

Rose Education Provision



Behaviour Policy

August 2026

Mission : To improve life skills by developing students' understanding of

- Self-care
- Self-worth
- Self-confidence

Vision: To create an inclusive learning environment built on high levels of care, nurture and support. Where every student feels valued, confident and empowered to grow into successful adults. We want students to recognise their own potential focussing on what they CAN do rather than dwelling on what they can't. This starts by understanding how they can take care of themselves through two essential aspects:

1= Physical well-being such as nails, lashes and beauty.

2 =Mental well- being such as positive reinforcement, healthy relationships, stress management and counselling.

ROSE Values: Our behaviour policy is based on our school values:

- **Respect**
- **Ownership**
- **Showing resilience**
- **Empathy**

Respect

- We treat each other with respect and show good manners at all times
- We respect and follow the rules and procedures set out by the school
- We respect each other's differences

Ownership

- We are responsible for our own excellent attendance and punctuality
- We take ownership for our attitude, behaviour, learning and other people's education
- We own our mistakes and look at ways to move forward

Show Resilience

- We show resilience by never giving up, even when things are hard or times are tough
- We show resilience by remembering that every day is a new day
- We show resilience by not letting our emotions negatively affect our behaviour

Empathy

- We show empathy and kindness towards others
- We put ourselves in 'other people' shoes'
- We imagine ourselves in a similar situation and as what we would do to help?

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 students are expected to behave
- Outline our system of rewards and sanctions
- To create a safe, supportive and inclusive learning environment
- To prepare for all students to be successful in adult life

2. Legislation and statutory requirements

This policy is based on all relative legislations and advice from the Department for Education (DfE) which include

- 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 (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 (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2026'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2025) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

3. Non-Negotiables

Rose Education Provision will always take serious action against the following which contravenes our values:

- Rudeness/swearing towards staff
- Physical aggression/ Fighting
- Bullying of any kind
- Racism/Homophobia/Transphobia/Religious bigotry
- Possession of drugs/alcohol
- Weapons of any kind on person/brought into school
- Theft/ Vandalism/Damage to property
- Striking a member of staff/threat of violence or intimidation towards a member of staff

As a school we have zero tolerance to knives/weapons of any kind, drugs, and students physically placing hands on staff. Any of these will result in a permanent exclusion

4. Bullying (see Anti-Bullying Policy)

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. Allegations of bullying are taken very seriously at Rose education. Please see below-

Bullying is:

- 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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

5. Roles and responsibilities

5.1 The Head of School is responsible for:

- Reviewing and approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

5.2 Staff

All staff will receive behaviour management training during induction.

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents promptly

5.3 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.4 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

5.5 Mobile phones

We understand the importance of mobile phones to students and parents, especially when it comes safety and travelling to and from school. We also acknowledge that for some of our SEND students, and those with extreme anxiety, their mobile phone is a 'safety blanket' as they know their parents / carers are just a call away during break and lunch time. Therefore, as a school, we do not ban mobile phones. Instead, we ask that students work with us and follow our simple mobile phone rules (see below).

We also encourage students to take pride in their work and share this with home, for example a student might want to take a picture of a nail design they have created. As long as the student asks permission from the member of staff and no other student is present in the picture then this will be allowed.

Finally, we try to show students how mobile phones can be used as a learning tool, for example, we may recommend a youtube video which gives step by step demonstrations on how to use a nail file safely.

Mobile phone rules:

- Students are permitted to use their phone during break and lunchtimes but once back in the classroom, their phones must be switched off or switched to silent mode
- Students may take pictures of their work at the **end** of the session but they need to ask permission from the member of staff leading the session
- Students are not allowed to take pictures of other staff or students as this would break our safeguarding policy
- Students are not permitted to answer any calls, respond to messages or socials during the day unless it is at break or lunch-time
- If students are given a recommended site to access such as youtube, they will be provided with a wifi password which must only be used for the recommended site only.

If the student continuously breaks the mobile phone rules, they will be asked to hand over their phone which will be locked away until the end of the day.

5.6 Uniform and Jewellery

We are a non-uniform school. We believe that students should feel relaxed and comfortable in our environment. However, we will be working with nail paint, glue, cosmetics and products that can damage and discolour clothing garments so we ask that students do not wear their best clothes. We will provide aprons and gloves but this cannot guarantee that clothes will not be damaged and **we are not able to take responsibility for damage to clothing.**

When carrying out treatments such as facials, for health and safety, it may be necessary for students to remove facial piercings so we recommend they bring an envelope or a small container to place these into. **Rose Education will not accept any responsibility for loss or damage to these items. It is the students' responsibility to look after their own jewellery.**

During certain beauty and nail treatments, students will have to wear a face mask. An example is if we are filing nails so they do not inhale nail dust which can cause / trigger asthma symptoms. (see health and safety policy)

6. Rewards

We believe that rewards play a vital part in encouraging students to fulfil their potential and to demonstrate a love of learning. Daily rewards will be given to students who show use of our core ROSE values in discussions, classwork and contributions. These will be known as R's. The student will build up the amount of R's they have received

during the term. At the end of each half term, they will be able to exchange their R's for a voucher of their choice:

50 R's= £10 gift voucher

100 R's= £20 gift voucher

150 R's= £30 gift voucher

Alongside R's we offer a range of other rewards such as:

- Verbal/written praise
- Parental contact e.g. phone calls home
- Praise postcards home
- Student of the week
- Excellent work on display

- Student of the half-term/term
- End of term/Year Celebration

7. Behaviour expectations

At Rose Education, we acknowledge that students have had different experiences of behaviour from previous schools and it is important that they understand that we provide them with a fresh start in our setting. What has happened in the past should not determine their future.

Pupils are expected to:

- Arrive on time ready to learn
- Hand in mobile phones and electronic devices
- Dress appropriately for provision
- Walk around the provision in a calm, quiet and orderly manner
- Show respect for teachers, peers and visitors to the provision
- Take pride in yourself and your work
- Work to the best of your ability
- Use the internet appropriately

Pupils must NOT:

- Use bad language or swear
- Smoke in or outside the front of Rose Education
- Vape in or outside the front of Rose Education
- Write on desks, walls or anywhere other around the provision
- Leave the classroom without an appropriate pass or permission from your teacher
- Leave the provision site without permission
- Bring in energy drinks as these are strictly forbidden from the premises
- Be disruptive or prevent other pupils from learning
- Refuse to complete classwork
- Prevent any teacher from teaching

- Use intimidating behaviour, physical or verbal
- Make racist, sexist, homophobic or inappropriate religious comments

Serious misbehaviour examples:

- Breaking one of our non-negotiables
- Possession of any prohibited items.
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature including online sexual harassment

7. 1 Managing Behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Staff will ensure they promote positive behaviour for learning within their classrooms and follow the behaviour management flowchart. (Appendix) Staff will consider afterwards how to prevent such behaviour from reoccurring.

When a student misbehaves there are a range of responses used by the school including:

- De-escalations strategies
- Verbal reprimand ensuring the student understands their behaviour and how to move forward
- Student provided with time out of the class
- Removal from classroom
- Parental contact/Meeting with parents/carers
- Agreeing a behaviour contract
- Suspension (rare)
- Permanent exclusion (very rare)

7. 2 De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal. o Identifying any points of agreement to build a rapport.
- Offering the pupil, a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

- Offering Time Out for 3 minutes so students can remove themselves from the situation
- Requesting additional support from the behaviour and learning support team.

7. 3 Positive teacher pupil relationships

A real strength at Rose Education is our Positive teacher-pupil relationships which we believe is key to combatting unacceptable behaviour. Rose Education focusses heavily on forming positive relationships based on respect, predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. A consistent approach to the behaviour management, teaching and learning is required and all staff receive training in this area.

Rose Education will:

- Assess staff's needs and build into the in-service training programmes specific opportunities to discuss and learn about behaviour.
- Identify those pupils who have Special Educational Needs and Disabilities or come from communities or homes that are in crisis and agree with staff common ways of managing and meeting their particular needs.
- Ensure that senior members of staff are highly visible at particular times of the day to support staff and maintain a sense of calm and order. Critical times in the day are the beginning, break and lunch time.
- Senior staff's regular presence around the provision helps them to observe how the behaviour policy is being implemented. Along with more formal evaluation mechanisms, this enables senior staff to assess the effectiveness of the policy and to ensure the policy is being consistently applied. The behaviour policy needs to be understood and applied consistently by all staff.
- Promote positive behaviour

7.4 Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Rose Education understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils
- Establish agreed rewards and positive reinforcements
- Establish sanctions for misbehaviour
- Establish clear responses for handling behavioural problems
- Encourage respect and development of positive relationships
- Make effective use of the physical space available
- Have well-planned lessons with a range of activities to keep pupils stimulated

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the following, which requires pupils to:

- Conduct themselves around the provision premises in a safe, sensible and respectful manner
- Arrive to lessons on time and fully prepared
- Follow reasonable instructions given by staff
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others
- Complete classwork as requested

- Hand in homework at the time requested
- Report unacceptable behaviour
- Show respect for the provision environment

7.5 Classroom rules and routines

At Rose Education, we established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

We also establish classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The head of centre ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules:

- Teachers support pupils to understand and follow classroom rules and routines.
- Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily.
- Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them.
- Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.
- To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines.
- Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

7.6 Classroom environment

Rose Education understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher
- Seating those who frequently model poor behaviour away from each other
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively
- Ensure good working equipment to prevent students getting frustrated
- Ensure the classroom is stimulating and colourful

7.7 Recognising the impact of SEND on behaviour

We recognise that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

7.8 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

7.9 Safeguarding (see Safeguarding policy)

- The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.
- We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our Child Protection and Safeguarding policy, and consider whether pastoral support, an Early Help intervention or a referral to Children's Social Care is appropriate.
- Please refer to our Child Protection and Safeguarding policy for more information

7.10 Suspension from Rose Education Provision: Suspension of a student from the school is one of the most serious forms of sanctions available to us. The school has a duty to ensure reasonable adjustments are made to the behaviour policy for vulnerable/SEND students according to need wherever possible.

7.11 Permanent Exclusion: A Permanent Exclusion involves the student being removed from the school. The school will usually only permanently exclude a student as a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional

circumstances in which the Head of school may decide to permanently exclude a student for a 'one-off' offence e.g. assault on a member of staff/intimidation of a member/bringing a weapon or drugs into college etc.

8. Online misbehaviour (see E-safety policy)

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- Misuse of the school internet

9. Confiscation, searches and physical restraint

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

9.1 Confiscation

Any prohibited items found in a student's possession will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with parents, if appropriate. Examples:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Nitrous Oxide/Legal highs/psychoactive substances
- Energy and Fizzy drinks

9.2 Searching a student

Head of schools have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item or a banned item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below.

Searches will only be carried out if we believe there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency by a member of staff who has been authorised to do so by the Head of School and DSL.

The authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search and a written record of the search is kept. Parents / carers will be informed of the search.

Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below:

- Knives or weapons
- Alcohol
- Illegal drugs

- Grinders
- Stolen items
- Tobacco and cigarette papers.
- Fireworks
- Pornographic images
- Baseball bats, hammers, knuckle dusters (this list is not exhaustive)
- Stolen property
- Any article that the member of staff reasonably suspects has been, or is likely to be, used: To commit an offence; or- To cause personal injury to any person, including the pupil themselves; or- To damage the property of any person, including the pupil themselves.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding log.

9.3 Physical restraint (*See the Positive Handling Policy*) In some circumstances, trained staff have the legal right to use reasonable force to prevent pupils from:

- Committing an offence
- Causing disorder
- Injuring themselves or others
- Damaging provision property

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 reported to parents
- Be reported to the DSL

10 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the Police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the Police.

If a decision is made to report the matter to the Police, the DSL will make this contact.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the Police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to Children's Social Care, if appropriate

10.1 Stealing

If pupils steal property i.e. takes something that does not belong to them, and does not return it immediately, an investigation will take place and the police may be informed.

10.2 Paying for Damage

If Pupils deliberately damage any part of the provision or property that is not theirs, they will be expected to pay the full cost of replacement or repair. Parents/Carers will be invoiced for the damage their child has caused. Please note the Police may be involved and criminal damage charges may be pursued.

11. Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse against staff or other students.

Links with other policies

Expectations of student behaviour at Rose Education Provision are set out in the following documents and policies:

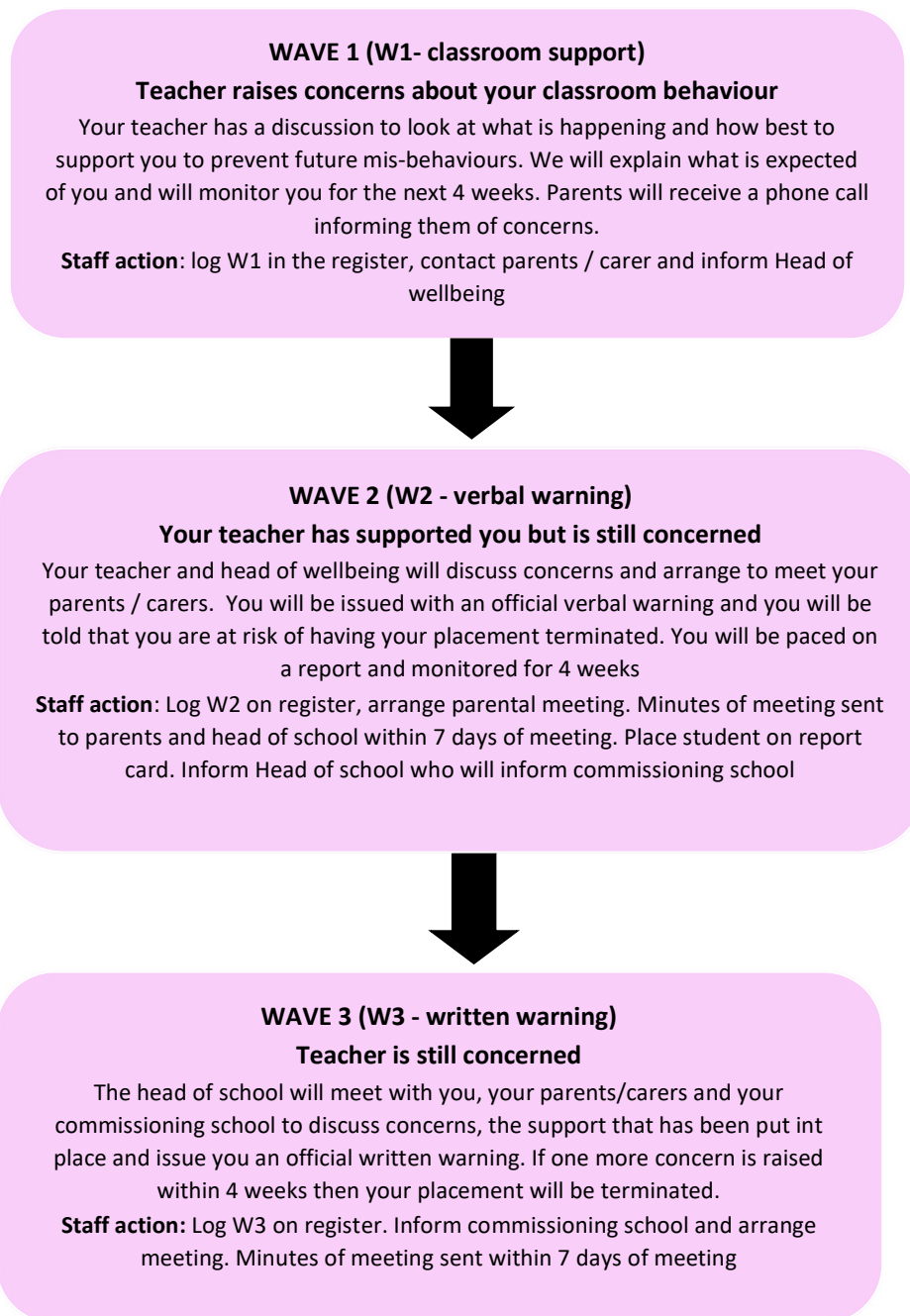
- The Acceptable Use Policy
- The Attendance Policy
- The Positive Handling Policy
- Child Protection and Safeguarding Policy
- The Anti-Bullying Policy

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Date:	August 2026		
Signed:	S.Curtis	Review Date:	August 2027

Appendix A behaviour concern

At Rose Education, we adopt a supportive approach to behavioural concerns that will help prepare students for the world of work. We use a system that is used in employment sectors. These are known as **waves of support**.

If your teacher has concerns about behaviour they will follow the procedures below.



- Please note that serious concerns such as fighting or health and safety can be escalated straight to a final written warning or dismissal.