

Accessible Education Provision for Neurodivergent Children
through graduated interventions and academic support.



*An organisation that aims to improve every child's life
by being closer to nature,
providing equality in learning
and promoting well-being*

**BEHAVIOUR POLICY AND
STATEMENT OF BEHAVIOUR
PRINCIPLES POLICY FOR
RAW LEARNING**

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, refer to the document for alternative provision by the DfE:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf

And the SEND and Alternative Provision Improvement Plan(March 2023):

https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf

3. Definitions

At Raw Learning we acknowledge that the pupils in our care may come to us with obscured or misrepresented presentations of behaviour and attitude due to their socio-economic circumstances. We are a trauma-informed nurture-based alternative provision and our long-term aim is to improve self-esteem and emotional well-being and model positive behaviour. Nevertheless, certain behaviours are deemed unacceptable and will be challenged immediately.

Misbehaviour is defined as:

- Disruption in lessons.
- Disrespect towards adults and pupils verbally and physically.

Serious misbehaviour is defined as:

- Repeated breaches of the provision's rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any object a facilitator 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 pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our a Anti-bullying Policy.

5. Roles and responsibilities

5.1 The Director

The Director is responsible for reviewing and approving this behaviour policy.

The Director will ensure that the provision's environment encourages positive behaviour and that facilitators deal effectively with poor behaviour and will monitor how facilitators implement this policy to ensure rewards and sanctions are applied consistently.

5.2 Facilitators

Facilitators are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The team will support each other in responding to behaviour incidents.

5.3 Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to facilitators and each other
- Within the setting, make it possible for all pupils to learn
- Treat the surrounding environment, buildings and property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the provision into disrepute, including when outside.

7. Rewards and sanctions

We may send a letter or message home to celebrate the achievements and work that a child has done,

The provision may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Letters or phone calls home to parents
- Agreeing a behaviour contract

We will provide up to half an hour's respite away from the trigger situation in order for the pupil to regulate their response/behaviour before addressing it.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site.

7.3 Malicious allegations

Where a pupil makes an accusation against a facilitator and that accusation is shown to have been malicious, the Director will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Director will also consider the pastoral needs of facilitators accused of misconduct.

8. Behaviour management

At Raw Learning, our focus will be on a Growth Mindset. We will continually encourage our children to reflect on what caused a difficulty and how it can be overcome.

8.1 Group management

Teaching and support facilitators are responsible for setting the tone and context for positive behaviour within the setting.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, facilitators may be required to use reasonable force to restrain a pupil to prevent them from hurting themselves or others.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- **Never be used as a form of punishment**
- Be recorded and verbally reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The provision recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Facilitators will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

At Raw Learning, our provision includes specialist teachers in a variety of subjects. The children will be encouraged to move from one specialist to another according to the timetable. Should this not be possible because of the child's individual needs, strategies will be put in place to accommodate the child until they are able to participate safely within the setting.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our facilitators are provided with training on encouraging positive behaviour, including proper use of restraint, as well as using the Low Arousal Approach as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Facilitators Code of Conduct
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, facilitators and visitors are free from any form of discrimination
- Facilitators and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by facilitators, in line with the behaviour policy
- The behaviour policy is understood by pupils and facilitators
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the provision and pupils' home life

Raw Learning also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

Appendix 2: meeting the needs of neurodivergent children and young people

Neurodivergence is a thinking style that is considered to differ significantly from the majority of the population – neurotypical people. Conditions that fall under the neurodiversity umbrella include: autism, ADHD, dyslexia, dyspraxia, dyscalculia, OCD and Tourette's Syndrome.

We believe that being neurodivergent provides us with strengths that should be nurtured, and challenges that should be effectively supported. Because no two children are the same, all neurodivergent children will experience the world differently and it is important to think about how approaching things differently may benefit the child.

Here at Raw Learning, we believe that in order to work effectively with children and young people, it is important to have a good understanding of neurodiversity and facilitators are signposted to appropriate training to develop their knowledge. It is also important that facilitators have a thorough understanding of each unique individual in order to understand:

- Difficulties with communication and social interaction
- Repetitive body movements and behaviours
- Sensory sensitivities and difference in how information is processed
- Difficulties with understanding and responding to their own and others' emotions.

We provide appropriate levels of structure for our pupils, such as a predictable routine which is made explicit to each child in a visual timetable or other appropriate means of communicating the routine to them.

Facilitators positively interact with pupils and focus on their strengths and their potential for further development. We manage behaviour proactively by providing an environment that offers appropriate levels of stimulation and support, and by teaching children the skills that they need to meet their needs in a more appropriate way.

Facilitators understand the importance of developing positive relationships with pupils and of knowing and understanding them well. Each child is individually planned for in both care and education. We recognise that our pupils are all individuals and each pupil has a programme developed for him or her to ensure that his or her anxiety levels are reduced, that his or her individual sensory, communication, social and, learning needs are met

This policy was adopted by	Raw Learning
On	20 th May 2024
Date to be reviewed	20 th May 2025
Signed on behalf of the provider	<i>Rachel King</i>
Name of signatory	Rachel King
Role of signatory	Director

