

1. PURPOSE

1.1 This Policy aims to:

- (a) Create a positive culture that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment
- (b) Establish a whole Indie Education approach to maintaining high standards of behaviour that reflect the values of the college
- (c) Outline the expectations and consequences of behaviour
- (d) Provide a consistent approach to behaviour management that is applied equally to all learners
- (e) Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. SCOPE

2.1 This Policy applies to all Indie Education (**Indie**) employees (including full time, part time, permanent, fixed term and casual), contractors, and volunteers

3. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

3.1 This Policy is based on legislation and advice from the Department for Education (**DfE**) on:

- (a) Behaviour and discipline in School: advice for headteachers and school staff, 2016
- (b) Behaviour in School: advice for headteachers and school staff 2022
- (c) Searching, screening and confiscation at school 2018
- (d) Searching, screening and confiscation: advice for school 2022
- (e) The Equality Act 2010
- (f) Keeping Children Safe in Education
- (g) Exclusion from maintained schools, academies and learner referral units in England 2017
- (h) Suspension and permanent exclusion from maintained Indie Educations, academies and learner referral units in England, including learner movement - 2022
- (i) Use of reasonable force in schools
- (j) Supporting learners with medical conditions at school

3.2 It is also informed by the *Special Educational Needs and Disability (SEND) Code of Practice*, the *Education (Independent School Standards) Regulations 2014*, and the *Education Inspection Framework*.

4. DEFINITIONS

4.1 **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.

4.1.1 Therefore, **bullying** is:

- (a) Deliberately hurtful
- (b) Repeated, often over a period of time
- (c) Difficult to defend against

4.1.2 Types of bullying include (but are not limited to):

- (a) **Emotional Bullying** – Being unfriendly, excluding, tormenting.
- (b) **Physical Bullying** – Hitting, kicking, pushing, taking another's belongings, any use of violence.
- (c) **Prejudice-based and discriminatory** – Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, faith, disability).
- (d) **Sexual Bullying** – Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
- (e) **Verbal Bullying** – Direct or indirect, name calling, sarcasm, spreading rumours, teasing
- (f) **Cyber-bullying** – Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

4.2 **Negative Behaviours** are defined as:

- (a) Disruption in sessions and at breaks and lunchtimes
- (b) Non-completion of activity or requests
- (c) Poor attitude
- (d) Incorrect uniform for activities
- (e) Repeated breaches of Indie Education rules
- (f) Any form of bullying
- (g) Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- (h) Vandalism
- (i) Theft
- (j) Fighting
- (k) Smoking
- (l) Racist, sexist, homophobic or discriminatory behaviour
- (m) Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - i. Sexual comments
 - ii. Sexual jokes or taunting
 - iii. Physical behaviour like interfering with clothes
 - iv. Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of

unwanted explicit content

(n) Possession of any prohibited items, such as:

- i. Knives or weapons
- ii. Alcohol
- iii. Illegal drugs
- iv. Stolen items
- v. Tobacco and cigarette papers
- vi. Fireworks
- vii. Pornographic images
- viii. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner)

5. BULLYING

- 5.1 Throughout Indie Education we take bullying and its impact seriously.
- 5.2 Learners and parents/carers should be assured that known incidents of bullying will be investigated, and bullying will not be tolerated.
- 5.3 All incidents of bullying will be recorded and any learner displaying unacceptable behaviour will have a consequence put in place and parents/carers will be informed of the incident. Consequences which may take place will be recorded on a learner's ILP and may include a verbal/written apology, restorative conversation with the victim, 1:1 bullying intervention and/or meeting arranged with parent/carer. If the learner displays an ongoing lack of response to the consequence or there is no change in behaviour then Indie Education will consider an alternative timetable or suspension. For further information please follow the Indie Education Anti-Bullying Policy.

6. RACISM

- 6.1 Indie Education strives to ensure that the culture and ethos of Indie Education are committed to ensuring that racial equality remains part of our ongoing priority and that racism will not be tolerated.
- 6.2 Indie Education will ensure that, whatever the heritage and origins of members of Indie Education community, everyone is equally valued and treats one another with respect. Learners will be provided with the opportunity to experience, understand and celebrate diversity.
- 6.3 All incidents of Racism will be recorded onto TEAMs. The learner displaying the unacceptable behaviour will have a consequence put in place and parents/carers will be informed of the incident. Consequences will be recorded on a learner's ILP, may take place range from the following depending on the severity of the incident. Verbal/written apology restorative

conversation with the victim, 1:1 targeted intervention where the learner will complete work focused on Indie Education's key principles (appendix 1), meeting arranged with parent/carer, timetable change, suspension or incident reported to the Police.

7. ROLES AND RESPONSIBILITIES

7.1 Our CEO

7.1.1 The CEO is responsible for:

- (a) Reviewing and approving the written statement of behaviour principles (appendix 1)
- (b) Approving this behaviour Policy in conjunction with the DCEO
- (c) Monitoring the Policy's effectiveness
- (d) Holding the DCEO to account for its implementation

7.2 Our DCEO

7.2.1 The DCEO is responsible for:

- (a) Reviewing and approving this behaviour Policy
- (b) Ensuring that the Indie Education environment encourages positive behaviour
- (c) Ensuring that staff deal effectively with negative behaviour
- (d) Monitoring how staff implement this Policy to ensure rewards and sanctions are applied consistently to all groups of learners
- (e) Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- (f) Providing new staff with a clear induction into Indie Education's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully
- (g) 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
- (h) Ensuring this Policy works alongside the safeguarding Policy and child protection Policy to offer learners both consequence and support when necessary.
- (i) Ensuring that the data from the behaviour logs is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this Policy (see section 13.1)

7.3 Colleagues

7.3.1 All colleagues are responsible for:

- (a) Creating a calm and safe environment for learners
- (b) Establishing and maintaining clear boundaries of acceptable learner behaviour
- (c) Implementing the behaviour Policy consistently
- (d) Communicating Indie Education's expectations, routines, values and standards through

teaching behaviour and in every interaction with learners

- (e) Modelling expected behaviour and positive relationships
- (f) Providing a personalised approach to the specific behavioural needs of particular learners
- (g) Considering their own behaviour on Indie Education culture and how they can uphold rules and expectations
- (h) Recording behaviour incidents promptly (see Appendix C for a behaviour log)
- (i) Challenging learners to meet Indie Education's expectations

7.3.2 The leadership team on site (LT) will support staff in responding to behaviour incidents.

7.4 **Parents and Carers**

7.4.1 Parents and carers, where possible, should:

- (a) Get to know Indie Education's behaviour Policy and code of conduct mission statement, reinforce both at home where appropriate
- (b) Support their child in adhering to Indie Education's behaviour Policy
- (c) Inform Indie Education of any changes in circumstances that may affect their child's behaviour
- (d) Discuss any behavioural concerns with the class teacher promptly
- (e) Take part in any pastoral work following a highlighted incident relating to behaviours (for example: attending reviews of specific behaviour interventions)
- (f) Raise any concerns about the management of behaviour with Indie Education directly, whilst continuing to work in partnership
- (g) Take part in the life of Indie Education and its culture
- (h) Indie Education will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and Indie Education's Policy, and working in collaboration with them to tackle behavioural issues.

7.5 **Learners**

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

- (a) The expected standard of behaviour they should be displaying at Indie Education
- (b) That they have a duty to follow the behaviour Policy
- (c) Indie Education's key rules and routines
- (d) The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- (e) The pastoral support that is available to them to help them meet the behavioural standards

7.5.2 Learners will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

7.5.3 Learners will be supported to develop an understanding of Indie Education's behaviour Policy and

wider culture.

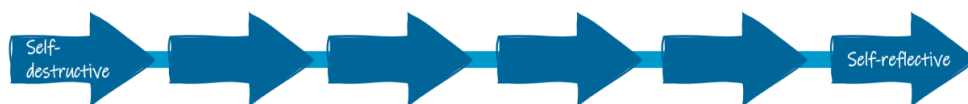
- 7.5.4 Learners will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour Policy.
- 7.5.5 Extra support and induction will be provided for learners who are mid-phase arrivals.

8. INDIE EDUCATION BEHAVIOUR CURRICULUM

8.1 The Behaviour Strategy

- 8.1.1 Regardless of individual need, all disruptive behaviours can be termed as self-destructive behaviours and our mission is to turn these behaviours into self-reflective behaviours, enabling young people to develop positive relationships with future peers, employers and environments.
- 8.1.2 To support our learners to become informed decision makers based on self-reflection. Indie Education systems/structures to manage behaviour are well-researched and clearly considered to ensure they teach our learners the knowledge and skills to become self-regulators.
- 8.1.3 Indie Education behaviour strategy can be presented in its simplest form as Figure 1, below:

Figure 1: Indie Behaviour Strategy



8.2 Indie Education Values

- 8.2.1 Our expectation of students is that they adhere to our 5 key behaviour values.
- 8.2.2 These values will guide students thinking and behaviour which will create a community that inspires respect, responsibility and resilience.
 - (a) Respect
 - (b) Honesty
 - (c) Trust
 - (d) Integrity
 - (e) Kindness
- 8.2.3 Embedding these key principles within our learners' day-to-day routines will shape individual thinking when they are interacting with others in their wider communities, on Indie Education visits or on their future pathways in life.
- 8.2.4 Learners are expected to:
 - (a) Behave in an orderly and self-controlled way
 - (b) Show respect to members of staff and each other
 - (c) In class, make it possible for all learners to learn
 - (d) Move quietly around with respect for others

- (e) Treat Indie Education buildings and property with respect
 - (f) Accept consequences or opportunities for reflection when given
 - (g) Refrain from behaving in a way that brings Indie Education into disrepute, including when off-site or online
- 8.2.5 Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all learners can meet behavioural expectations in the curriculum.
- 8.3 Mobile Phones**
- 8.3.1 Indie takes the following approach when dealing with mobile phones:
- (a) Learners are allowed to have mobile phones with them on-site
 - (b) Learners are expected to store mobile phones away during teacher input
 - (c) Locked spaces are available for learners to set aside mobile phones to mitigate the risks of distraction, disruption, bullying and abuse
 - (d) Learners can use them during the day at break and lunch times.
 - (e) There will be exceptions to the rules for medical or personal reasons
 - (f) Parental permission will need to be provided
 - (g) Indie will not take any liability for loss or damage of mobile phones
- 8.3.2 Mobile phones and other electronic devices are part of modern society, and the majority of learners will now own a mobile phone.
- 8.3.3 We understand that for safety reasons learners will carry a mobile phone in order to contact parents/carers after school/before school. However, mobile phones can lead to several problems in school, for example bullying, disruption to lessons and inappropriate social media/web usage.
- 8.3.4 During lesson times, mobile phones can be securely stored in a designated safe place if the learner wishes, such as a personal locker provided by Indie Education. These lockers are equipped with key code access to ensure the safety of learners' belongings.
- 8.3.5 If a mobile phone becomes a distraction or disrupts learning, staff should follow the graduated response procedure. As part of this process, staff must inform parents or carers that their child's phone use has become a concern and outline the next steps in line with the school's behaviour policy
- 8.3.6 If a learner is found taking photographs or video footage with a mobile phone of either other learners or staff, this will be regarded as a serious offence and a member of the leadership team should be informed immediately and the incident recorded on TEAMs. Parents/carers will be informed of the incident and will be asked to support in ensuring the photo/video is deleted from the learners' phone. Depending on the severity of the incident and the circumstances around it this could lead to learner having to hand their phone in for a period of time and the incident may be reported to the police.
- 8.3.7 If a mobile phone (other electronic device) is potentially putting a learner or staff member at risk

due to ongoing safeguarding concerns or consistent barrier to learning, then these items will be confiscated on arrival to school.

- 8.3.8 The above may include tablets, laptops, smart watches or any other electrical devices which may be impacting upon a learner's learning, list is not exhaustive.

8.4 **Indie Education Uniform**

- 8.4.1 Indie Education provide uniform for staff, promoting the ethos around sense of belonging and identity, this is an option for learners although as an organisation we do not place this expectation on our learners and there is a no uniform required for learners at Indie Education. Learners will be supported in appropriate clothing if they are participating in vocational studies and need to ensure standards expected to adopt for their future jobs or chosen career.

- 8.4.2 Due to health and safety requirements, general respect for each other learners are not permitted to wear any of the following;

- (a) Flip flops or sliders due to health and safety issues
- (b) Clothing with inappropriate or offensive logos/writing
- (c) Very short shorts or skirts.
- (d) Appropriate length is mid-thigh length ensuring they do not ride up above mid-thigh.
- (e) Low cut tops which show the cleavage area
- (f) Piercings; will be dealt with on an individual basis. In some circumstances a piercing may not be permitted within Indie Education due to health and safety reasons.

8.5 **Smoking/Vaping**

- 8.5.1 Indie Education is a no smoking establishment, which includes the use of E-cigarettes/vapes.
- 8.5.2 As UK law states smoking or vaping isn't allowed in any enclosed workplace, public building or on public transport in the UK. If a learner is caught smoking or with smoking materials on them during the Indie Education day then parents/carers will be informed and this will be followed by a period screening on entry to site.
- 8.5.3 Following the Searching, Screening & Confiscation guidance above parents/carers will be informed of the length of the screening process.

8.6 **Damage to Indie Education or Personal Property**

- 8.6.1 If a learner damages Indie Education or others personal property, then Indie Education will support the learner in taking responsibility for their actions and help put things right.
- 8.6.2 If the act of damage is classed as criminal damage which is defined as "A person who without lawful excuse, destroys or damages any property belonging to another, intending to destroy or damage any such property, or being reckless as to whether any such property would be destroyed or damaged" then Indie Education will support in the setting up of a reimbursement plan to pay back into the Indie Education community for the damage caused, this may include learners completing reparation work, work with site team, as well as parents/carers being asked to pay for

the damage.

- 8.6.3 If a learner causes damage at Indie Education, then the cost of the damage may be taken from incentive activities. If the learner does not engage in the supportive reparation process, then criminal damage claims may be pursued by Indie Education
- 8.6.4 If the learner continues to cause damages to indie Education this may lead to dismissal from the education setting.

9. RESPONDING TO BEHAVIOUR

9.1 Classroom management

- 9.1.1 Teaching and support staff are responsible for setting the tone and context for positive behaviour within Indie Education.
- 9.1.2 They will:
 - (a) Create and maintain a stimulating environment that encourages learners to be engaged
 - (b) Display the behaviour systems and expectations
 - (c) Develop a positive relationship with learners, which may include:
 - i. Greeting learners in the morning/at the start of sessions
 - ii. Establishing clear routines
 - iii. Communicating expectations of behaviour in ways other than verbally
 - iv. Highlighting and promoting good behaviour
 - v. Establishing consistent end of day/lesson routines to allow the next day begins positively.
 - vi. Planning for dealing with low-level disruption
 - vii. Using positive language to support reflection
 - viii. Role model expectations and systems

9.2 Responding to good behaviour

- 9.2.1 When a learner's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce Indie Education's culture and ethos.
- 9.2.2 Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of Indie Education's behaviour culture.
- 9.2.3 Positive behaviour will be rewarded with:
 - (a) Praise, smile and visual encouragement
 - (b) Communicating praise to parents via a phone call or written correspondence
 - (c) Certificates, prize ceremonies or special assemblies
 - (d) Positions of responsibility
 - (e) Whole-class or year group rewards, such as a popular activity

- (f) Themed days and rewards
- (g) Post cards and VIPS of the week
- (h) Incentivised targeted rewards
- (i) Award ceremonies
- (j) Learner Committee privileges such as, own lanyard, seasonal treats, awards evenings
- (k) Positions of responsibility, such as being part of a committee or being entrusted with a particular decision or project
- (l) Whole-group or year group rewards, such as a popular activity
- (m) Personalised rewards
- (n) Trophies and Awards for special immediate and unplanned recognition
- (o) Periodic Learner Day of celebration
- (p) Commendation
- (q) Achievement celebration and assemblies

9.3 Responding to negative behaviours

- 9.3.1 When a learner's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of learners' negative behaviour.
- 9.3.2 Staff will endeavour to create an expected environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so learners know with certainty that negative behaviours will always be addressed.
- 9.3.3 De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.
- 9.3.4 All learners will be treated equitably under the Policy, with any factors that contributed to the behavioural incident identified and taken into account.
- 9.3.5 When considering behaviour consequences, staff will also explore what support could be offered to a learner to help them to meet behaviour standards in the future. Indie Education may use 1 or more of the following in response to unacceptable behaviour:
 - (a) Reflection
 - (b) Asking the learner to exit the learning space and utilise a calming space
 - (c) A reminder of the expectations of behaviour
 - (d) Expecting work to be completed at home, or alternative times of day or week
 - (e) Temporary loss of privileges
 - (f) Referring the learner to a senior member of staff or key worker
 - (g) Letter or phone call home to parents
 - (h) Agreeing a behaviour contract, change to ILP

(i) Suspension or exclusion, in the most serious of circumstances

9.3.6 Personal circumstances of the learner will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Colleagues are encouraged to always reflect on their practice and planning to continually respond and adapt to ensure the best outcomes for our young people.

9.4 **Reflective Behaviour Systems**

9.4.1 Learners are more likely to make positive choices if staff are proactive in creating the optimum conditions for this to happen. When negative interactions do occur, staff will always endeavour not to use language that can be associated with punitive approaches or threaten students with reflection behaviour systems as a sanction. Research has shown that if a young person feels threatened or perceives something to be threatening they are highly likely to go into a state of fight, flight or freeze. All of our interactions with learners aim to be positive, avoid confrontation and promote de-escalation to support the fostering of positive relationships.

9.4.2 This Policy is designed to promote behaviour change by providing opportunity for learners to become informed decision makers building on experience and reflection.

9.4.3 Learners will inevitably make negative choices on occasions and will be required to reflect on their behaviour. Each incident will be analysed on a case-by-case basis so that the appropriate time, venue and practitioner can be arranged. Some situations may require a cooling off period or a change in adult to complete the reflection due to the relationship breaking down.

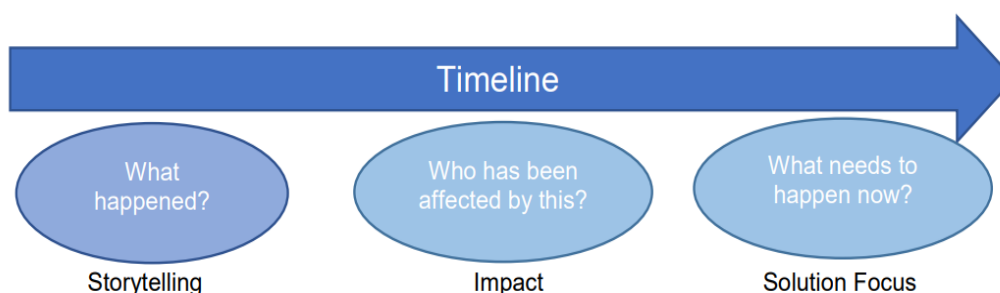
9.5 **Reflection**

9.5.1 Reflection should be used as a post event learning process that can be given for any behaviour that staff deem inappropriate, disruptive or not aligned to the key principles. If a member of staff deems reflection is necessary, it is the staff member's responsibility to ensure they clearly explain to the learner, why a reflective conversation is required.

9.5.2 Reflection can be completed using a verbal conversation, example reflective model – The Three Bubbles below. Any incidents involving reflection are to be recorded on MIS. It is recommended that learners complete the reflection with the Indie colleague who awarded it at a time when the learner is in the right frame of mind to discuss the incident. However, in some cases the relationship between the learner and practitioner may have broken down in which case the learner would complete the reflection with another member of staff.

9.5.3 Feedback from the face-to-face reflections should be provided to the member of staff who set the reflection. Colleagues throughout Indie Education understand that destructive behaviour is a communication of an unmet need, so we encourage staff to reflect on their own practice when incidents have occurred to ensure they can be part of the solution.

Figure 2: The Three Bubbles



What Happened? (Bubble 1)	Who has been affected by this? (Bubble 2)	What needs to happen now? (Bubble 3)
What was happening before?	How have you been affected?	What else needs to happen?
How were you feeling?	Who else has been affected?	What would that look like?
What were your thoughts at the time?	How have others been affected?	What will help you to move on from this?
What do you think about it now?	How do you feel now?	What would that look like?
At that point, what were you thinking/feeling?	Was anyone else involved?	If you can't do that, what can you do?
Can you tell us more about the incident?	What has been the hardest thing for you?	What do you think about what has been suggested?

9.6 Missed Learning

9.6.1 Indie Education recognises the importance of providing an outstanding educational offer thus supporting academic progress and learners' social and emotional development.

9.6.2 Work missed should be recorded as missed learning on our MIS.

9.6.3 The lesson lead must ensure the missed learning is followed up with post event learning in the form of one of the following;

- Reflective conversation exploring the reason for the missed learning to allow for the removal of any barriers to learning to support engagement with a focus on how the staff member can support the learner in accessing the learning or meeting Indie education key behaviour principles.
- Work to be caught up at break, lunch or during the learner's own time.
- Students given the opportunity to complete work at home. If there is a pattern of a learner repeatedly missing learning/disengaged from a session then staff will ensure this is followed up with intervention, strategies that support engagement or a parent/carer meeting. If a learner is frequently missing learning from all lessons then a bespoke 1:1 intervention will

be used to remove any barriers to learning and to support the learner in catching up with the missed learning this may include a program of extended day learning to catch up with the learning which has been missed.

9.7 Safeguarding

9.7.1 Indie Education recognises that changes in behaviour may be an indicator that a learner is in need of help or protection.

9.7.2 We will consider whether a learner's negative behaviour may be linked to them suffering, or being likely to suffer, significant harm.

9.7.3 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.

9.7.4 Please refer to our Safeguarding Policy for more information.

9.8 Reasonable force

9.8.1 Reasonable force covers a range of interventions that involve physical Intervention contact with learners. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner from:

- (a) Causing disorder
- (b) Hurting themselves or others
- (c) Damaging property
- (d) Committing an offence

9.8.2 Incidents of reasonable force must:

- (a) Always be used as a last resort
- (b) Be applied using the minimum amount of force and for the minimum amount of time with the maximum amount of care possible applied
- (c) Be used in a way that maintains the safety and dignity of all concerned
- (d) Never be used as a form of punishment
- (e) Be recorded on TEAMS and reported to parents.

9.8.3 When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions.

9.8.4 When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions. The philosophy of using non-confrontational approaches when communicating with others is central to the college's mission, key principles to ensure our students can become self-regulators. If there is an incident heading towards a physical intervention, staff should look to use 95% de-escalation.

9.9 **Appropriate Touch**

- 9.9.1 Touch is essential in order for us to provide quality care and trust for our learners.
- 9.9.2 Touch must always be used in an age-appropriate manner and staff should always risk assess the situation when using physical touch.
- 9.9.3 Used in context and with empathy and compassion, touch supports the development of interactions and communication. Other necessary functions of touch are for:
- (a) Reinforcing, supporting, guiding
 - (b) Interaction
 - (c) Physical prompts
 - (d) Intensive interaction
 - (e) Play
 - (f) Therapy
 - (g) Emotional support
 - (h) Personal care (medical care)
 - (i) Intimate care (changing)
 - (j) Protection
 - (k) Safety
 - (l) Curriculum support (PE, Dance, Drama)
 - Touch should always be consensual.
- 9.9.4 Staff should be sensitive to any verbal or non-verbal form of communication that might indicate the child does not want to be touched.
- 9.9.5 Staff should also be sensitive to responses that may require less touch or withdraw touch, such as overexcitement by the child.
- 9.9.6 It is never appropriate for staff to touch any learner on their intimate areas unless as part of the intimate care or medical care.
- ## 9.10 **Individual Learner Plans (ILP's)**
- 9.10.1 A self-informed plan that supports learners to identify their own self-destructive behaviours and strategies to over-come them.
- 9.10.2 Their ILP empowers students to have a voice in how they can be supported to cope with their emotions, feelings and thoughts and help them achieve the best outcomes from each situation. ILPs are completed with learners when they start at Indie Education and reviewed regularly and updated at least once a term with a learning mentor.
- 9.10.3 Following a physical intervention or incident where a learner has reached crisis point adaptations can be made with regards to strategies which either positively or negatively supported the learner.

9.11 **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.11.1 **Confiscation**

- (a) Any prohibited items (listed in section 3) found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner.
- (b) We will also confiscate any item that is harmful or detrimental to the learning environment. These items will be returned to learners after discussion with senior leaders and parents, if appropriate.

9.11.2 **Searching a learner**

- (a) Searches will only be carried out by a member of staff who has been authorised to do so by the site leader, or by the site leader themselves.
- (b) Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, and there will be another member of staff present as a witness to the search.
- (c) An authorised member of staff of a different sex to the learner can carry out a search without another member of staff as a witness if:
 - i. The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
 - ii. In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; **or**
 - iii. It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- (d) When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.
- (e) If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the DCEO, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the learner. During this time the learner will be supervised and kept away from other learners.
- (f) A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item or any item identified in the guidelines for which a search can be made, or if the learner has agreed.
- (g) An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on Indie Education premises or where the

member of staff has lawful control or charge of the learner, for example on an Indie Education visit or trip.

- (h) Before carrying out a search the authorised member of staff will:
 - i. Assess whether there is an urgent need for a search
 - ii. Assess whether not doing the search would put other learners or staff at risk
 - iii. Consider whether the search would pose a safeguarding risk to the learner
 - iv. Explain to the learner why they are being searched
 - v. Explain to the learner what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
 - vi. Explain how and where the search will be carried out
 - vii. Give the learner the opportunity to ask questions
 - viii. Seek the learner's co-operation
- (i) If the learner refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
- (j) If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead (or deputy) or DCEO in this order to try and determine why the learner is refusing to comply.
- (k) The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner harming themselves or others, damaging property or from causing disorder.
- (l) The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in Indie Education guidelines.
- (m) The authorised member of staff may use a metal detector to assist with the search.
- (n) An authorised member of staff may search a learners outer clothing, pockets, possessions, desks or lockers.
 - i. Outer clothing includes:
 - a. Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
 - b. Hats, scarves, gloves, shoes, boots
 - ii. Possessions include items that the learner has or appears to have control of, such as:
 - a. Desks
 - b. Lockers

c. Bags

- (o) A learner's possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in Indie Education rules.
- (p) An authorised member of staff can search a learner's possessions when the learner and another member of staff are present.
- (q) If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

9.11.3 Informing the designated safeguarding lead (DSL)

- (a) The staff member who carried out the search should inform the DSL without delay:
 - i. Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item as listed in section 3
 - ii. If they believe that a search has revealed a safeguarding risk
- (b) All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in TEAMS.

9.11.4 Informing parents

- (a) Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:
 - i. What happened
 - ii. What was found, if anything
 - iii. What has been confiscated, if anything
 - iv. What action Indie Education has taken, including any consequences that have been applied to their child

9.11.5 Support after a search

- (a) Irrespective of whether any items are found as the result of any search, Indie Education will consider whether the learner may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
- (b) If this is the case, staff will follow Indie's *Safeguarding Policy* and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. A review of the learner's ILP will take place.

9.11.6 Strip searches

- (a) The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on Indie

Education premises shall only be carried out by police officers in accordance with the Police and *Criminal Evidence Act 1984 (PACE) Code C*.

- (b) Before calling the police into Indie Education, staff will assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item.
- (c) Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.
- (d) Once the police are on Indie Education premises, the decision on whether to conduct a strip search lies solely with them. Indie Education will advocate for the safety and wellbeing of the learner(s) involved. Staff retain a duty of care to the learner involved and should advocate for learner wellbeing at all times.

9.11.7 **Communication and record-keeping**

- (a) Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the learner's parents to inform them that the police are going to strip search the learner before strip search takes place and ask them if they would like to come to site and act as the learner's appropriate adult. If Indie Education can't get in touch with the parents, or they aren't able to come into onto site to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).
- (b) The learner's parents will always be informed by a staff member once a strip search has taken place. Indie Education will keep records of strip searches that have been conducted on Indie Education premises, and monitor them for any trends that emerge.

9.11.8 **Who will be present**

- (a) For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the learner, except in urgent cases where there is risk of serious harm to the learner or others.
- (b) One of these must be the appropriate adult, except if:
 - i. The learner explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
 - ii. The appropriate adult agrees
- (c) If this is the case, a record will be made of the learner's decision and it will be signed by the appropriate adult.
- (d) No more than 2 people other than the learner and appropriate adult will be present, except in the most exceptional circumstances.
- (e) The appropriate adult will:
 - i. Act to safeguard the rights, entitlement and welfare of the learner

- ii. Not be a police officer or otherwise associated with the police
 - iii. Not be the site leader or DCEO
 - iv. Be of the same sex as the learner, unless the learner specifically requests an adult who is not of the same sex
- (f) Except for an appropriate adult of a different sex if the learner specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the learner could be seen by anyone else.

9.11.9 **Care after a strip search**

- (a) After any strip search, the learner will be given appropriate support, irrespective of whether any suspected item is found. The learner will also be given the opportunity to express their views about the strip search and the events surrounding it.
- (b) As with other searches, Indie Education will consider whether the learner may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
- (c) Staff will follow Indie's *Safeguarding Policy* and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.
- (d) Any learner(s) who has been strip searched more than once and/or groups of learners who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

9.11.10 **Screening**

- (a) Screening can offer reassurance to learners, staff, and parents that Indie Education is committed to maintaining a calm, safe, and supportive environment. As part of its responsibilities to ensure the safety and wellbeing of all individuals on site, Indie Education has the authority to implement screening measures. These procedures are in line with its duty of care and behaviour expectations, and may include requiring learners to undergo screening where necessary.
- (b) Screening at Indie Education will be in the form of a hand-held metal detector (wand) to scan learners where concerns have been raised. If a learner refuses to be screened, the member of staff should consider why the learner is not co-operating and make an assessment of whether it is necessary to carry out a search. Screening will usually take place for an agreed length of time and then random checks will be used after this period. The following may then occur:
 - i. Change of face
 - ii. Change of environment
 - iii. Contact home and/or professionals

iv. Advice from police

9.12 Absconding

9.12.1 If a learner absconds:

- (a) Staff should always bear in mind that learners who have chosen to abscond may be upset or agitated and therefore it is important that the response of practitioners is to remain calm, maintain visual contact as far as possible and work to re-engage the learner and return them safely. If the learner has not returned within 15 minutes, then the member of staff should contact the parents/carers and inform them. At no point should staff run after learners, nor should they ask other learners to assist in pursuing the absconder. Active pursuit may encourage the learner to leave the immediate vicinity and may also cause the learner to panic, possibly putting themselves at risk, for example by running into a busy road.
- (b) Monitor the learner from a safe distance, if possible, if the learner goes out of sight or if the staff member loses sight then they should return to Indie Education and inform the DSL/deputy DSL/mentor immediately about the situation.
- (c) The DSL/Deputy DSL/mentor will then, if appropriate, allocate further staff members to go and support the learner, while a phone call home is made to inform the learners parent/carer or any relevant external agencies keeping them updated of any developments.
- (d) The Police may be informed after obtaining consent from the parent/carer or if there is immediate concerns over the safety of the individual. If parent/carers cannot be contacted, the DSL/deputy DSL will take an appropriate decision depending on the response/reaction of the learner in line with their ILP, as well as the location/direction of the learner's movement.
- (e) Police should be provided with as precise a description of the learner as possible, the last known whereabouts and any other details they may require. Staff should ensure they obtain the relevant crime number to pass onto parent/carers and to update the police of any developments.
- (f) If a learner returns to Indie Education after absconding then staff will contact parents/carers, it may be recommended that the learner goes home due to the risks involved and necessary consequence and reflection required.

9.13 Off-site negative behaviours

9.13.1 Consequences may be applied where a learner has behaved negatively off-site when representing Indie Education. This is when the learner is:

- (a) Taking part in any Indie Education-organised or Indie Education-related activity (e.g. Indie Education trips)
- (b) Travelling to or from Indie Education
- (c) In any other way identifiable as a learner of Indie Education

9.13.2 Consequences may also be applied where a learner has behaved negatively off-site, at any time,

whether or not the conditions above apply, if the negative behaviour:

- (a) Could have repercussions for the orderly running at Indie Education
- (b) Poses a threat to another learner or citizens
- (c) Could adversely affect the reputation of Indie Education

9.13.3 Consequences will only be given out on Indie Education premises or elsewhere when the learner is under the lawful control of a staff member (e.g. on an Indie Education organised trip).

9.14 **Online misbehaviour**

9.14.1 Indie Education can issue behaviour consequences to learners for online misbehaviour when:

- (a) It poses a threat or causes harm to another learner
- (b) It could have repercussions for the orderly running of Indie Education
- (c) It adversely affects the reputation of Indie Education
- (d) The learner is identifiable as a member of Indie Education

9.14.2 Sanctions will only be given out on Indie Education premises or elsewhere when the learner is under the lawful control of a staff member.

9.15 **Suspected criminal behaviour**

9.15.1 If a learner is suspected of criminal behaviour, Indie Education will make an initial assessment of whether to report the incident to the police.

9.15.2 When establishing the facts, Indie Education will endeavour to preserve any relevant evidence to hand over to the police.

9.15.3 If a decision is made to report the matter to the police, the *(member of the site leadership team / mentor or specialist support)* will make the report.

9.15.4 Indie Education will not interfere with any police action taken. In addition, Indie Education will follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

9.15.5 If a report to the police is made, the designated safeguarding lead (DSL) will report to children's social care, if appropriate, and record on TEAMS.

9.16 **Zero-tolerance approach to sexual harassment and sexual violence**

9.16.1 Indie Education will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

9.16.2 Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

9.16.3 Indie Education's response will be:

- (a) Proportionate
- (b) Considered
- (c) Supportive

(d) Decided on a case-by-case basis

9.16.4 Indie Education has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

9.16.5 **Responding to a report**

(a) Carrying out risk assessments, where appropriate, to help determine whether to:

- i. Manage the incident internally
- ii. Refer to early help
- iii. Refer to children's social care
- iv. Report to the police

(b) Please refer to our safeguarding policy and LADO guidelines for more information

9.17 **Malicious allegations**

9.17.1 Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, Indie Education will consider whether to discipline the learner in accordance with this policy.

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

9.17.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, Indie Education (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the learner 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.

9.17.4 Indie Education will also consider the pastoral needs of colleagues and learners accused of misconduct.

9.17.5 Please refer to our Safeguarding Policy inc. LADO Guidelines for more information on responding to allegations of abuse against staff or other learners.

10. RESTORATIVE SANCTIONS

10.1 Reflection, Catching Up on Learning, Reparations

10.1.1 Learners can be issued with reflection, catching up on learning and reparations during breaktime or lunchtime, during term time. All colleagues can issue a restorative sanction.

10.1.2 Indie Education will inform the learner's parent / careers when these are to take place outside of Indie Education hours.

10.1.3 When issuing a reparation or opportunity to catch up on learning, Indie Education will consider whether doing so would:

(a) Compromise the learner's safety

- (b) Conflict with a medical appointment
- (c) Prevent the learner from getting home safely
- (d) Interrupt the learner's caring responsibilities

10.2 **Removal from classrooms/sessions**

- 10.2.1 In response to serious or persistent breaches of this policy, Indie Education may remove the learner from the classroom for a limited time.
- 10.2.2 Learners who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the previously planned curriculum.
- 10.2.3 Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove learners from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.
- 10.2.4 Removal can be used to:
 - (a) Restore order if the learner is being unreasonably disruptive
 - (b) Maintain the safety of all learners
 - (c) Allow the disruptive learner to continue their learning in a managed environment
 - (d) Allow the disruptive learner to regain calm in a safe space
- 10.2.5 Learners who have been removed from the classroom are supervised by available staff, inc. mentors, learner support specialists and available leaders. The learner will be removed until they are judged to be ready to engage positively in learning.
- 10.2.6 Learners will not be removed from classrooms for prolonged periods of time without the explicit agreement of the site leader.
- 10.2.7 Learners should be reintegrated into the classroom as soon as appropriate and safe to do so. Indie Education will consider what support is needed to help a learner successfully reintegrate into the classroom and meet the expected standards of behaviour, this will be recorded and reviewed on the learner's ILP.
- 10.2.8 Parents will be informed on the same day that their child is removed from the classroom.
- 10.2.9 Indie Education will consider an alternative approach to behaviour management for learners who are frequently removed from class, such as:
 - (a) Meetings with learning coaches
 - (b) Use of support staff, mentors and learner support specialists.
 - (c) Short term behaviour report cards
 - (d) Long term behaviour plans, linked to ILP's
 - (e) Multi-agency assessment
- 10.2.10 Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the learner, in Indie Education MIS.

10.3 Suspension and permanent exclusions

- 10.3.1 Indie Education can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following Indie Education consequences and interventions.
- 10.3.2 The decision to suspend or exclude will be made by the CEO and only as a last resort.

11. RESPONDING TO MISBEHAVIOUR FROM LEARNERS WITH 'SEND'

11.1 Recognising the impact of SEND on behaviour

- 11.1.1 Indie Education recognises that learners' behaviour may be impacted by a special educational need or disability (SEND).
- 11.1.2 When incidents of misbehaviour arise, we will consider them in relation to a learner's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- 11.1.3 When dealing with misbehaviour from learners with SEND, especially where their SEND affects their behaviour, Indie Education will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
 - (a) Taking reasonable steps to avoid causing any substantial disadvantage to a disabled learner caused by Indie Education's policies or practices (Equality Act 2010)
 - (b) Using our best endeavours to meet the needs of learners with SEND (Children and Families Act 2014)
 - (c) If a learner has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and Indie Education must co-operate with the local authority and other bodies
- 11.1.4 As part of meeting these duties, Indie Education will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- 11.1.5 Any preventative measures will take into account the specific circumstances and requirements of the learner concerned. For example:
 - (a) Short, planned movement breaks for a learner with SEND who finds it difficult to sit for long periods of time.
 - (b) Adjusting seating plans to allow a learner with visual or hearing impairment to sit in sight of the teacher or coach.
 - (c) Adjusting environment requirements for a learner with sensory issues.
 - (d) Training for staff in understanding learners with additional needs.
 - (e) Use of separation spaces (sensory zones or hygge rooms) where learners can regulate their emotions during a moment of sensory overload).

11.2 Adapting consequences for learners with SEND

11.2.1 When considering a behavioural consequence for a learner with SEND, Indie Education will take into account:

- (a) Whether the learner was unable to understand the rule or instruction?
- (b) Whether the learner was unable to act differently at the time because of their SEND?
- (c) Whether the learner is likely to behave aggressively due to their SEND?

11.2.2 If the answer to any of these questions is yes, it may be unlawful for Indie Education to consequence the learner for the behaviour.

11.2.3 Indie Education will then assess if it is appropriate to use specific consequences and if so, whether any reasonable adjustments need to be made.

11.3 Considering whether a learner displaying challenging behaviour may have unidentified SEND

11.3.1 Indie Education's ELT, site leaders or specialist learner support may evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

11.3.2 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

11.3.3 When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for the learner. We will work with parents to create the plan and review it on a regular basis.

11.4 Learners with an education, health and care (EHC) plan

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

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

- (a) Education and Children | Leicestershire County Council
- (b) Contact Schools and learning (leicester.gov.uk) Leicester City Council

12. SUPPORTING LEARNERS FOLLOWING A SANCTION

12.1 Following a sanction, Indie Education will consider strategies to help learners to understand how to improve their behaviour and meet the expectations of the college.

12.1.1 This could include measures like:

- (a) Conversations with named key adults on my plan
- (b) Updated ILP – individual learner plan
- (c) Personalised support plan
- (d) Referral for additional intervention

- (e) Reintegration meetings
- (f) Daily contact with the site lead
- (g) A report card with personalised behaviour goals
- (h) Communicating struggle with teachers and/ or key staff members
- (i) Support from home

13. LEARNER TRANSITION

13.1 Inducting incoming learners

- 13.1.1 Indie Education will support incoming learners to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider Indie Education culture. A Key worker will be assigned, and we will look at their own ILP'S to build a portfolio of that learner to help support moving forward.

13.2 Preparing outgoing learners for transition.

- 13.2.1 To ensure a smooth transition to the next year, learners have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
- 13.2.2 To ensure behaviour is continually monitored and the right support is in place, information related to learner behaviour issues may be transferred to relevant staff at the start of the term or year.

14. TRAINING

- 14.1 As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
 - (a) The proper use of restraint
 - (b) The needs of the learners at Indie Education
 - (c) How SEND and mental health needs impact behaviour
 - (d) Behaviour Strategy
 - (e) Key points from the college's behaviour policy
 - (f) Behaviour management will also form part of continuing professional development.

15. MONITORING ARRANGEMENTS

15.1 Monitoring and evaluating Indie Education behaviour

- 15.1.1 Indie Education will collect data on the following:
 - (a) Behavioural incidents, including removal from the classroom
 - (b) Attendance, exclusion and suspension
 - (c) Use of learner support, off-site directions and managed moves.
 - (d) Incidents of searching, screening and confiscation
 - (e) Anonymous surveys for staff, learners, parent/carers, trustees and other stakeholders on their perceptions and experiences of Indie Education behaviour culture

- 15.1.2 The data will be analysed termly by specialist learner and mentor support, curriculum and site leads.
- 15.1.3 The data will be analysed from a variety of perspectives including:
- (a) At site / organisational level
 - (b) By age group
 - (c) At the level of individual members of staff
 - (d) By time of day/week/term
 - (e) By protected characteristic
- 15.1.4 Indie Education will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of learners are identified by this analysis, Indie Education will review its policies to tackle it.

16. POLICY REVIEW

- 16.1 In accordance with Indie's Policy review protocol, this Policy will be reviewed by the DCEO and site leads at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the Policy will be approved by CEO and presented to the Indie Board of Trustees.

17. RELATED DOCUMENTS

- Child Protection and Safeguarding Policy
- LADO Guidelines
- Anti-Bullying Policy
- Online Safety Policy

18. AUTHORISATION

- 18.1 This document has been authorised by the Chief Executive Officer.

APPENDIX A: INDIE EDUCATION PLEDGE AND KEY BEHAVIOUR PRINCIPLES

1. KEY BEHAVIOUR PRINCIPLES

- 1.1 Our expectation of students is that they adhere to our 5 key behaviour values.
- 1.1.1 These values will guide students thinking and behaviour which will create a community that inspires respect, responsibility and resilience.
 - (a) Respect
 - (b) Honesty
 - (c) Trust
 - (d) Integrity
 - (e) Kindness
- 1.1.2 Embedding these key principles within our learners day-to-day routines will shape individual thinking when they are interacting with others in their wider communities, on Indie Education visits or on their future pathways in life.
- 1.1.3 Learners are expected to:
 - (a) Behave in an orderly and self-controlled way
 - (b) Show respect to members of staff and each other
 - (c) In class, make it possible for all learners to learn
 - (d) Move quietly around with respect for others
 - (e) Treat Indie Education buildings and property with respect
 - (f) Accept consequences or opportunities for reflection when given
 - (g) Refrain from behaving in a way that brings Indie Education into disrepute, including when outside off-site or online.

2. INDIE EDUCATION PLEDGE

- 2.1 The Indie Pledge includes the following:
 - (a) Every learner understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
 - (b) All learners, staff and visitors are free from any form of discrimination
 - (c) Staff colleagues and volunteers set an excellent example to learners at all times
 - (d) Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
 - (e) The behaviour policy is understood by learners and Indie colleagues
 - (f) The suspensions and exclusions policy explains that they will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

- (g) Learners are helped to take responsibility for their actions
 - (h) Families are involved in behaviour incidents to foster good relationships between Indie Education and learners' homes
 - (i) Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all learners can meet behavioural expectations in the curriculum.
- 2.1.2 Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
- 2.1.3 This Indie Education pledge is reviewed and approved by the CEO and Trustees at least annually.

APPENDIX B: STAFF TRAINING LOG – INDIE EDUCATION SPECIFIC DATA SHEET KEPT ON 'MIS'

TRAINING RECEIVED	DATE COMPLETED	TRAINER OR TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

APPENDIX C: BEHAVIOUR LOG

LEARNER'S NAME:	
LEARNER'S KNOWN PROTECTED CHARACTERISTICS: (sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation)	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (before Indie Education, after Indie Education, lunchtime, break time)	

WHAT HAPPENED?	
WHO WAS INVOLVED?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS.	
PEOPLE INFORMED OF THE INCIDENT: (staff members, governors, parents, guardians, police)	

APPENDIX D: LETTERS TO PARENTS ABOUT LEARNER BEHAVIOUR

PART 1: FIRST BEHAVIOUR LETTER

Dear [insert parent name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other learners' property'].

This has been promptly followed up at Indie Education with [insert brief description of what Indie Education has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert learner's name] behaviour with them to ensure a consistent message between Indie Education and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Staff name: _____

Staff signature: _____

Date: _____

Behaviour Letter – Return Slip

Please return this slip to Indie Education to confirm you have received this letter. Thank you.

Name of learner: _____

Parent name: _____

Parent signature: _____

Date: _____

PART 2: SECOND BEHAVIOUR LETTER

Dear [insert parent name],

Following my previous letter regarding the behaviour of [insert learner name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me so we can discuss a way forward.

[Insert details of how to contact Indie Education to arrange the meeting].

Yours sincerely,

Staff name: _____

Staff signature: _____

Date: _____

Behaviour Letter – Return Slip

Please return this slip to Indie Education to confirm you have received this letter. Thank you.

Name of learner: _____

Parent name: _____

Parent signature: _____

Date: _____

PART 3: THIRD BEHAVIOUR LETTER

Dear [insert parent name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert learner's name] would now benefit from a structured approach to help improve their behaviour in Indie Education.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the DCEO, site leader, the special educational needs coordinator, specialist support], to discuss the further support we will be putting in place for [insert learner's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact Indie Education to arrange the meeting].

Yours sincerely,

Staff name: _____

Staff signature: _____

Date: _____

Behaviour Letter – Return Slip

Please return this slip to Indie Education to confirm you have received this letter. Thank you.

Name of learner: _____

Parent name: _____

Parent signature: _____

Date: _____

PART 4: PREPARATION OR CATCH UP WITH LEARNING LETTER

Dear [insert parent name],

I am writing to inform you that [insert learner's name] has been given a additional learning session on [insert date] at [insert time]. The reason(s) for this detention are set out below.

[Insert a brief description of the behaviour incident that led to the required session here].

If you need to see me about this matter, please call Indie Education to make an appointment.

Yours sincerely,

Staff name: _____

Staff signature: _____

Date: _____

Behaviour Letter – Return Slip

Please return this slip to Indie Education to confirm you have received this letter. Thank you.

Name of learner: _____

Parent name: _____

Parent signature: _____

Date: _____