



Apollo Education  
Ashley House  
1, The Broadway  
Farnham Common  
SL2 3PQ  
01753 382 448

[admin@apolloeducation.co.uk](mailto:admin@apolloeducation.co.uk)  
[www.apolloeducation.co.uk](http://www.apolloeducation.co.uk)

# Behaviour Management Policy

**Policy Title:** Behaviour Management Policy

**Date:** February 2026

**Review Date:** February 2027

**Owner:** Headteacher

**Approval:** Governing Board

## 1. Introduction

At Apollo Education, we recognise that our pupils often have complex needs and may have experienced trauma, exclusion, or other challenges that have impacted their relationship with education. In teaching, we give specific thought to the needs and vulnerabilities of the pupils and what adjustments and adaptive responses enable pupils to manage their conduct in our care. As an alternative provision, we work with local authorities, schools, and multi-agency partners to support positive behaviour and meet the individual needs of our learners.

Our behaviour and relationships policy is designed to:

- Create a safe, nurturing environment where all pupils can build high self-esteem and self confidence
- Build positive relationships based on trust, respect, and understanding
- Support pupils to develop the skills they need for healthy relationships
- Address underlying causes of the student behaviour rather than simply applying sanctions
- Prepare pupils for successful reintegration into mainstream education or progression to further education/employment
- Develop emotional literacy and utilise self-regulation techniques during periods of high physiological arousal

We support learners to develop the skills, behaviours, and confidence needed for successful reintegration into mainstream education. This is achieved through personalised support, consistent routines, and close collaboration with schools, families, and external agencies to ensure transitions are planned, supported, and sustainable.

## 2. Legal Framework

This policy has regard to:

- The child protection policy, behaviour policy, and staff code of conduct)
- The DfE's behaviour in schools' guidance
- SEND Code of Practice
- Keeping Children Safe in Education (KCSIE) 2025
- The Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Use of Reasonable Force guidance
- Suspension and Permanent Exclusion guidance

## 3. Guiding Principles

### 3.1 Whole-School Approach

The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies. At Apollo Education behaviour is viewed as a form of communication, this policy prioritises the repair of relationships over the administration of punitive methods.



### 3.2 Trauma-Informed Practice

We recognise that many of our pupils have experienced adverse childhood experiences (ACEs) and trauma.

Our approach is informed by an understanding that:

- Behaviour is communication
- Pupils may not feel ready or know how to express their needs
- Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful

### 3.3 Restorative Approach

We focus on developing insight to enable pupils to reflect on what has happened, who is affected and how to put things right. We do not focus on sanctions. This approach builds self-regulation skills to foster empathy and accountability rather than shame.

We uphold high standards for behaviour, supporting all pupils to achieve success. Personal circumstances of the pupil will be considered when choosing reflection techniques.

All staff make use of a consistent script to reduce pupil anxiety by making adult responses predictable.

- What happened?
- What were you thinking/feeling at the time?
- Who has been affected by what happened?
- In what have they been affected and, what needs to happen to make things right?

We have Sanction Ladder with a Restorative Response Tier

Tier	Action
<b>Tier 1: Universal</b>	Affective statements & Check in Circles
<b>Tier 2: Targeted</b>	Restorative Enquiry/Mini conferences
<b>Tier 3: Intensive</b>	Formative Restorative Meetings with parents & carers

We provide pupils with regulated spaces where pupils can go to self-regulate with a member of staff, rather than being sent away to sit in silence. Pupils are given choices to support de-escalation.

### 3.4 Inclusivity and Equality

Under the Public Sector Equality Duty and the Equality Act 2010, we must eliminate discrimination and consider any equality implications of policies. Disparities in the impact of our behaviour policy may arise through staff members not taking disadvantage or vulnerability into account or bias leading to harsher/more frequent sanctions.

## 4. Roles & Responsibilities

### 4.1 The Governing Body

- Ensure this policy is implemented effectively

- Monitor behaviour data
- Analyse behaviour logs for trends in behavioural outcomes, including protected characteristics of pupils

#### **4.2 The Headteacher**

- Have high expectations for all pupils' attendance, behaviour and attitudes, and design effective policies that communicate these high expectations clearly to all staff, pupils and parents
- Lead on creating a positive school culture
- Oversee the implementation of this policy
- Make final decision serious misconduct

#### **4.3 The Designated Safeguarding Lead (DSL)**

- Discuss any severe, persistent or concerning behavioural issues and avoid issuing heavily punitive or automatic sanctions; take time to fully understand the context for the behaviour, considering the possibility of safeguarding issues
- Ensure staff understand the link between behaviour and safeguarding

#### **4.4 The SENCO**

- Flag patterns of challenging behaviour for investigation into unmet or unidentified SEN or mental health issues
- Advise on reasonable adjustments and differentiated approaches

#### **4.5 All Staff**

- Consistently apply the behaviour policy and understand what the policy means in practice
- Establish appropriate routines and explicitly teach and model the behaviour they expect from pupils
- Build positive relationships with pupils
- Report concerns promptly

#### **4.6 Pupils**

- Follow the school's behaviour expectations
- Treat others with respect and kindness
- Take responsibility for their actions
- Support their peers positively

#### **4.7 Parents/Carers**

- Work with the school as part of a team, attending collaborative meetings to identify causes of problem behaviour, analyse the problem, develop a plan, and implement and evaluate interventions
- Support the school's expectations at home
- Communicate openly with staff and attend regular check in meetings

## 5. Behaviour Expectations

### 5.1 Our Core Values

All members of our community are expected to demonstrate:

- **Collaboration:** Communicating clearly and working cooperatively with others
- **Creativity:** Thinking flexibly and adapting to new situations
- **Inclusivity:** Respecting differences and fostering a sense of belonging
- **Resilience:** Persisting through challenges with determination
- **Kindness:** Acting with empathy, respect, and compassion

### 5.2 Specific Expectations

#### Behaviour Expectations

##### During Learning

We expect pupils to:

- Arrive on time and be ready to learn, with support if needed
- Listen to and follow staff instructions, with reminders if required
- Join in learning activities in a way that feels manageable
- Use appropriate language and take turns when speaking
- Allow others to learn without interruption
- Let staff know if they need help, a break, or support

Low-level disruption is expected at times. Staff will respond calmly, consistently, and quickly to help pupils refocus and feel supported.

##### Around School

We expect pupils to:

- Move calmly and safely, with guidance where needed
- Use respectful words and actions
- Help keep the environment safe and tidy
- Follow health and safety rules, with support and reminders

##### Online and Digital Behaviour:

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- Use technology responsibly and safely
- Report concerns about online content or behaviour

## 6. Relationship expectations

RSE provides young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. We ensure pupils develop knowledge to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.

### 6.1 Curriculum Content

Our relationships and sex education curriculum will cover:

- Healthy Relationships:
- Respect and Equality:
- Recognising Harmful Behaviour:
- Online Safety:

### 6.2 Delivery Approach

The curriculum should be delivered by school staff or external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.

## 7. Understanding and responding to Behaviour

### 7.1 Behaviour as Communication

Behaviour is a form of communication, common functions include:

- Escape or avoidance, trying to get away from an overwhelming situation or task
- Access to items, seeking preferred objects or routines
- Sensory regulation, engaging in behaviours that provide comfort
- Social interaction, attempting to gain attention or connection

We recognise that challenging behaviour often indicates:

- Unmet or unidentified SEN or mental health issues
- Safeguarding concerns including abuse, neglect, or exploitation
- Trauma or adverse experiences
- Unmet emotional needs
- Difficulties with relationships or social situations

### 7.2 Early Intervention

School Leaders have an informed and accurate understanding of what is working well and where improvement is needed, including through using day-to-day processes and detailed data analysis to identify, anticipate, prevent and improve poor attendance and behaviour.

We will:

- Monitor behaviour patterns closely

- Intervene early when concerns arise
- Work with pupils and families to understand root causes
- Provide targeted support and interventions
- Work with external partners and multi-agency support networks

### **7.3 Reasonable Adjustments**

Staff have the necessary expertise, confidence and support to adapt behaviour policies and practices appropriately and consistently for pupils with specific needs. Staff make reasonable adjustments and adaptations when considering pupils' needs, challenges and barriers, while maintaining high expectations for what all pupils can achieve.

Examples include:

- Modified expectations for specific pupils
- Additional support or supervision
- Sensory breaks or quiet spaces
- Visual supports and structured routines
- Personalised behaviour plans

## **8. Rewards & Positive Recognition**

We believe in recognising and celebrating positive behaviour and progress. Our rewards system includes:

### **Daily Recognition:**

- Verbal praise and consistent encouragement
- Positive notes/phone calls home
- House points/merit systems
- Display of work
- 1:1 teacher consultation for feedback
- Target/Goal setting

### **Weekly Recognition:**

- Certificates and awards
- Positive phone calls home
- Special responsibilities or privileges

### **Termly Recognition:**

- Achievement assemblies
- Prizes and vouchers
- Celebration events
- Progress reports
- Day out/school trips/events

## 9. Responding to Unacceptable Behaviour

### 9.1 Proportionate Responses

We do implement punitive sanctions. Personal circumstances of the pupil will be considered when choosing sanctions and consequences to support learning.

Our response framework:

#### Level 1: Low-level disruption

- Verbal reminder of expectations
- Tactical ignoring (where appropriate)
- Positive redirection
- Brief conversation after the lesson
- Choice to take a movement break
- Support from additional adult

#### Level 2: Persistent low-level or moderate disruption

- Restorative conversation
- Time out within classroom
- Contact with parent/carer
- Additional support or check-ins
- Behaviour reflection sheet

#### Level 3: Serious behaviour

- Senior staff involvement
- Restorative meeting with all parties
- Behaviour support plan
- Internal support/mentoring
- Possible short-term modified timetable (with clear end point)
- Contact with external agencies if appropriate

#### Level 4: Very serious or persistent behaviour

- Headteacher involvement
- Multi-agency meeting
- Personalised behaviour plan with external support
- Suspension (only in exceptional circumstances)

### 9.2 Sanctions We Will NOT Use

- Force as a punishment - it is always unlawful to use force as a punishment
- Whole-class punishments
- Withholding personal items
- Extended isolation

- Humiliation or degrading

### **9.3 Use of Reasonable Force**

Safeguarding and the safety of learners are central to all practice within the setting. We follow statutory guidance, including *Keeping Children Safe in Education (KCSIE)*, to ensure learners are protected from harm and their wellbeing is promoted. All staff are trained to recognise and report concerns, which are acted upon promptly in line with safeguarding procedures and in partnership with local authorities and relevant agencies.

There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Staff will:

- Only use reasonable force when necessary to prevent harm
- Use the minimum force required
- Record all incidents
- Inform parents/carers
- Review incidents to minimise future need

Leaders and staff make sure that restrictive physical intervention is used as a last resort, and that these incidents are analysed carefully to minimise the need for the use of force.

## **10. Specific Behaviour Concerns**

### **10.1 Bullying**

Leaders and staff create a positive environment in which bullying, unlawful discrimination, harassment, including sexual harassment, victimisation, physical and/or sexual violence and derogatory language are not tolerated. Leaders recognise that bullying takes various forms and is often motivated by prejudice against groups.

We will:

- Take all reports seriously
- Investigate thoroughly
- Support both victim and perpetrator appropriately
- Monitor and follow up
- Work with parents/carers and external agencies

### **10.2 Sexual Harassment and Sexual Violence**

Pupils should understand that anyone can be a victim of sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic, and that the victim is never to blame.

Leaders and staff create a positive environment in which staff are trained and empowered to deal with child-on-child violence; they assume it happens in the community and, potentially, in school, even in the absence of specific reports.

Our response includes:

- Immediate safeguarding action
- Support for victim (never suggesting they are at fault)
- Support for alleged perpetrator(s), recognising they may have unmet needs and potentially pose a risk to others.
- Police involvement where appropriate
- Careful risk assessment and safety planning

### **10.3 Discriminatory Behaviour**

Staff should be conscious of everyday sexism, misogyny, homophobia and stereotypes, and should take action to build a culture where prejudice is identified and tackled.

We take the following concerns very seriously:

- Racist language or behaviour
- Homophobic, biphobic, or transphobic language or behaviour
- Sexist language or behaviour
- Disablist language or behaviour
- Any other discriminatory behaviour

### **10.4 Harmful Sexual Behaviour (HSB)**

It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

We will:

- Respond immediately to any concerns
- Follow safeguarding procedures
- Access specialist support (e.g., Lucy Faithfull Foundation, NSPCC)
- Develop comprehensive safety and support plans
- Work with external agencies

## **11. Attendance**

We place a high priority on improving pupil attendance and punctuality, at whole-school level and for different groups. Leaders and staff pay close attention to the needs of pupils who are absent because of medical needs.

## 12. Prohibited Items

To ensure the safety and wellbeing of all learners, staff, and visitors, certain items are not permitted on site or during activities linked to the setting.

Prohibited items include, but are not limited to:

- Weapons or items that could be used as weapons
- Illegal substances, alcohol, vapes, cigarettes, or related items
- Fireworks, flammable materials, or explosives
- Stolen items
- Offensive, extremist, or pornographic material (physical or digital)
- Any item that poses a risk to safety or disrupts learning

If a prohibited item is found, it will be confiscated and managed in line with safeguarding and behaviour procedures. Parents/carers and external agencies may be informed where appropriate.

Responses will prioritise safety while taking a supportive and restorative approach wherever possible.

## 13. Linked Policies

This policy should be read in conjunction with the following policies:

- Physical Intervention policy
- Serious Incident Reporting policy
- Anti-bullying policy
- Adult at Risk Safeguarding and Protection policy and procedure
- Child Protection and Safeguarding policy and procedure
- Risk Assessment policy
- Exclusion policy
- Debriefing policy
- Whistleblowing policy

## 14. Approval & Sign off

Signed

Headteacher (name)

Date

Signed by:



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Kam Badwal

17/03/2026

Signed

DocuSigned by:  
*Amit Varma*  
5166428F131F4DF

Chair of Governing Board (name)

Amit Varma

Date

4/14/2026

## Appendix 1: Pupil Behaviour Contract

### My Agreement

I understand that everyone has the right to feel safe, respected, and ready to learn. I agree to try my best to follow these expectations, with support from staff when I need it.

#### During Learning, I will:

- Arrive on time and be ready to learn
- Listen to staff and follow instructions, with reminders if needed
- Take part in learning in a way that works for me
- Use appropriate language and take turns when speaking
- Allow others to learn without disruption
- Tell an adult if I need help, support, or a break

#### Around School, I will:

- Move calmly and safely
- Use respectful words and actions
- Help look after the school environment
- Follow health and safety rules

I understand that mistakes can happen. When they do, staff will help me reflect, make things right, and try again.

**Pupil Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Staff Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_