

Rose Education Provision



Behaviour Policy

August 2025

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 legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

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. Prohibited or banned items:

Prohibited items	Procedure
• Cigarettes; e-cigarettes; tobacco; filter papers etc	• Disposed of by the school
• Knives and other weapons	• Handed over to the police
• Alcohol	• Disposed of by the school
• Illegal drugs	• Disposed of by the school/Handed over to the police.
• Other substances not believed to be controlled drugs	• Disposed of by the school
• Stolen items	• Handed over to the police
• An article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person the school.	• Disposed of by the school • Handed to the police if it is an illegal item or if an offence has been committed.

5. Roles and responsibilities

5.1 The Head Of School

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

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 follow the suggested guidance on banning 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, then we will insist they do not bring the phone into school.

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 and sanctions

6.1 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:

100 R's= £10 gift voucher

200 R's= £20 gift voucher

300 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
- Awards for excellent attendance and punctuality to the college and lessons
- Praise postcards home
- Student of the week
- Excellent work on display
- Prizes chosen by the individual student
- Student leader boards
- Student of the half-term/term
- End of term/Year Celebration of Success assemblies
- Opportunities for students to cash in their reward points for vouchers

6.2 Behaviour

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.

Misbehaviour examples:

- Disruption to others' learning
- Non-completion of classwork or refusal
- Poor attitude

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.

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

- Verbal reprimand ensuring the student understands their behaviour and how to move forward

- Student provided with time out of the class
- Parental contact/Meeting with parents/carers
- Agreeing a behaviour contract
- Suspension (rare)
- Permanent exclusion (very rare)

6.3 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.

6.4 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.

6.5 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.

6.6 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.

6.7 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

6.8 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.

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
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

6.9 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 wifi

7. Confiscation, searches and physical restraint

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

7.1 Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search 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 senior leaders and parents, if appropriate.

7.2 Searching a student

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 may search a student's outer clothing, pockets, possessions,

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.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions

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.

7.3 Physical restraint (*See the Positive Handling Policy*) In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging 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

7.4 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.

7.5 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.

14. 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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