

THE ALTERNATIVE SCHOOL GROUP LTD

Positive Behaviour Policy



”PURPOSEFUL ENJOYMENT”

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TAS Positive Behaviour Policy: A Zero Exclusion Approach

INTRODUCTION:

This policy underpins the vision, values and daily practice at The Alternative School Group Limited (TAS). It supports all pupils, staff and the wider TAS community in creating a safe, respectful and inclusive learning environment.

TAS is committed to a zero-exclusion policy. We do not exclude pupils. Instead, we explore underlying causes of behaviour and work collaboratively to address needs, repair relationships and ensure every young person remains engaged and supported.

TAS ETHOS:

At TAS we believe every young person can succeed when they are listened to, supported and offered opportunities tailored to their individual needs, through our nurturing and integrated approach. We aim to raise aspirations, build confidence and prepare pupils for successful futures in education, training or employment.

We never give up on our pupils. Every day is a fresh start.

PURPOSE:

This policy is based on current Department for Education guidance, including:

- Behaviour and Discipline in Schools: Advice for Headteachers and School Staff (2025)
- Getting the simple things right: Charlie Taylor's Behaviour Checklists
- DfE Behaviour and Attendance Guidance

It outlines our proactive, restorative, and therapeutic approaches to behaviour management. We do not use a restraint policy (see TAS's *No Restraint, Not No Touch Policy*). Instead, we empower pupils to reflect, regulate, and repair.

Communication of this policy is crucial in order for a consistent approach to rewards and behaviour across the whole of TAS. This policy will be shared with the whole TAS community including pupils, staff, parents, board members, referring schools, dual registered schools and any other relevant external agencies.

Our Behaviour Principles:

- No exclusions - we do not suspend, exclude, or permanently remove pupils.
- Relationships first - behaviour is understood in the context of relationships, emotional wellbeing, and unmet needs.
- Restorative mindset - all incidents are followed up with appropriate restorative conversations.
- Every day is a new opportunity - pupils are never defined by past behaviour.
- We will use a simple BLIP system, always encouraging pupils to 'work off' each blip, escalating only at a stage of 3 BLIPs for the same incident/behaviour

A Pupil's Choice: 6 Steps to Getting Back on Track:

Our Alternative to an Exclusion Framework

At TAS, we do not exclude pupils. Instead, we believe in offering structured, therapeutic support and real opportunities for change. When behaviour causes significant concern, pupils are guided through our 6 Steps to Getting Back on Track, a pupil-led, reflective approach.

Each step is a proactive alternative that:

- Keeps pupils engaged in learning
- Avoids isolation or exclusion from education
- Offers responsibility, choice, and meaningful reflection

The 6 Steps

NO.	Steps	Description
1	Reduced Timetable	A short-term reduction in school hours to allow calm re-entry with clear expectations, boundaries and attainable targets on how to increase timetabled hours. Review date must be set.
2	1:1 Support with a member of leadership team for the session	Dedicated time with a senior leader in a quiet, calm setting to process and plan next steps.
3	Therapeutic Input	Pupils choose from support options: Walk & Talk, Sport, Art, Music, Animal Therapy, Counselling, Equine + more (see therapeutic support doc)
4	Time at Another TAS Campus (1–2 Days)	A change of environment while following their normal timetable, offering space without exclusion.
5	Restorative Session in School with or without parent/carers within 24 hours	A facilitated conversation with a staff member, CLT or mentor to repair and plan forward.
6	Virtual Learning Option	Pupils can access learning remotely with a campus teacher, member of CLT, Fiona, Naqui, Neil, other appropriate member of whole school TAS. Critical to keep routine and focus.

Key Points

- Pupils are supported to **choose** the most appropriate step in collaboration with the leadership team and staff.
- No step involves exclusion from education or schoolwork. All steps must be put in place from the same or next day at the very latest.
- “Family meetings” or sending pupils home are not to be used as alternatives, these lead to disengagement and are inconsistent with our ethos.
- Safeguarding of all staff and pupils is paramount. If a pupil is displaying significant safeguarding concerns, i.e. repeatedly running in the road and will not respond to a teachers requests, then you **MUST** contact the police and or parent immediately.
- If parent or police take the child home, it is important to have a meeting at the end of the day, face to face, phone, or teams to resolve and restore.

- Every day at TAS is a fresh start and you must work hard to ensure that all concerns and issues are resolved on Day 1.
- Transport must not be withdrawn. If a pupil cannot travel on the bus for safety reasons, a member of the leadership team must organise an alternative way to travel into school. Alternatively, an extra collection, updated risk assessment may be required.
- A pupil cannot be asked not to attend school because a parent/carer cannot attend a meeting. Meetings can be via phone, on-line and without a parent/carer attendance.
- Reintegration plans and behaviour targets are clearly communicated throughout.
- **A pupil would only risk losing their place in the event of a serious assault on a member of staff or in a case of Arson.**

What makes TAS different?

- ✓ At TAS, we do not exclude. We understand, we repair, we support.
- ✓ Every pupil matters, and no one is ever written off.
- ✓ **Personalised learning:** Every pupil follows a bespoke timetable.
- ✓ **No physical intervention:** All behaviour is managed without restraint.
- ✓ **Open admissions:** We accept and work with all young people, regardless of prior behaviour or background.
- ✓ **Attendance matters:** We support rather than exclude, as we know time in education is vital for progress.
- ✓ **Emotional safety:** Every pupil is valued, listened to and offered a genuine fresh start every day.

Expectations:

Staff	Pupils
• Model respectful and positive behaviour	• Respect themselves and others
• Create safe, structured spaces for learning	• Attend, arrive on time, and be ready to learn
• Listen actively and without judgment	• Take responsibility for their actions
• Involve pupils in decisions about their learning and behaviour	• Engage in their own learning journey
• Never use sarcasm or physical intervention	• Be kind, ask questions, be creative
• Maintain high expectations	• Contribute to a safe and positive school culture
• Reflect and improve their own practice	• Wear slippers or soft shoes
• Be consistent, caring and professional	• Participate in review and planning meetings
• Create a positive Class Contract at the start of every half term and week	• Be a part of creating a class contract and support the class culture

- Use POSITIVE behaviour management strategies always and do not use the word 'No'

- Remember if you are not engaged in class, you may be disturbing others learning.

Entitlement and Environment:

We ensure:

- A calm, comfortable, stimulating environment
- Fun and purposeful learning experiences
- Clear moral values: honesty, kindness, respect
- All pupils are seen and supported as individuals
- Opportunities to develop independence and confidence
- Pupils know their rights, follow rules, and understand their responsibilities

Rights, Rules, and Responsibilities:

Rights:

Pupils have the right to:

- Learn and feel safe
- Be listened to and treated fairly
- Express themselves and be themselves
- Help shape their own learning
- Be respected as individuals
- HAVE THE OPPORTUNITY OF A RESTORATIVE MEETING

Rules:

Our core expectations are:

- Show respect at all times
- Follow instructions (even when difficult)
- Care for everyone and everything

Each class may also agree to their own group agreements or contracts.

Responsibilities:

Head Teachers and Deputy Headteachers are responsible for following the legal guidelines on the School's Positive Behaviour Policy and monitoring and reviewing the Policy.

The legal responsibilities for the discipline of the school lie with the Headteachers, and Proprietor who have delegated the day-to-day management to the Headteachers.

The staff are responsible for:

- Recognising that good behaviour needs to be taught;

- Having high expectations of *all* people in the school;
- Applying the Behaviour Policy in *all* situations and to *all* children in the school;
- Communicating behaviour clearly and effectively with others;
- Having a good knowledge of the Positive Behaviour policy;
- Being consistent and fair;
- Providing a learning experience when dealing with children's behaviour;
- Clearly rewarding positive behaviour;
- Separating the child from the behaviour so they understand it is the behaviour choices that need changing;
- Actively seeking daily positive relationships with parent/carers;
- Providing an inclusive curriculum which promotes a high self-esteem;
- Using the clear agreed language of positive behaviour management.

The senior leaders are responsible for:

Monitoring the implementation of the Positive Behaviour Policy and its procedures to ensure that it is consistent across the school;

- Supporting staff with the implementation of positive behaviour management strategies and regular trainings;
- Being available to support teachers communicating with parent/carers;

Parent/carers are responsible for:

- Supporting the School's Positive Behaviour Policy;
- Attending the presentation evenings and reviews;
- Sharing information about what is happening outside of the school which may affect their child's behaviour;
- Being available to discuss their child's behaviour with the school when required.

Pupils are responsible for:

- Doing their best to contribute to a positive learning environment and allowing others to do the same.
- Taking responsibility for their own behaviour.
- Helping to create a secure environment where children can be safe, happy and learn.
- Attending their reviews and playing an active part in developing their IEP.

Differentiated Behaviour Support:

We understand that behaviour is communication. Behaviour support is differentiated in line with pupils' needs and additional learning profiles (including SEND). This may include:

- Individual education plans (reviewed as often as is needed, but at a max every half term)
- Daily home-school communication
- Visual support systems and check-ins
- Step-based rewards linked to small goals
- Restorative mentoring
- Inclusion of therapeutic professionals
- Appropriate use of language for the SEN need

Responding to Serious Behaviour Concerns:

Where behaviour poses a significant risk to safety, short-term alternative arrangements may be considered. This is not an exclusion but a safeguarding-led plan, always accompanied by a clear reintegration process and restorative work.

Celebrating Positive Behaviour:

We believe in catching pupils doing well, including:

- Daily praise and encouragement
- Positive phone calls home
- Postcards and certificates sent home
- Celebration assemblies
- Pupil portfolios of achievements
- Opportunities to mentor others
- Pupil led Half Term Reviews
- Pupil led Half Term Report
- End of Year Awards Evenings

Communication and Partnerships:

We work closely with families to support behaviour:

- DAILY contact and updates
- Involvement in planning and reviewing strategies
- Transparent dialogue around concerns and progress

Inclusion and Equality:

TAS is fully inclusive. We value diversity and make reasonable adjustments in accordance with the Equality Act 2010. Our behaviour strategies are equitable, respectful and sensitive to individual lived experiences.

Monitoring and Evaluation:

We monitor the impact of this policy through:

- Behaviour Watch logs
- Pupil voice and wellbeing surveys
- IEP reviews
- Attendance data
- Parent/carers feedback

- Regular CLT and Leadership Team reviews
- Celebration records and tracking of success stories

This policy is reviewed annually and updated as needed.

Other Key Points:

Confiscation & Searches:

Items posing a risk to safety or learning may be confiscated. Reasonable, proportionate decisions will always be made. For searches involving weapons or drugs, TAS will NOT undertake such searches and these will be referred to the police.

Reflection Spaces (Not Isolation):

TAS uses quiet, comfortable areas for short time-outs where pupils can calm, reflect, and re-regulate. These are not punitive spaces and are always supervised.

Policy Sign-Off:

All staff and pupils must read and confirm their understanding of this Positive Behaviour Policy by signing it. A copy of this should be displayed in each classroom and learning space.

Final Note:

**We do not exclude. We understand. We repair. We support.
At TAS, every pupil matters, and no one is given up on.**

Appendix 1

Behaviour Principles:

- Create positive relationships with pupils
- Complete a class contract each week or half term, as often is required and ensure this is visible
- Greet your pupils individually, by name, when they come into your classroom
- Stop and chat with them in other areas of the school
- Make a point of initiating conversation
- Monitor and modify actions to show an openness and friendly concern
- Show interest and try to give complete attention when the pupils are talking to you
- Use language according to their SEN need and understanding (e.g. PDA)
- Show care, concern and empathy
- Smile and show a sense of humour when appropriate
- Find out as much as you can about a pupil likes and dislikes and use these as hooks in your lessons
- Bring up non-academic topics of mutual interest
- Say something positive to pupils at the end of the day
- Offer to shake their hands as they leave to go home / high five / or other
- Focus on their strengths – we are not here to assess their weaknesses
- Remind them about the things they have done well
- Give them additional responsibilities in class and in school
- Keep their parents/carers informed – especially about the good things
- Make it your goal to establish positive working relationships with all pupils

Appendix 2

The Rules

Expectations of behaviour are made clear to pupils in the form of 3 simple, whole school rules.

- Show respect at all times
- Follow instructions, even if you do not necessarily agree with them, it is for your own safety or the safety of others
- Care for everyone and everything around you.

PRAISE:

Certificates home, postcards, phone calls home.

House points, star of the day, incentives, end of the week rewards

Pupils are expected to make a conscious effort to follow school rules. When a pupil chooses to break these rules, it is important to recognise that this is a decision they have made. As such, the responsibility for their actions lies with them.

In instances of minor misbehaviour, the usual stepped approach to sanctions will be followed. However, in cases of **extremely poor behaviour**, such as **violence, physical assault, abusive or threatening language, or deliberate damage to property**, staff may move **immediately to the highest consequence level (e.g. the 'blip' step)** and in the case of physical assault to a member of staff, a loss of place at that campus.

This escalation should only occur in **genuinely extreme situations**, and when it does, it is essential that the **child clearly understands**:

- The **specific behaviour** that led to this consequence
- **Why** the usual steps have been bypassed
- What the **next steps** will be

This approach helps to ensure that disciplinary actions remain **fair, transparent, and proportionate**, while maintaining a safe and respectful learning environment for all.

BLIP SYSTEM

1) First time a child chooses to break a rule = Reminder

A Verbal Reminder - Four steps to follow when giving a child a verbal reminder as a way of signalling inappropriate behaviour: -

1. Use the child's name
2. Indicate to the child the rule being broken
3. State the effect that breaking the rule is having, or could potentially have
4. Say what will happen if they persist with the wrong sort of behaviour

2) Second time a child chooses to break the same rule = Warning

It is important they know that they are on the way to receiving an unrecorded warning and what the next step will be in the process if they continue to misbehave. The next step will result on a 'blip' being placed on the whiteboard in class.

3) Third time a child chooses to break the same rule = BLIP

A BLIP is placed on the WhiteBoard under their name.

At this stage, you are to encourage any type of positive behaviour or work, no matter how small to enable the 'blips' to be removed off the board and for the child to leave class without any recorded behaviour blips. If the child has more than three blips, parents should be informed at the end of the school session.

The teacher should ALWAYS be encouraging pupils to work off blips during the session.

What to do if behaviour at this point is escalating still – you need an intervention from one of the below -

Change of face, request support from a member of CLT to come and support

CLT member to take a child to a quiet space for 15 minutes to support and work

A walk can often help, removing the child from class, again request support from a member of CLT

A walk with your class can help re-engage and bring the class back on track

Do your class need a brain break? Movement may help bring the class back on track.

Use a distraction technique to re-engage the pupil

It is not ok for the rest of the class and learning to be disturbed. If you have tried reducing the blips and this is not working, request support from a member of CLT for an intervention.

Appendix 3

Behaviour examples and consequences:

Behaviour	Preventative Strategies	Consequences
Vaping	• Pupils handing in vapes on arrival • Giving pupils lollipops as an alternative • “No vaping” posters and displays • Letter to be sent to parents • Educating pupils on the risk of “popcorn lung” • A pupil will be given 3 blip warnings in a day and then parents will be informed.	See Pupil's Choice: 6 Steps to Getting Back on Track Teacher can refuse to teach
Damaging Property	• Encourage pupils to always tidy up and clean up after themselves. • Keep a tidy classroom and nice furnishings	See Pupil's Choice: 6 Steps to Getting Back on Track Write a letter of apology to the Headteacher/Teacher. Charge for any damages SBM can advise of the cost or make it right by replacing the item. For example, a broken TV – a pupil could buy a new TV or get a second hand TV. For superficial damage such as graffiti, a restorative approach should be taken by getting the pupil to clean off the graffiti.
Bringing drugs or alcohol into school.	• Regular and visible visits from community police • Posters advising the risks of drugs and alcohol • School talks on the risks • Removal from Education Enhancement Activities due to a lack of trust known to the class, part of your risk assessment	See Pupil's Choice: 6 Steps to Getting Back on Track Removal from Education Enhancement Activities due to a lack of trust
Letting strangers into the building	• Posters should displayed on the front door. • This should be discussed with pupils during induction. • Practice a scenario • Educating pupils on the risks of strangers being in the building.	See Pupil's Choice: 6 Steps to Getting Back on Track

Bringing fireworks into school	• Posters in school around the risks of fireworks around Bonfire Night • Session on first aid / burns	See Pupil's Choice: 6 Steps to Getting Back on Track
Setting off fire extinguishers	• To be stored away from pupils reach • To be stored discreetly so pupils are not aware of what they are	See Pupil's Choice: 6 Steps to Getting Back on Track Charge for any extinguishers released
Arson	• Posters in school about the risk of how quickly fire can spread • Community links with Fire Crew	See Pupil's Choice: 6 Steps to Getting Back on Track Removal from Campus
Barricading someone in a room	This includes: • moving furniture to barricade people in a room • A foot against the door is not barricading • Classroom risk assessment	See Pupil's Choice: 6 Steps to Getting Back on Track
Physical assault on a member of staff, volunteers or members of the public e.g. biting; hitting; kicking; pushing; punching; hair pulling; throwing things directly at a person with the intention to cause harm	• Class contract to make the rules clear • Pupil Induction Booklet • Parent Induction Booklet • Use de-escalation techniques • Use diversion techniques • Keep an Open Door, Fresh Air • Avoid conflict with pupils	Meet with panel for next steps – non exec board member, Ann and a another. Removal from the campus and a strategy meeting to plan next steps See Pupil's Choice: 6 Steps to Getting Back on Track
Bullying, assault on a peer	• Posters in campus • Anti bullying lessons • Sessions on being kind • Pupil mentorship programme	See Bullying policy

A pupil would only risk losing their place in the event of a serious assault on a member of staff or in a case of Arson.

Class Signatures:
Date:

Pupils:

Name:	Signature:
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Staff Member:

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