

Behaviour Policy

This policy was updated: **September 2025**

This policy will be reviewed: **September 2026**

Statutory policy? **Yes**

Introduction

This policy describes the approach that Nulogic Training promote positive behaviour with any learners referred through service.

Positive behaviour is an essential component of an effective teaching and learning environment. Nulogic Training is committed to the promotion of positive behaviour for all learners and to supporting learners to develop their social, emotional, and behavioral skills. This policy provides the framework within which all staff, learners, parents, and carers can contribute to the development and maintenance of a learning environment where learning will flourish.

Nulogic Training has two key values that underpin this commitment:

- meeting the needs of all learners; and
- Including all learners, regardless of their ability or background.

Nulogic Training action to promote racial, gender and sexual equality. We assess the impact of this policy and its implementation on any vulnerable individuals or groups needing temporary support, e.g., following bereavement. 'Nulogic Training takes unacceptable behaviour against other learners and staff very seriously and will always act on such behaviour.

The promotion of self-discipline and respect for others also guides our actions to promote positive behaviour and informs our response to any kind of bullying or intimidation.

These values inform the behaviour of all members of Nulogic training - pupils and adults alike - and will form the basis upon which Nulogic Training asks for support and assistance from parents/carers, other members of the professional service and supporting agencies.

We recognise that we are working with learners who are emerging adults; that they need guidance and that at times they will make wrong choices, which lead to poor behaviour. In dealing with them, therefore, we are clear in our thoughts and actions to address poor behaviour.

Policy Objectives

- To encourage positive behaviour, with all learners and adults working to agreed standards
- To set expectations that all learners will be encouraged to learn the social emotional and behavioral skills required for citizenship and educational achievement
- To maintain an environment where learners are encouraged to behave appropriately because they feel they are valued members of our programmes, and that they are safe, secure and at ease.
- To challenge inappropriate behaviour to ensure young people understand what is socially acceptable and what is not.

Teaching and Learning

Promoting positive behaviour in lessons enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour. Learners learn more effectively when the curriculum is differentiated, with the use of teaching styles and learner focused approaches to accommodate individual learning styles and preferences.

Principles

- Staff should use the most appropriate method of teaching, which draws on learners' experiences and values their contributions
- Learners should be received into a classroom where routines are established, and high standards expected with a consistent approach
- All learners should have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
- Explicit and regular praise should be used for all types of achievement

Where appropriate, **pastoral support and personal development opportunities** will be used to teach and promote the social, emotional and behavioral skills necessary for adulthood. All courses will provide opportunities to develop and teach these skills so that, through positive behaviour, all learners can learn and make progress.

When designing the teaching programme, account will be taken of learners' prior learning and of learners' social, emotional and behavioral skills before they come to Nulogic Training, together with information supplied by the referring School.

Practice and Procedures: Roles and Responsibilities

The promotion of positive behaviour is the responsibility of all members of Nulogic Training, schools and parents and carers. Not all members of the Nulogic Training will play the same part in this process, but each section of the service will have a specific role.

Nulogic Training will continue to work with other members of our service to review and, if necessary, revise the principles underpinning this policy. For example, they will ensure that the policy and its implementation is consistent with our Equality and Diversity Policy. Specific responsibilities of the service include:

- Approving policies, including this Behaviour Policy
- Monitoring fixed term and permanent exclusions
- Ensuring the needs of all learners including those at risk of permanent exclusion are met

The AEP Lead for each hub at Nulogic Training Together with the assistance of other members of the Leadership Team is responsible for the form and content of the policy, and for its implementation in ways that maintain an ethos that encourages positive behaviour throughout delivery.

All members of staff have a responsibility to ensure that the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All members of staff have a role to play in keeping the policy alive throughout Nulogic Training, including their role to provide mutual support to colleagues, and to model the social, emotional and behaviour skills and high standards of behaviour expected from learners.

Learners have a role in shaping and promoting Nulogic Training Behaviour Policy. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions, and consequences. This will be achieved, as appropriate, through learner voice, the learner council or focus groups. Learners have a responsibility to report incidents of bullying or intimidation, and they have a role in offering support to their peers through activities such as peer mentoring.

Parents and carers have a responsibility for their child's behaviour inside and outside Nulogic training, which they discharge by the standards they set and the way they encourage learners' progress at home. They also have a role to play in advising on the continuing development and improvement of the policy.

The key principles are:

- Treat other people and their property with respect and consideration
- Take responsibility for your own learning, achievement, attendance, and behaviour
- To ensure environment is a safe and controlled environment.

Praise and Rewards

Frequent praise and reward for achievement are features of teaching and learning at Nulogic training, so that learners receive recognition for their positive contributions to life at the centre. Contributions might include work and effort at 'Nulogic training, in addition to positive behaviour and adherence to the Code of Conduct. Praise and rewards are available to all pupils whenever they show progress.

Nulogic Training will use both informal rewards such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards.

Examples of informal and formal rewards, which staff are encouraged to use for achievement, effort, positive behaviour and improvements in attendance, include:

- 1) frequent general praise and recognition used in lessons
- 2) recognising achievement in public gatherings
- 3) learners' work displayed
- 4) contact to be made with school and home commending progress
- 5) postcard or letter sent home
- 6) praise points rewards scheme
- 7) certificates
- 8) AEP lead awards, which may include special external visits or any other additional activities, at the discretion of the AEP leads to reward learners for their efforts.

Sanctions

Sanctions should be used to help learners make appropriate choices about their behaviour. Where they choose to breach the Code of Conduct, learners have a right to expect fair sanctions, applied consistently to all.

The most appropriate sanction is one designed to put matters right and to encourage better behaviour and attendance in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few learners, or to impose a sanction that may humiliate learners.

Where learners make inappropriate choices about their behaviour and formal sanctions are necessary, the matter will be dealt with by the tutor. In the case of serious misbehavior, the learner will be referred to the Head of Alternative Provision. The Behaviour Consequence System, (Appendix iii), is referenced in the staff handbook and/or in other relevant documents (e.g. the Safeguarding Young People Policy) at Nulogic Training, to ensure a consistent approach by all staff. This reflects Nulogic Trainings Incident reporting process

The present policy includes the sanctions set out below:

Individual members of staff

- Discuss behaviour with learner
- Contact the School, Parents and Coordinator.
- Sanctions relating to the rule that has been broken e.g. clearing up litter and removing graffiti
- Send learners to another classroom, group or to the Head of Alternative Provision.

Head of Alternative Provision

- On report with agreed targets
- Sending letters home
- Meetings with the School and /or parents/carers
- Working in isolation.

Nullogic Training Sanctions

- Fixed term suspension
- Permanent exclusion (supported by Nulogic and the school)

Sanctions will lose their effectiveness if learners do not regard them as fair. Members of staff are, therefore, advised to:

- Make it clear that they are condemning the behaviour not the person
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent breaches of the Code of Conduct
- Avoid sanctions for a group that punish the innocent as well as the guilty
- Take account of individual circumstances. For example, punishing a learner who is late to a Nulogic Training because he or she looks after younger siblings will not be seen as fair by other learners. In this case, for example, it would be preferable to use Nulogic Training referral system to ensure the pupil receives the support he or she needs to improve punctuality
- Encourage learners to reflect on the effects of misbehavior on others in the community of Nulogic Training
- Adhere to the Nulogic Training Incident reporting process

Reporting Incidents

Nulogic Training will keep a copy of this report; a copy will be forwarded to the relevant school and professionals involved.

These forms MUST only be used when an incident has occurred.

Suspensions

Suspension's from Nulogic Training are usually reserved for serious offences (Gross misconduct) or persistent misbehavior. Suspensions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is appropriate. They may be permanent, for a fixed time or an internal exclusion.

Permanent exclusion

Permanent exclusion is rare but may be appropriate in some cases. *Permanent* exclusion should be considered for serious breaches of the behaviour policy and where a learner remaining would seriously harm the education or welfare of the learner or others in the organisation.

Sometimes it will be appropriate where there is a history of misbehavior, where other sanctions have already been applied and/or other strategies used without leading to the necessary improvement.

However, in some exceptional cases, it will be appropriate for a first or "one off" offence, where deemed to be gross misconduct.

Support Systems for Learners

Nulogic Training is committed to the concept of equal outcomes for all learners. Some learners will, therefore, need differentiated forms of support to help them fulfil their behavioral and academic potential. We will ensure that differentiated strategies are available to learners to meet their particular needs.

We monitor learners whose behaviour or attendance causes concern and regularly feedback to Monitoring Officers, together we organise appropriate support to meet their individual needs, including any significant barriers to learning.

This support might include:

- Regular pastoral reviews to identify those learners most at risk, included as part of regular academic progress reviews
- Contact with parents/carers in the early stages of any concerns
- Contact with the monitoring officers in the early stages of a problem
- If the learner's problems are identified as having an SEN aspect further support should be arranged with school
- Referrals for specialist advice, either for individual learners, or more generally, for issues relating to behaviour across the whole of Nulogic Training
- Consultation with parent/carers
- Working with school to ensure any relevant referrals are made

Behaviour Meetings

Following the guidance on Appendix 2, when a Behaviour meeting is held, this must be arranged within 3 days of the incident and held within 1 week. There should be a representative attending from Nulogic Training and the learner's school and the learner with parent/carers. This meeting will be structured, and a behaviour plan will be completed. This will then be monitored by Nulogic and the schools monitoring officers to ensure all actions are met and strategies are implemented. This behaviour plan must be reviewed by Nulogic Training within 6 weeks

Support Systems for Staff

All members of staff have a responsibility to promote and maintain positive behaviour at Nulogic Training. Guidance is provided for staff on strategies they can employ to promote positive behaviour and respond to misbehaviour (Appendix 2 and the sections on Rewards and Sanctions in this policy). At times, staff may feel that certain problems concerning behaviour are more challenging than other problems. At these times they will receive support and additional advice.

Staff may seek support and advice from within Nulogic Training e.g. colleague. This 'low level' support is encouraged actively, because sharing a problem is a sign of confidence, not an admission of failure. Support will also be available from the Head of Alternative Provision depending on the nature of the difficulty.

Staff may also contact schools monitoring officers for support or advice at any time.

Nulogic Training supports staff through continuing professional development and, arranges training for tutors or individual members of staff looking to develop their behaviour management skills

Support Systems for Parents

Nulogic Training are keen to facilitate effective and on-going parent/carers support for all its policies and practices.

Parents and carers who express concern to the tutor managing the behaviour and attendance of their child are offered support from a range of multi-disciplinary services coordinated by the Local Authority Service.

If members of staff from Nulogic Training have concerns about a learner's behaviour, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the appropriate member of staff, for a solution to the problem. This process will always respect the opinions and situation of the family, learner and staff from Nulogic Training.

We will do our best to engage parents and carers who are hard to reach through a range of additional measures including, where appropriate, utilising the Educational Welfare Service.

We will make this policy available to parents and carers in a user-friendly and accessible format on our website. Access to learners' confidential records is available with reasonable notice.

We will provide opportunities for parents and carers to contribute to our policy and strategies for promoting positive behaviour and attendance. This will be through communication through the website, the involvement of parents/carers in support activities, cultural and social events and other activities that promote positive partnerships between the us and the wider community.

Monitoring

To ensure that a high standard of behaviour at Nulogic Training is maintained, we have various system for monitoring behaviour and punctuality to lessons. These systems include monitoring the behaviour and attendance of individual pupils, so that actions to promote positive behaviour are constantly improved.

Monitoring mechanisms include - weekly reviews of exclusions and incident reports to determine the nature of exclusions and whether any particular group of learners (for example, by sex, ethnicity or SEN) is over-represented in these figures. The data collected covers factors such as the behaviour leading to the exclusion, the setting, the subject, the time of day and the adults involved. We monitor all incidents of racial abuse or bullying carefully. Fixed term or permanent exclusions will result in a careful examination of the events leading up to the exclusion and the forms of support offered to the learner.

Appendices

2. Teaching and Learning – Developing Skills
3. Incident Reporting Process

Appendix 2

Teaching and Learning - Developing Skills:

Effective classroom management skills are developed through experience and appropriate support from colleagues.

Training and reflection on personal practice is very important.

In addition, well-prepared and stimulating sessions, in which learners are aware of the lesson purpose, help to secure good standards of behaviour. Effective sessions are those in which learners enjoy learning, are fully engaged, make progress and improve their attainment through sustained effort and commitment.

Effective lessons:

- give the big picture
- use positive language
- have high expectations
- address different learning styles
- review learning
- enable learners to make progress
- acknowledge and praise effort and progress
- use challenge, pace and enjoyment.

To achieve this staff should:

- Set behaviour for learning objectives, when appropriate, as well as other learning objectives for the session
- Arrive before the class and start the session on time
- Ensure that learners enter and leave the room quietly and sensibly
- Display session objectives clearly
- Refer regularly to the Code of Conduct
- Ensure that all learners are able to participate fully in the session
- Emphasise the positive in learning and behaviour
- Use praise and rewards fairly and consistently
- Motivate, encourage and engage the learners
- Model and teach positive behaviour, including respect, empathy and social skills
- Make sparing, effective and fair use of reprimands
- Avoid sarcasm, shouting and threats
- Avoid humiliating learners
- Avoid punishing a class for the behaviour of individuals
- Keep to time in the session, with a consistent start and finish time
- Share good practice with colleagues in the wider Community

**** Please note that examples of rewards are on pages 3 and 4 of this policy.***