others)</p> |
| 4 | <p>Severity: Extreme incidents</p> <p>Sustained violence against another student, setting off fire alarm on more than one occasion, threats or acts of violence to staff, repeated vaping inside the building, possession of banned items.</p> | <p>Suspension/exclusion from school.</p> <p>Intensive mentoring by nominated person. Involvement of mental health professionals.</p> | <p>Continued monitoring, communication with law enforcement, if appropriate. By Behaviour Manager and Inclusion Manager.</p> <p>Record on Arbor for behaviour and CPOMs if safeguarding concern. (Ask DSL if unsure.)</p> <p>Serious incident form to be completed by Assistant Head and DSL.</p> |
| <ul style="list-style-type: none"> Please note that each student will be assessed on an individual basis and all circumstances will be considered when making decisions on sanctions and interventions. Decisions will be evidence based. | | | |

13. Actions to be take, when a student absconds

Progression2Work has preventative measures in place to try and prevent students absconding, such as Fobbed doors.

Students that abscond from the classroom are to be accompanied by the support staff in the room and encouraged to go back into the lesson. If the student continues to refuse to go back to the lesson, their agreed interventions should be used. (These will appear on the ILIPs when completed.) If the dedicated mentor is available, they should be used as a first port of call, after this the Behaviour Manager. This is then escalated to the Inclusion Manager or Assistant Head.

Students absconding from school should also be accompanied. A call to the Behaviour Manager and DSL should be made immediately. They coordinate whether other staff are required to support. If the student is missing from sight for over 5 minutes, the DSL will contact parents and the police. The Headteacher will always be informed if a student absconds. Staff should only restrain students if their own safety is ensured and fully trained.

14.Actions to be taken when a student is at risk of self - harm

If a student is found to be in possession of an object with the intent to self-harm—such as a piece of glass—staff must act swiftly, calmly, and in a trauma-informed manner to ensure the immediate safety of the student and others. Wherever possible, staff should use de-escalation strategies to verbally engage the student, maintaining a non-threatening posture and tone. A designated safeguarding lead (DSL) or Mental Health lead must be alerted immediately. If there is an immediate risk of serious injury, and verbal de-escalation fails, staff trained in positive handling may intervene, if their own safety is deemed to be protected, using approved physical intervention techniques, in line with the school's physical intervention policy, to prevent harm. Once the situation is made safe, the incident must be reported without delay to the DSL, recorded in full on a 'Significant Incident QA form', and followed up with appropriate safeguarding procedures and pastoral support for the student.

15.Actions to be taken when physical violence is either threatened a student or students

Physical intervention must always be a last resort, used only when a student's behaviour poses an immediate risk of significant harm to themselves or others, and when all de-escalation strategies have been attempted without success. Staff must use only the minimum force necessary to prevent injury, and any intervention must be reasonable, proportionate, and in line with the

school's approved behaviour and physical intervention policy. Only staff who are trained in accredited positive handling techniques may use physical intervention, and they must act with care, dignity, and awareness of the student's individual needs and history. Any use of physical intervention must be reported immediately to the Headteacher or Designated Safeguarding Lead, recorded in detail on a 'Significant Incident QA form', and followed by a debrief for both the student and the staff involved. The school is committed to reviewing any incident of physical intervention to ensure that lessons are learned, and support is provided appropriately.

16. Bullying and Peer-on-Peer Abuse

The school takes all forms of bullying seriously, including verbal, physical, emotional, online (cyberbullying), racist, sexist, homophobic, and disability-related bullying. Our approach to preventing and dealing with bullying is outlined in full in our separate Anti Bullying Policy, which should be read alongside this policy. All bullying incidents are treated as safeguarding concerns, where appropriate, and are dealt with in accordance with our behaviour procedures and safeguarding protocols.

17. De-escalation and Staff Conduct

Progression 2 Work emphasizes the importance of de-escalation techniques and maintaining a calm, supportive demeanour. Staff will use:

- Use non-threatening body language and a calm tone.
- Provide personal space to students.
- Identify and verbalise students' emotions.
- Employ tactical ignoring and avoid confrontations.
- Redirect focus to positive activities.
- Remove audiences to minimize escalation.

Physical intervention is considered a last resort, only used when necessary to prevent harm, and always with minimal force.

18. Holistic Support and Inclusion

Progression 2 Work's commitment to inclusion involves a multi-disciplinary team that provides:

- Mental health support.
- Therapeutic interventions.
- Key working and personalized learning plans.
- Active learning programs.
- Parenting support.

19. Legislation and Statutory requirements

1. Education and Inspections Act 2006
2. Behaviour in Schools: Advice for Headteachers and School Staff (DfE, September 2022)
3. Keeping Children Safe in Education (KCSIE, 2025)
4. Use of Reasonable Force in Schools (DfE, July 2013 Updated Jan 2025)
5. Equality Act 2010
6. Children and Families Act 2014
7. Children and Families Act 2014
8. Special Educational Needs and Disability (SEND) Code of Practice (2015)
9. Mental Health and Behaviour in Schools (DfE, 2018)
10. Working Together to Safeguard Children (DfE, 2018, updated regularly)
11. Alternative Provision: Statutory Guidance for Local Authorities (2013)
12. Ofsted's Education Inspection Framework (EIF, 2025, updated)



Consequences within poor behaviour

Behaviour Policy Appendix A. 10/02/2026

- In all circumstances the Behaviour Lead should be the 1st port of call when a student presents as becoming dysregulated and needs to be taken offsite. The Behaviour Lead, at the earliest opportunity, should take the student offsite for take up time and intervention. This decision should lie solely with the Behaviour Lead and members of SLT (if student wellbeing consult SMHL).
- If a student continues to display behaviour below expectations and only after failure of initial intervention by the behaviour lead, parents/legal guardians should be contacted, and the student should be removed from site and transported home by the Behaviour Lead to allow for intervention time or collected by parents/legal guardians. A pre-prepared work pack must be given to the student before departure and returned completed on their next day back at school.
- If for any reason as stated in the behaviour policy a student is deemed to be a safeguarding or safety risk to either themselves, other students or staff members then an informed decision for possible suspension (ranging from 1-5 days) will be considered by the core SLT group. This group is comprised of the Assistant Head, Inclusion Lead, Curriculum Lead and Headteacher (or Director if unavailable). This decision must be made before 4pm on the day of the incident and both parents/legal guardians and Commissioners must be made aware via phone call or email within the same time frame. An official decision letter must be sent out to parents/legal guardians no later than 24hrs after the decision was made.
- Included in the official decision letter a reintegration meeting date and time must be provided. This meeting should take place on the first day of the students return and both parents/legal guardians and commissioners must be invited to attend. Attendance can be face to face or via video call if appropriate. Students must also be present in this meeting. The meeting will be conducted by the Behaviour Manager and the Inclusion Lead including the SMHL where necessary.
- Review meetings within 2 weeks of return to the school must be conducted by the Behaviour Lead to update parents/legal guardians on student's progress. These meetings are to take place either on site or in the home, whichever is the most convenient.



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- All offsite learning or employability opportunities on offer will be subject to a review of behaviour expectations. If a student is considered at risk of any safeguarding or safety concerns whilst offsite, this will be assessed by the core SLT group in consultation with other members of the wider management team before a decision is made regarding continuing participation.
- Where Permanent Exclusion is an option due to safeguarding of staff and students and/or Health and Safety, this decision will lie with the Headteacher and Directors.
- School / Parent partnership – Family meetings to be held over each half term period with all student parents/carers, ensuring parent voice and support is at the forefront of the business. This will be conducted by the Behaviour Manager ensuring a robust partnership with parents is maintained.



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