Behaviour Policy

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1. Introduction and Purpose

This policy explains how Nulogic Training Ltd (Nulogic) promotes positive behaviour, how we respond when things go wrong, and what learners, parents/carers and schools can expect from us.

Many of our learners have experienced trauma, adversity, exclusion or disrupted education. We recognise that behaviour is a form of communication. Our approach is restorative and trauma-informed: it puts relationships, safety and consistency first, while keeping clear boundaries and high expectations. It reflects our mission: we meet the moment for every young person by being fully present, building real relationships and creating environments where confidence can grow.

Nulogic is a non-school (unregistered) alternative provision. Learners stay on the roll of their school, which keeps its statutory responsibilities. This policy reflects the Department for Education's Non-school Alternative Provision: Voluntary National Standards (August 2025). We also follow, as good practice, the Department for Education's guidance for schools on behaviour, on restrictive interventions including the use of reasonable force (April 2026), on searching, screening and confiscation, and on mobile phones.

This policy is published on the Nulogic website for learners, parents/carers, schools and local authorities. Nulogic staff follow the Behaviour Procedure, which sets out the detailed steps they take. This policy should be read alongside the Restorative Practice Policy, the Anti-Bullying Policy and the Child Protection & Safeguarding Policy.

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2. Scope

This policy applies across all Nulogic settings and services, including:

- School Inclusion Bases, based within host schools;
- off-site provision at Nulogic's own premises;
- Specialist Outreach, delivered in learners' homes and in the community;
- the central team.

Many learners follow a bespoke pathway that combines more than one of these services. The same approach to behaviour applies wherever a learner is working with us, so they experience consistency across their whole pathway.

Our expectations also apply on Nulogic transport, on journeys between Nulogic sites, and on educational visits, enrichment activities, work experience and community-based learning. We may respond to behaviour outside the provision, including online, where it affects the safety or wellbeing of learners or staff, or relationships within the provision.

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3. Definitions

Restorative Practice
An approach that focuses on building, maintaining and repairing relationships. When harm happens, it asks who has been affected and what needs to happen to put things right.

Restrictive Intervention
Any action that restricts a learner's movement or freedom, including physical restraint (reasonable force). It is only ever used as a last resort to keep people safe.

Commissioner
The school or local authority that commissions Nulogic to support a learner.

Pathway
The combination of Nulogic services a learner accesses, which may include a School Inclusion Base, off-site provision and Specialist Outreach.

Individual Learning and Placement Plan (ILPP)
The learner's plan setting out their provision, placement arrangements, needs and targets while with Nulogic.

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4. Our Approach

Our four values guide how we promote positive behaviour:

- **Real Relationships:** strong, trusting relationships are the foundation of positive behaviour.
- **Resilience:** mistakes are part of growing up. We help learners take responsibility, put things right and move forward.
- **Relatability:** we meet learners where they are, listen to understand and explain our decisions.

- **Respect:** everyone is treated with dignity. We challenge the behaviour, never the person's worth.

We expect all learners to:

- treat other people and their property with respect;
- take responsibility for their own learning, attendance and behaviour;
- help keep the provision a safe place where everyone can learn.

Staff model the behaviour we expect. They use consistent routines, clear expectations and calm, non-confrontational responses, and they seek to prevent situations from escalating wherever it is safe to do so.

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5. SEND and Individual Needs

Behaviour may be affected by special educational needs and disabilities (SEND), communication needs, social, emotional and mental health needs, trauma or other circumstances. We look for the reasons behind behaviour and make reasonable adjustments, so that our responses are fair and meet each learner's needs. Expectations stay high for every learner.

We use information from Education, Health and Care Plans (EHCPs), the learner's ILPP and Learner Information Form, risk assessments, and advice from parents/carers, schools and other professionals to plan the right support.

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6. Safeguarding

Changes in behaviour can be a sign that a learner is at risk of harm. Staff stay professionally curious and consider whether behaviour may be linked to abuse, neglect, exploitation or another safeguarding concern. Where it might be, they report it to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay, in line with the Child Protection & Safeguarding Policy. Safeguarding always comes first and is never managed only as a behaviour incident.

We do not tolerate bullying, discriminatory or prejudiced language, sexual harassment, sexual violence or any other harmful behaviour between learners. It will never be dismissed

as “banter” or part of growing up. We support everyone involved and follow our safeguarding procedures. Our Anti-Bullying Policy explains how we respond to bullying.

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7. Praise and Rewards

We recognise effort, progress and positive behaviour often, so that learners feel valued. Rewards include:

- regular praise and recognition in sessions;
- praise points recorded on Arbor, our learner information system;
- displaying learners’ work;
- positive phone calls, postcards or letters to home and to the learner’s school;
- certificates;
- Head of Provision rewards, such as special trips or activities.

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8. Responding to Behaviour

When a learner’s behaviour falls short of our expectations, our response is fair, proportionate and designed to put things right. We condemn the behaviour, not the person. We never punish a whole group for the actions of a few, and we never use a consequence that humiliates a learner.

Most issues are resolved through a restorative conversation, as set out in our Restorative Practice Policy. Where behaviour continues, we use four intervention levels, each with more support and closer involvement from parents/carers and the learner’s school:

1. **Level 1:** monitoring, check-ins, restorative conversations and a phone call home.
2. **Level 2:** a meeting with parents/carers, targets, regulation sessions and, where needed, referrals for support.
3. **Level 3:** the Head of Provision leads, with daily check-ins, a review of risk assessments and the learner’s timetable, and contact with the learner’s school about the placement.

4. **Level 4:** referral to the Director of Education, a restorative conference with clear targets and, where needed, a review of the placement.

Consequences may include repairing harm (for example, clearing up), time away from the group with supervision, losing an enrichment activity, or a meeting with parents/carers and the school.

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9. Suspension, Reduced Timetables and Ending a Placement

Nulogic does not suspend or exclude learners. Only the headteacher of the learner's school has the legal power to do this. After a serious incident, we may ask the headteacher to consider a suspension. We will never send a learner home, shorten their day or remove them from provision informally.

A reduced timetable can only be agreed by the learner's school. It must be temporary, agreed with parents/carers and reviewed regularly, with a clear plan to return to a full timetable.

After a serious incident, or when a learner returns from a suspension by their school, we hold a reintegration meeting with the learner, their parents/carers and the school where appropriate. It aims to repair relationships, identify any unmet needs and agree support for a successful return.

Ending a placement is a last resort. It is only considered where a learner's behaviour continues to seriously affect the safety, wellbeing or education of others and reasonable support has been exhausted. Any decision is made with the commissioning school or local authority, with the learner's needs and best interests at its centre.

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10. Mobile Phones

All learners hand in their mobile phones when they arrive. Phones are locked away and returned at the end of the day. Where a learner needs access to a device for a medical, SEND or other specific need, this is agreed in advance and recorded in their ILPP.

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11. Prohibited Items, Screening and Searching

Learners must not bring prohibited, illegal or harmful items to Nulogic, including weapons, illegal drugs, alcohol, tobacco and vaping products, and stolen property.

To keep everyone safe, learners are screened on arrival each day with a screening wand and a bag check. This is explained at the learner's onboarding meeting, where we ask for consent, and it is agreed with the learner's school.

Nulogic is not a school, so our staff do not have legal powers to search learners without consent. We never force a search. If a learner refuses a search and there is a safeguarding risk, we contact their parents/carers and their school, and we will call the police if the refusal continues or a weapon is suspected. Any prohibited item found is dealt with safely and, where needed, passed to the police. Parents/carers and the school are told the same day.

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12. Restrictive Intervention and Reasonable Force

We work hard to prevent the need for restrictive intervention through positive relationships, de-escalation and individual planning. All staff complete Positive Behaviour Training (Level 1), renewed every two years.

Staff only use reasonable force or other restrictive intervention where it is necessary, reasonable and proportionate to prevent harm to the learner or others, or serious damage to property, and where less restrictive approaches have not worked or are not appropriate. It is used for the shortest time possible and never as a punishment. Learners are never locked in a room or left alone.

Every restrictive intervention is recorded and reviewed. We tell parents/carers the same day wherever possible, and the learner's school is informed. Afterwards, we check on the wellbeing of the learner and the staff involved and review the learner's risk assessment and support plan.

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13. Working with Schools, Commissioners and Families

Where a learner remains on a school roll, statutory responsibilities stay with that school and the Local Authority. We:

- share behaviour information and outcomes with the learner's school or commissioner through the agreed contact, using Arbor communications;
- tell parents/carers about concerns early and work with them to find solutions;
- hold behaviour meetings with the learner, their parents/carers and their school after a serious incident or persistent behaviour, agreeing a behaviour plan that is reviewed within six weeks;
- inform the host school and agree who will lead, where an incident at a School Inclusion Base involves the host school's learners or staff.

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14. Recording and Monitoring

Behaviour incidents are recorded on Arbor. Safeguarding concerns are also recorded on CPOMS. Records are handled in line with the Data Protection and GDPR Policy.

We regularly review behaviour records to spot patterns and to check whether any group of learners (for example, by sex, ethnicity or SEND) is over-represented, and we act on what we find.

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15. Roles and Responsibilities

Learners

Follow our expectations, treat others with respect, and help shape our approach through learner voice.

Parents and Carers

Support their child's positive behaviour, work with us when concerns arise, and attend behaviour meetings where needed.

Nulogic Staff

Model positive behaviour, apply this policy fairly and consistently, and follow the Behaviour Procedure.

Heads of Provision

Lead positive behaviour in their provision and manage Level 3 and Level 4 interventions.

Director of Education

Owns this policy, oversees the quality and consistency of behaviour support across Nulogic, and reviews behaviour records every term.

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16. Related Policies

- Behaviour Procedure (for Nulogic staff)
- Restorative Practice Policy
- Anti-Bullying Policy
- Child Protection & Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality & Diversity Policy
- Attendance Policy
- Data Protection and GDPR Policy

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17. Queries

Parents/carers with a question about this policy or their child's behaviour support should contact the provision their child attends. Anyone unhappy with how we have handled a matter can raise it under our Complaints Policy and Procedures.