THE ALTERNATIVE SCHOOL GROUP LTD

Relationships, Responsibility and Community Policy (6/8)

(From Version 20 – Renamed the Positive Behaviour Policy)

(Part of the TAS Relationship and Regulation Model known as (TRRM))

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The TAS Statement

At TAS we believe that strong communities are built through positive relationships, shared responsibility and consistent expectations.

Behaviour is not viewed in isolation, nor is it viewed simply as something to be managed.

Every behaviour tells us something.

Every behaviour is a form of communication.

Every behaviour affects someone.

Every behaviour presents an opportunity to teach, restore and strengthen our community.

Our aim is not to create compliant pupils, but independent thinkers.

Our aim is to develop young people who understand the impact of their choices, accept responsibility for their actions and contribute positively to society.

The TAS Principle:

We do not build stronger communities through punishment.

We build stronger communities through relationships, responsibility and restoration.

Foreword

At TAS we have never believed that moving pupils between campuses is the solution to challenging behaviour.

We believe that every campus has a responsibility to understand its pupils, adapt its practice and find solutions that enable young people to remain engaged in education wherever reasonably possible.

- Every day is a fresh start.
- Young people are not defined by yesterday's behaviour.
- Mistakes become learning opportunities.
- Relationships are rebuilt.
- Trust is restored.
- Education continues.

Our responsibility is not simply to respond to behaviour.

Our responsibility is to help young people learn how to make better choices tomorrow than they did today, which in turn will help them prepare for adulthood.

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1. TAS Community Commitment

Every member of the TAS community - staff, pupil, parent or carer has the right to feel:

- Safe.
- Valued.
- Listened to.
- Respected.
- Included.

Every member of the TAS community also has a responsibility to help others experience the same.

2. Our Commitment

Across every TAS campus, EOT, franchise and partner school we commit that:

- We do not exclude pupils as part of our behaviour management philosophy.
- We always seek solutions before considering significant changes to provision.
- We do not pass pupils around campuses simply because behaviour has become challenging.
- The campus knows the pupil best and should remain responsible for finding solutions wherever reasonably possible.
- We believe behaviour should be understood before it is judged.
- Every day is a fresh start.
- Every pupil deserves the opportunity to repair relationships and move forward.

3. The TAS Behaviour Decision Framework

The classroom teacher remains responsible for day-to-day behaviour management and they should ensure that they have the right tools in place to support this –

  - The Class Contract, renewed and updated at the start of each half term
  - The classroom set up with love, warmth, a group learning area, independent spaces for pupils who prefer to sit alone, comfortable seating and blankets
  - Sensory box and SEN equipment to meet the class needs, pupil profiles in place and up to date,
  - Curriculum planning board and targets
  - Clear and consistent structure for the day
  - Clear BLIP policy and procedure in place and understood
  - Immediate threats of serious harm including threats with broken pottery, glass or another sharp object bypasses reminders, warnings and BLIPs. Staff protect others, call leadership and follow policy 8 at once.

Most behaviour should be managed successfully within the classroom through positive relationships, consistent expectations and restorative practice.

Leadership exists to support staff, not to replace good classroom practice.

Behaviour should only escalate through the school where classroom strategies, support and restorative opportunities have been exhausted.

The question should never be:

"Who can take this pupil?"

The question should always be:

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"What else can I do to help this pupil succeed?"

4. Classroom Expectations

Every class will create a Class Contract with pupils at least every half term, or more frequently where required.

The contract should be visible within the classroom and owned by pupils. The contract will be in a format that is at the pupil level whether written by the pupils, staff or illustrated with widgets.

The contract should be in two halves –

1) What do my pupils expect from me as their teacher (ask your pupils for these points – its ok to have some fun with this too, but ensure you also set the boundaries)
2) What do I expect from my pupils to ensure we have a calm learning environment

The three whole-school KEY expectations remain:

- Show respect at all times to all people
- Follow instructions
- Care for everyone and everything around you

These expectations provide consistency whilst allowing each class to develop its own community agreements.

5. Classroom Learning Reset (BLIP System)

The BLIP System is a classroom learning tool.

Its purpose is not to punish pupils.

Its purpose is to provide opportunities for reflection, responsibility and positive choices before behaviour escalates.

This is how to use it in your class. Be sure to have an area allocated on your white board where you can record the blips – but also ensure you can rub them off.

Step 1 – Reminder

- A calm reminder from the teacher about what is expected
- Use the pupil's name whilst you do this
- Explain the expectation calmly
- Provide an opportunity for the pupil to make a different choice

Step 2 – Warning

- A clear warning that you have already reminded them
- Explain that the next stage will result in a BLIP
- Remain calm and respectful

Step 3 – BLIP

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A BLIP is recorded on the classroom board.

This is not viewed as a punishment.

It is a visual reminder that a classroom expectation has not been met.

The teacher should immediately begin encouraging the pupil to work the BLIP off.

A pupil may work off a BLIP through:

- Outstanding work.
- Positive effort.
- Restorative action.
- Supporting another pupil.
- Community contribution.
- Taking responsibility.
- Demonstrating one of the class values.

The aim is always for pupils to leave the lesson successfully with ZERO blips.

Three BLIPs within a lesson indicate that additional support is required in some way from yourself. Three BLIPs would also get mentioned in the end of day feedback phone call to parents and to seek further information which may help you understand what has happened. This is also recorded n behaviour watch, but is wiped off your board for the next day.

6. Escalation

Repeated BLIPs may require additional support from you, a TA, another pupil or even support from a member of the Campus Leadership Team if things are really escalating.

Support may include:

- Change of face.
- Walk and Talk.
- Brain break.
- Reflection space.
- Therapeutic activity.
- Short period working with CLT.
- Additional classroom support.

Escalation to the Headteacher should occur only where classroom strategies and CLT support have been unable to resolve ongoing concerns.

Leadership intervention should never replace effective classroom management and relationships.

7. Daily Behaviour Cycle

Every behaviour incident contributes towards understanding patterns rather than isolated events.

Staff must consider what may sit behind behaviour: SEND, trauma, family issues, mental health, safeguarding, unmet needs, peer conflict, sensory overload, attendance patterns or changes outside school.

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Daily:

- Behaviour Watch updated.
- Parent/carer contacted with the TAS Feedback Sandwich approach.
- Restorative conversations completed.
- Consequences completed wherever reasonably possible on the same day.

Weekly:

Friday Analysis completed and shared with parents/carers and referring authorities.

Half Termly:

Behaviour information contributes towards:

- Half-Term Reports.
- Review Meetings.
- Pupil Profiles
- Risk Assessments.
- Curriculum and timetable adaptations.

Remember: Pupils are the source of this feedback, it should not be done to them, about them – they should be asked for their own feedback which forms a central part of this process.

8. Restorative Practice

Every day is a fresh start.

Whenever reasonably possible:

- Restorative conversations should happen on the same day, before a pupil leaves for home.
- Consequences should happen on the same day.
- Relationships should begin to be repaired on the same day.

A consequence should never become a delayed punishment.

Our aim is always learning, understanding and restoration.

9. Cooling Off Days

TAS does not send pupils home to cool off.

We do not ask parents to collect pupils as an alternative to exclusion. However, a parent/carer or pupil may request a cooling-off day where they believe this would be beneficial.

Any such request should be discussed collaboratively and should always include a clear plan for returning to education at the earliest opportunity.

Requests initiated by parents or pupils should never be interpreted as a school-directed exclusion.

We do have a duty of care for our learners so their education cannot be interrupted

Serious Incidents

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Certain behaviours require an Immediate Safety Review.

Examples include:

- Serious deliberative physical assault on a member of staff.
- Deliberate arson.
- Offensive weapons.
- Pupil threatening others with broken pottery/glass.
- Other significant safeguarding concerns.

The purpose of the Immediate Safety Review is to protect everyone whilst maintaining educational continuity.

These incidents do not automatically result in a change of placement.

Instead, they trigger referral to the TAS Education Continuity Panel which should be made up of the Headteacher, and two members of the PBT Business Support Services.

10. TAS Education Continuity Panel

The purpose of the panel is not to ask:

"Where should this pupil go?"

The purpose is to ask:

"How can education continue safely and successfully for everyone involved?"

The panel should consider:

- Pupil voice.
- Parent views.
- Staff views.
- Strengths.
- SEND.
- Risk assessments.
- Timetable.
- Therapeutic support.
- Curriculum adaptations.
- Staffing.
- Environmental changes.
- Family support.

The panel should only consider a change of campus where there is clear evidence that:

- every reasonable strategy has been exhausted;
- the current campus can no longer safely meet need; and
- a move demonstrably benefits both the pupil and the wider community.
- A move has been agreed by both parent/carer and the referring agency

Campus moves should remain exceptional rather than routine.

As part of the panel process it is up to the headteacher to get accurate reports of the incident from staff and pupils. It is also important to get parental or carer views with the aim to to collaborate together to get to the best outcome for the student.

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Panel meetings must take place within 24 hours of a serious incident and education MUST NOT be interrupted. A personalised timetable may be put in place over this period to ensure education is met in a safe environment for all.

11. Roles and Responsibilities

Classroom Teacher

The classroom teacher is responsible for the day-to-day management of behaviour within their classroom. Staff should use positive relationships, the Class Contract, reminders, warnings, the BLIP process and restorative practice to support pupils in making positive choices.

Teachers should seek support from the Campus Leadership Team only where behaviour becomes repeated, persistent or where additional support is required.

Campus Leadership Team (CLT)

The Campus Leadership Team exists to support classroom staff, not replace them.

CLT may become involved where repeated BLIPs, Behaviour Watch trends or emerging concerns indicate that additional support is required. Support may include therapeutic interventions, restorative meetings, timetable adjustments, Walk and Talk, brain breaks or additional classroom support.

Headteacher

The Headteacher should become involved only where repeated interventions have been unsuccessful, behaviour presents a significant safeguarding concern, or an Immediate Safety Review is required.

The Headteacher is responsible for ensuring consistency, supporting staff, monitoring behaviour trends and making referrals to the Education Continuity Panel where appropriate.

12. Behaviour Monitoring and Communication

Behaviour at TAS is monitored to identify patterns, celebrate progress and provide early support.

Daily

Where appropriate:

- Behaviour Watch is updated.
- Parents/carers are contacted.
- Restorative conversations take place.
- Consequences and restorative actions are completed on the same day wherever reasonably possible.

Weekly – Friday Analysis

Every Friday, each campus completes a Friday Analysis which is shared with parents/carers and referring authorities where appropriate.

The purpose is to:

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- celebrate successes;
- review behaviour patterns;
- monitor Behaviour Watch information;
- identify emerging concerns;
- agree support strategies; and
- strengthen communication between school, home and referrers.

Half-Termly

Friday Analysis contributes to the half-termly behaviour report, helping to inform support plans, reviews, risk assessments and personalised interventions.

13. Behaviour Guidance

Professional judgement should always be exercised, recognising that every child and every situation is different.

Behaviour	Initial Response	Further Action
Calling out / low-level disruption	Reminder → Warning → BLIP	Opportunity to work off BLIP
Refusal to work	Explore the reason, encourage engagement	Behaviour Watch if repeated
Poor language	Reminder and restorative conversation	Parent contact if repeated
Damage to property	Immediate safety, restorative action and repair	Behaviour Watch and parent meeting
Bullying concerns	Investigate and safeguard	Restorative work and ongoing monitoring
Physical aggression towards another pupil	Immediate safety and restorative process	Risk assessment where required
Serious intentional assault on a member of staff	Immediate Safety Review	Education Continuity Panel
Deliberate arson	Immediate Safety Review	Education Continuity Panel

The purpose of every response is to restore learning, strengthen relationships and reduce the likelihood of future incidents.

14. Final Commitment

At TAS:

- Every day is a fresh start.
- Every pupil deserves another opportunity.
- Every campus has a responsibility to help make that happen.
- We do not use exclusion as part of our behaviour management philosophy.
- We do not pass pupils between campuses because behaviour has become challenging.
- We always seek understanding before judgement.
- We always seek solutions before separation.
- We believe every young person can learn, grow and get back on track with the right support.

We do not measure success by the number of sanctions we issue.

We measure success by the number of young people who successfully repair relationships, learn from their experiences and continue their education with confidence.

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EVERGREEN
FOREST NURSERY

EVERGREEN FOREST NURSERY / EYFS APPLICATION

Controlled amendment to the TAS Core Policy - September 2026

Document Status: This section forms part of the policy when the policy is applied to Evergreen Forest Nursery / Roots and Branches (2 - 4 years). It supplements, and does not replace, the remainder of this policy. Where a statutory EYFS requirement is more specific than general school-age wording, the EYFS requirement and the controlled Evergreen Forest Nursery operational annexes apply for nursery children.

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EYFS Relational Practice

For Roots and Branches, behaviour is understood primarily through development, communication, attachment, sensory need, emotional regulation and the child's experience of relationships and environment. Practitioners will use warm, consistent relationships, co-regulation, clear routines, modelling, redirection, language, environmental adaptation and developmentally appropriate boundaries.

Developmentally Appropriate Behaviour Support

The BLIP system, written classroom contracts and school-age consequence model are not used with nursery children. Practitioners will not use or threaten corporal punishment and will not use any punishment or practice that adversely affects a child's wellbeing. Physical intervention will only be used where lawful and necessary to prevent immediate harm, in accordance with Policy 8 and the EYFS annexes.

Biting, hitting, pushing, grabbing, dysregulation, toileting-related behaviour, separation distress and difficulties sharing are addressed as developmental and relational matters while maintaining the safety of all children. Incidents will be recorded and shared with parents/carers where appropriate, patterns will be reviewed, and safeguarding/SEND procedures will be followed where concerns indicate more than expected developmental behaviour.

Child Voice

For young children, pupil voice includes words, gesture, facial expression, behaviour, play, choices, communication systems and what trusted adults know about the child's preferences. Staff must not rely only on formal verbal feedback when evaluating the child's experience.

Controlled EYFS Cross-References

This policy is implemented particularly through Annex H - Intimate Care, Nappy Changing and Toileting; Annex K - Key Person, Settling-In and Transition; and Annex L - SEND, Early Identification, SENCo and Progress Check at Age Two.

Document-Control Note

EYFS amendment baseline: September 2026. Review whenever the EYFS statutory framework, safeguarding requirements, registration/inspection arrangements or the Evergreen Forest Nursery operating model materially changes. The core policy retains its existing whole-policy review cycle unless TAS governance sets an earlier review date.

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