



**Behaviour**

**Policy**

**2024-2025**

Date first published: August 2022			
Last reviewed:	Reviewed By:	List of changes	Next Review
October 2024	Tomos Jarvis	<ul style="list-style-type: none"><li>• <a href="#">Links to other documents, relevant legislation, and statutory guidance</a></li><li>• <a href="#">Staff induction, development, and support</a></li><li>• Formatting updates</li></ul>	October 2025

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### **1. Introduction**

OMNI is committed to creating and maintaining a positive learning environment. We recognise that in the context of alternative provision we must anticipate and diffuse potentially challenging behaviour.

The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour to fulfil our duty of care and ensure that every young person is safe, respected and has the opportunity to learn.

OMNI aims to change young people's perceptions of education, who may have become disillusioned through a cycle of negative behaviours and sanctions. As such, we aim, as far as is

practicable, to focus on reinforcing positive behaviours through the consistent application of boundaries; the setting of achievable improvement targets; regular, genuine, and specific praise; and opportunities to earn rewards.

Where it is deemed necessary and appropriate to issue sanctions, OMNI will apply these fairly and consistently, ensuring that opportunities for restoration are facilitated at every stage.

This policy acknowledges that OMNI is working towards reintegrating students into full-time mainstream education. At all stages of our behaviour management procedures, we intend to ensure that young people are building resilience and developing the emotional maturity necessary to cope with conflict and deal with challenging situations.

## 2. Links to other documents

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following policies:

- Searching, Screening and Confiscation Policy
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Social, Emotional and Mental Health Policy
- Physical Intervention Policy

## 3. Principles

All staff are responsible for applying the principles of this policy fairly and appropriately, and to support other staff in doing so. At OMNI, we are committed to involving parents/carers and will

communicate with them regularly to share students' success, address negative behaviours, and collaborate on long term plans for improvement.

#### **4. Expectations**

OMNI set explicit expectations for the conduct of every young person, both in sessions and around site. These will be clearly explained to the young people during their induction and displayed around site.

Young people will be expected to sign a Home-Provision Agreement at the onset of their placement to declare that they will adhere to these.

Reminders of expectations will be clearly displayed around site and reiterated on a regular basis. Conversations around behaviour will refer clearly to the expectations.

Staff should ensure that they apply OMNI's expectations, though they may want to incorporate some additional, specific expectations to their sessions.

#### **5. Establishing a Positive Ethos**

OMNI aims to proactively reduce negative behaviours by ensuring that students are positively engaged in learning. Staff are encouraged and supported to deliver well-planned lessons with achievable learning objectives.

Teaching staff should take into account the needs of students to ensure that tasks are accessible, whilst ensuring that work has an appropriate level of challenge to encourage engagement and instil a sense of purpose and achievement. Achievement will be met with positive recognition to build self-esteem and inspire young people to want to make the right choices.

All young people will be given a fresh start by all staff after a sanction, including a restorative action, has taken place. Every young person should feel safe, welcome, and included at all times. It is the responsibility of all staff to promote a positive ethos in lessons and around site at all times.

#### **6. Safety**

At all times, OMNI's highest priority is the safety of all of the young people in our care, both physically and emotionally. We recognise that our context as an alternative provision suggests an increased likelihood of high-risk behaviours and dangerous situations. We take a proactive approach to minimising this risk:

- providing and maintaining adequate staffing levels that do not leave individuals in a vulnerable position;
- avoiding or closely managing situations which are known to trigger aggressive episodes;
- recognising the signs and triggers of emerging behaviours and deploying diffusion techniques to deescalate the situation;
- addressing and resolving on-going issues such as bullying or rivalries; and,
- implementing individual behaviour pathways, positive handling plans and/or risk assessments where appropriate.



## 7. Operation of this Policy

The following guidelines are to ensure consistency of response; however, staff must make a professional judgement in each situation based on a number of factors, including but not limited to:

- any knowledge or suggestion of an underlying issue – such as a recent change in circumstances at home;
- triggers/escalation factors;
- whether the student behaviour/response (though still unacceptable) demonstrates an improvement on previous behaviours/responses;
- willingness to admit responsibility and make amends; or
- any individual behaviour pathway that is in place.

Staff should not at any point issue a higher tier response than is warranted based on a young person's past behaviours or a pre-emptive assumption that a behaviour may continue or escalate.

Unacceptable Behaviour	Suggested Response
<p>Tier 1:</p> <ul style="list-style-type: none"> <li>• being off task</li> <li>• disruption</li> <li>• not following instructions</li> <li>• interrupting or talking over a member of staff</li> <li>• unnecessarily out of seat during a learning session</li> <li>• contraband items on site or in session</li> </ul>	<p><b>Non-verbal prompt/cue</b> e.g., 'the look'/physical prompt</p> <p><b>Purposeful praise</b> of those demonstrating the positive behaviour and meeting expectations</p> <p><b>Proximity</b> – closer to staff or away from a negative influence (include proactive planning)</p> <p><b>Tactically ignoring</b> – notice but appear to ignore low level disruptions while reinforcing on task behaviour.</p> <p><b>Distract and divert</b> – to break the cycle of low-level behaviour and gives the student a chance to start again</p> <p>Use '<b>When ... then ...</b>' requests</p> <p><b>Redirect</b> the child by emphasising the behaviour you want to see</p> <p><b>Calm, clear, and assertive</b> language and tone – give an instruction and then say 'thank you' reinforcing the expectation of compliance</p>
<p>Tier 2:</p> <p>Persistence of Tier 1 behaviours and:</p> <ul style="list-style-type: none"> <li>• intentionally damaging work or equipment</li> <li>• misuse of provision property or resources</li> <li>• inappropriate language</li> </ul>	<p><b><u>Restorative Strategies</u></b></p> <p><b>Reposition within the class</b> or move to a designated 'work station'/area that is in the class as an informal form of time out to take a break/break the cycle of spiralling negative behaviour.</p> <p><b>1:1 discussion</b> with the student who is offered <b>choice</b> and a clear explanation of the positive/negative consequences of each choice. Students should be given 'take-up time' to make a choice.</p> <p><b>Distract and divert</b> – given legitimate responsibility e.g., a job (for 5/10 minutes) to break the escalation of negative behaviour so that when they return to class they can start again.</p>

<ul style="list-style-type: none"> <li>• threatening behaviour</li> <li>• defiance and rudeness</li> <li>• lying or refusing to cooperate</li> <li>• leaving a session or supervised area without permission</li> <li>• persistent defiance</li> </ul>	<p><b>Reset Time</b> for an agreed period <b>Restorative/Reflective space</b> utilised.</p> <p>If deemed necessary and appropriate the <b>Strike system</b> can be initiated: Students may receive a strike for: rudeness to staff; persistent refusal, persistent disruption; damage/destruction. All strikes are logged, and these details will be taken into account when a young person’s placement is reviewed. If a student receives 3 strikes in one day parents/carers receive a phone call. If this has happened on 3 occasions a review meeting will be called with parents/carers.</p> <p>Initial response:</p> <ul style="list-style-type: none"> <li>• Time spent in timeout room</li> <li>• Parents contacted to be notified of incident/s</li> <li>• Written record of incident/s to be logged</li> <li>• Reflection time and discussion around the OMNI values to work towards a restorative and positive outcome</li> </ul> <p>Response to multiple/continuous incidents:</p> <ul style="list-style-type: none"> <li>• Parental meeting</li> <li>• Individual behaviour plan implemented with specific targets</li> <li>• Alternative arrangements made for working e.g., change of group</li> <li>• Risk assessment</li> </ul>
<p>Tier 3: Persistence of Level 2 behaviours or:</p> <ul style="list-style-type: none"> <li>• dangerous refusal to comply with instructions</li> <li>• persistent major disruption.</li> <li>• Direct/aggressive verbal abuse.</li> <li>• violence or targeted aggression</li> <li>• Child on Child abuse to include Harmful Sexual Behaviour (HSB)</li> <li>• Stealing</li> </ul>	<p>For tier 3 behaviours fixed-term suspension will be utilised, in communication with the referring school/academy/LA. In this event there must be a re-admission meeting. This meeting will:</p> <ul style="list-style-type: none"> <li>• Focus on why the suspension occurred</li> <li>• Look at appropriate measures to prevent further incidents</li> <li>• Risk assessment to be undertaken and actioned where necessary.</li> </ul> <p>In some circumstances placements may be discontinued if it is deemed that:</p> <ul style="list-style-type: none"> <li>• The placement is unsuitable for the individual.</li> <li>• We are unable to successfully meet the individual’s needs.</li> <li>• The individual continues to display unacceptable behaviours despite being given exhaustive opportunities to engage.</li> <li>• The individual refuses to co-operate with the ethos and culture of the provision.</li> </ul>

<ul style="list-style-type: none"> <li>• Discriminatory behaviour.</li> <li>• Possession of illicit substances and/or alcohol.</li> <li>• Deemed to be under the influence.</li> <li>• damaging or vandalising property</li> <li>• leaving site without consent</li> </ul>	<ul style="list-style-type: none"> <li>• The individual compromises the safety of staff and other young people and this cannot be mitigated.</li> </ul>
<p>Tier 4</p> <ul style="list-style-type: none"> <li>• Dealing or supplying illicit substances</li> <li>• Possession of an offensive weapon.</li> <li>• Physical assault on a member of staff.</li> <li>• Unprovoked assault on another young person resulting in significant injury.</li> <li>• Child on Child abuse resulting in legal proceedings.</li> <li>• Intentional criminal damage relating to OMNI.</li> </ul>	<p>Cease placement.</p>

At every level, a measure of professional judgement should be exerted. The suggested responses are to be used as are guide and are not exhaustive or prescriptive. Staff will have a knowledge of the young person as an individual and what works for them and should apply this to their response. If staff are unsure how to respond to a situation, they should seek support from the Head of Service.

## 8. Staff Induction, Development and Support

All new staff will be inducted clearly into our behaviour culture to ensure they understand its rules and routines and how best to support all learners to participate in creating the culture of the provision. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the provision to enable behaviour to be managed consistently.



The Head of Service will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a learner's behaviour, e.g., SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The Head of Service will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the provision.

## 9. Serious Incidents

### Suspensions

As far as is practicable, OMNI aims to manage young people's behaviour on site to reduce loss of learning and prepare students for reintegration into mainstream education. However, where a student's behaviour causes a risk of harm to themselves or others, this may warrant a fixed-term suspension.

During a fixed-term suspension relevant work will be sent home to be completed. Upon return there will be a readmission meeting which parents/carers and the student are required to attend. This will allow us to work together to address the issue, agree restorative actions and make any necessary amendments to individual behaviour plans to support the young person to make the right choice.

OMNI does not permanently exclude students as they remain on the roll of the commissioning school. Under extreme circumstances a placement may be terminated. In these cases, OMNI will liaise with the commissioning school to support with sourcing an appropriate alternative placement where applicable.

## 10. Police Contact

If police arrive at our site to formally interview and possibly arrest a young person, the following procedure should be followed:

- police have a right to interview a student and staff cannot refuse to allow the interview to take place;
- a member of staff must be present at the interview;
- notes of the interview should be made by the member of staff and kept in the student file;
- parents/carers should be contacted after the interview and informed that it has taken place (unless there are Child Protection issues in which case the police will advise regarding parental contact); and,
- staff should not accompany young people to the police station if they are asked to do so. The police will contact Social Care who will provide a responsible adult to be present at interviews off site.

In the event that Actual bodily Harm occurs as the result of a deliberate act towards a member of staff or a student on-site, the Head of Service must be informed, and a decision will be made as to who the incident should be referred to.