



Behaviour Policy

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1	Zena Hardy	September 2025	September 2026

Introduction

We Believe You Achieve is committed to creating a safe, respectful and inclusive environment where every young person is supported to thrive. Many of the young people referred to our provision have experienced barriers to engagement in mainstream education, often linked to complex social, emotional, or behavioural needs. As such, our approach is rooted in trauma-informed practice, clear boundaries, and positive, trusted relationships.

Boxing is a key part of our curriculum, delivered in partnership with **Go Hard ABC**. The discipline of boxing is closely linked to the values of respect, self-control, resilience, and personal growth. These values run through everything we do in the gym, the classroom, and across the wider provision. Through structured routines, consistent expectations and strong mentoring, we support young people to develop self-discipline, teamwork, and responsibility.

Our environment is intentionally structured yet familiar, balancing warmth with clear expectations. Many of our young people thrive on routine and stability, and our behaviour policy is designed to provide exactly that.

This policy sets out the standards of behaviour expected from all young people, the core principles that guide our community, and the approaches to support, rewards, and consequences that help maintain a positive, safe and focused learning environment. It should be read alongside other key policies, including safeguarding, SEND, and e-safety.

Aims and Application of the Behaviour Policy

The guiding principles of We Believe You Achieve should remain at the forefront of daily practice, alongside the specific expectations and guidance set out in this policy. Young people, parents/carers, and professionals are expected to uphold not only the rules, but also the spirit of our shared values, fostering a positive and respectful community.

The aims of this policy are to:

- Promote positive behaviour, engagement, and personal responsibility amongst young people.
- Safeguard the physical, emotional, and mental wellbeing of all young people and staff.
- Create and maintain a safe, structured, and nurturing environment where every young person can participate, learn and contribute.
- Encourage young people to understand the impact of their behaviour, take responsibility for their actions, and work restoratively where needed.

As an alternative provision, our focus is on re-engagement, support, and growth, rather than

traditional school sanctions alone. We use trauma-informed approaches, clear boundaries, and restorative conversations to help young people develop the skills they need to regulate their behaviour and build positive relationships.

All staff are expected to:

- Model and promote positive behaviour and mutual respect at all times.
- Support young people in developing self-regulation and social responsibility.
- Apply expectations, rewards, and consequences fairly, consistently, and transparently.
- Make their expectations explicit, act as role models, and use restorative approaches to address behaviour in line with this policy

Individualised Support and Preventative Strategies

At We Believe You Achieve, we recognise that many of the young people referred to us may present with complex social, emotional, or behavioural needs, often linked to wider life experiences. As such, we take an individualised and trauma-informed approach to supporting positive behaviour, engagement, and wellbeing.

This involves working closely with the young person, their parents or carers, their home school, and, where appropriate, external professionals such as counsellors, GPs, CAMHS, and specialist agencies. Through this collaborative approach, we aim to understand the underlying factors influencing behaviour and put in place targeted support plans to promote positive change.

Where needed, a young person may be monitored and coached as part of an agreed behaviour and support plan, which may also include academic targets. We recognise that challenging behaviour is often a form of communication, and our role is to respond with support, structure, and consistency.

We aim to anticipate triggers for potential behaviour incidents and to put preventative measures in place wherever possible. These may include (but are not limited to):

- Providing short, structured movement breaks for young people who find it difficult to remain seated for extended periods.
- Adjusting seating or learning environments to meet sensory or accessibility needs.
- Ensuring staff receive relevant training in understanding and supporting conditions such as autism, ADHD, and attachment-related difficulties.
- Implementing tailored routines and strategies based on individual needs and circumstances.

We work in close partnership with parents, carers, schools, and external agencies (e.g. social care) to ensure a joined-up approach to behaviour support. This collaborative work underpins our

commitment to early intervention, inclusion, and helping each young person thrive.

Behaviour

Positive Behaviour

At We Believe You Achieve, relationships are at the heart of positive behaviour. We recognise that many of our young people have experienced challenges in mainstream education, and that behaviour is often a form of communication. Staff respond to incidents quickly, calmly, and fairly, using restorative and trauma-informed approaches to help young people repair and maintain relationships that might otherwise be damaged.

We promote positive behaviour through the following core approaches:

Reset

We Believe You Achieve was created to provide a fresh start for young people who have struggled to maintain positive relationships in other settings. When a young person is spoken to about behaviour, they are given the opportunity to reset and start again. True fresh starts and a sense of forgiveness are key to rebuilding trust and maintaining meaningful relationships.

Genuine Relationships

Staff take a genuine interest in each young person, engaging them in positive conversations and building trust through shared interests and consistent care. We also work in partnership with parents and carers, keeping communication open and positive to ensure the best outcomes for every young person.

Clear Boundaries

As a small, structured provision, we can establish clear, consistent and easy to understand boundaries. These help young people feel secure and create a safe environment for everyone.

Personalised Approach

Our small group sizes allow us to offer a flexible and individualised approach, tailoring each young person's programme to reflect their needs and circumstances while maintaining firm and consistent expectations. This personalisation is central to re-engagement and improved behaviour.

Recognition and Rewards

We aim to recognise, encourage, and reward positive behaviour and achievements across all areas of learning academic, social, emotional, behavioural, and cultural. Rewards are flexible and

meaningful, designed to motivate young people and celebrate incremental progress as well as significant achievements.

Our rewards systems help young people set goals, recognise their progress, and understand the value of effort and perseverance. Recognition may include (but is not limited to):

- Verbal praise and encouragement
- Positive feedback in workbooks and sessions
- Regular contact with parents/carers to share good news
- Recognition through displays and reports
- Reward trips (e.g. for excellent attendance or achievement)
- Weekly incentives such as “Friday treats” for top behaviour points
- Parent and young person feedback reports each week

Conduct in the Provision

We recognise that many of our young people have struggled with the complex rules and routines of mainstream education. At We Believe You Achieve, we keep our expectations simple, clear, and consistent, applying them across the classroom, the boxing gym, and all activities within the provision.

Our focus is on helping young people understand and meet expectations through structure, modelling, and relationship-based support, rather than punitive systems alone.

Rule	Principle	How this can be demonstrated
Respectful Behaviour	All young people must show respect to staff, peers, and the provision environment at all times.	<ul style="list-style-type: none"> - Listening to others when they're speaking or sharing answers. - Waiting your turn to speak. - Using good manners with staff and peers. - Tidying the classroom or gym at the end of a session. - Encouraging others during learning and boxing activities. - Being 'present' in the room and actively engaging.
Focus and Attention	Young people are expected to pay attention, follow instructions, and stay engaged during sessions both in the classroom and in the gym.	<ul style="list-style-type: none"> - Working on tasks even when they are challenging - Listening carefully to instructions - Watching demonstrations and modelling from staff. - Asking relevant questions.

Rule	Principle	How this can be demonstrated
		- Seeking feedback to improve.
Self-Control	Boxing and learning both require discipline and self-control. Young people should manage their emotions, actions, and language in all areas of the provision.	<ul style="list-style-type: none"> - Staying calm and focused when tasks are difficult. - Managing frustration without shouting or walking away - Always using respectful language (no swearing). - Avoiding taunting, mocking, or aggression. - Demonstrating control during boxing and classroom activities.
Positive Participation	Every young person is expected to take part fully and contribute positively to all sessions, whether academic, vocational, or physical.	<ul style="list-style-type: none"> - Arriving on time and ready to learn. - Bringing the correct equipment. - Engaging actively in tasks and discussions. - Supporting peers during group work. - Trying new activities and giving your best effort.
Safety and Responsibility	All young people must act in ways that keep themselves and others safe, showing responsibility for their behaviour and the environment.	<ul style="list-style-type: none"> - Following health and safety instructions. - Using equipment appropriately. - Reporting any concerns to staff. - Taking care of the environment and resources. - Moving calmly around the site.

Personal Appearance and Suitable Clothing

We Believe You Achieve expects all learners to dress in a way that promotes safety, respect, and readiness to learn. Clothing and personal presentation should be appropriate for an educational and physical-activity environment and must not pose a risk to health, safety, or safeguarding.

Learners must:

- Wear comfortable, practical clothing suitable for both classroom learning and active sessions (e.g. sportswear, tracksuits, or plain joggers and T-shirts).
- Ensure footwear is safe and closed toe (no sliders, sandals, or heels).
- Keep jewellery to a minimum for safety reasons no large hoops or dangly earrings.
- Avoid clothing that is revealing, offensive, or inappropriate for a learning setting.

The following items are *not permitted* during provision hours:

- False or extended eyelashes and long acrylic or gel nails (for safety in physical activity).
- Short shorts, skirts, or dresses that are above mid-thigh length.
- Crop tops or tops exposing the midriff.
- Clothing displaying slogans, or imagery linked to violence, drugs, alcohol, or discrimination.

Learners who arrive dressed in unsuitable clothing will be asked to change or provided with alternative clothing if available. These expectations apply equally to all learners to ensure safety, equality, and professionalism within the provision.

Conflict Resolution

At *We Believe You Achieve*, we recognize that, due to the nature of our provision and the complex needs of many of the young people we support, conflict may sometimes occur. This may be verbal or, on rare occasions, physical. Our approach to conflict is rooted in restorative practice, clear communication, and early intervention, with the aim of maintaining a safe, respectful, and supportive environment for all.

Staff will use the following methods to manage and resolve conflict:

1. Informal Conversation

- In most cases, when conflict arises, staff will address the situation quickly through calm, informal conversations with the young people involved, helping them reflect on their actions and reset.

2. Formal Restorative Conversations

- If needed, young people will be brought together in a controlled, respectful setting to discuss the incident. Staff will support them to voice their concerns, listen to others, and work towards repairing the relationship.

3. Parent/Carer and Pupil Meetings

- Where appropriate, meetings will be arranged with parents or carers and the young people involved to resolve issues collaboratively and ensure families are engaged in the process.

4. External Agency Involvement

- In serious or repeated cases, it may be necessary to involve external agencies such as social care, youth services, or the police. These decisions will be made on a case-by-case basis, ensuring the safety and well-being of all young people and staff.

Disciplinary Procedures

Minor Infractions

These are low-level behaviours that can be addressed through early intervention and restorative approaches. Strategies may include:

- Verbal reminders or warnings, reinforcing expectations calmly and clearly.
- Reflection time, where young people step back from an activity (e.g. sitting out during a boxing session) to reflect on their behaviour and re-engage appropriately.
- Additional responsibilities, such as helping tidy learning spaces at the end of sessions, to encourage accountability.

Major Infractions

More serious or repeated behaviours may involve:

- Formal meetings with parents/carers, home schools, or relevant professionals to agree next steps.
- Short-term suspensions or placement reviews, in line with statutory guidance, where behaviour poses a significant risk to safety or disrupts the learning environment.

Examples of behaviours that may lead to suspension or review include:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, or emotional
- Sexual harassment of any kind
- Prejudice or discrimination (e.g. race, gender, sexuality, disability)
- Carrying an offensive weapon
- Possession, use, or sale of drugs or alcohol
- Deliberate damage or theft of property
- Smoking or vaping on site or in the immediate vicinity

Suspensions will be proportionate and follow the DfE guidance *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, 2024)*. Parents/carers will be informed by phone and in writing.

Placement Review

In the most serious circumstances, where behaviour consistently breaches expectations despite
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intervention, *We Believe You Achieve* may consider reviewing a dual-registered placement. This is always a last resort, following a detailed investigation and in partnership with the home school and relevant agencies.

Prohibited Items and Expectations

- Young people must place personal belongings into lockers upon arrival and collect them at the end of the day.
- Junk food and sugary drinks are not permitted and will be disposed of if brought on site.
- Smoking paraphernalia, including vapes and lighters, will be confiscated and not returned.
- Other banned items will typically be returned at the end of the day, or parents may be required to collect them.

Support and Guidance

Our approach to behaviour is underpinned by support, not just sanctions.

- **Mentoring & Wellbeing Support:** Young people facing behavioural challenges will receive targeted mentoring, trauma-informed support.
- **Parental Involvement:** Parents and carers play a crucial role in supporting positive behaviour. We involve families in discussions at every stage to ensure a joined-up approach between home and provision.
- **Multi-Agency Working:** Where needed, we liaise closely with schools, social care, health, and other agencies to ensure that the young pe receive coordinated support.

Conclusion

This behaviour policy reflects *We Believe You Achieve's* commitment to fostering a safe, respectful and nurturing environment, where young people are supported to take responsibility for their actions, repair harm where possible, and develop the skills needed to thrive. Its success depends on the shared commitment of young people, staff, parents, and partner agencies.