

Behaviour Policy

1. Statement of Intent

At Wirral Health Project CIC (WHP), we believe that positive relationships, high expectations, and consistent support are the foundation for promoting and maintaining good behaviour. As an Alternative Provision, we work with learners who may have experienced difficulties in mainstream education and require additional support to thrive. We are committed to creating a safe, nurturing, and structured environment that supports emotional regulation, encourages accountability, and promotes personal growth.

Our approach to behaviour is relational, trauma-informed, inclusive, and restorative, acknowledging that challenging behaviour often reflects unmet needs or adverse experiences. We aim to identify the root causes of behaviours and work collaboratively with students, families, schools, Local Authorities, and professionals to address them.

2. Aims of this Policy

This policy aims to:

- Establish a clear, consistent and inclusive approach to behaviour.
- Promote a safe and respectful learning environment for all.
- Support students to understand and manage their behaviour.
- Set out how behaviour is monitored, responded to and communicated.
- Define roles and responsibilities for staff, students, and external stakeholders.
- Outline clear procedures for working with schools, parents/carers, and external agencies.

3. Principles of behaviour at WHP

We believe that:

- All behaviour is a form of communication, and we must listen to understand.
- Relationships are central to behaviour management and are built on trust, consistency, and care.
- Every student can learn to self-regulate and reflect on their behaviour with the right support.
- Boundaries should be clear, fair, and consistently applied.
- Restorative approaches are more effective than punitive ones in promoting long-term change.

4. Expected Behaviour

We expect all students to:

- Treat staff, peers, and the environment with respect.
- Engage in learning to the best of their ability.
- Use kind and appropriate language.
- Follow staff instructions the first time.

- Take responsibility for their actions.

Staff model expected behaviour by:

- Remaining calm, respectful, and fair.
- Using consistent language and routines.
- Building strong, trusting relationships with students.
- Applying this policy consistently and supportively.

5. Recognition and rewards

We recognise and celebrate positive behaviour, effort, and progress through:

- Verbal praise and encouragement
- Positive phone calls home
- Certificates, postcards, and reward systems
- Weekly celebration or recognition round-ups
- Personalised reward strategies where appropriate

6. Responding to behaviour that falls short

When behaviour does not meet expectations, our approach is restorative, reflective, and supportive, not simply punitive.

We will:

- Use de-escalation techniques and positive behaviour support.
- Give students the opportunity to regulate and reflect.
- Use restorative conversations to repair relationships.
- Apply proportionate consequences if necessary.
- Support the student to reintegrate positively back into learning.

7. Reporting and communication procedures

Communication with schools

As an AP provider, we work closely with referring schools to monitor and report on behaviour.

We will:

- Inform the referring school of significant incidents, patterns, or concerns.
- Provide regular behavioural reports (weekly or as agreed).
- Work collaboratively on behaviour support plans or Individual Risk Assessments.
- Invite school staff to review meetings or multi-agency discussions where behaviour is a concern.

Communication with parents/carers

We know the importance of parental engagement in behaviour management.

We will:

- Notify parents/carers of behavioural concerns or incidents in a timely and respectful manner.
- Offer opportunities for parental input into behaviour support strategies.
- Involve parents/carers in restorative or reintegration conversations as needed.
- Keep parents/carers informed of progress, improvements, and positive behaviour.

8. Reporting procedures

- All behaviour incidents are recorded on internal and collaborative systems
- Significant incidents (e.g. aggression, absconding, refusal to engage) are escalated to senior staff and DSL as needed.
- Risk assessments are updated following serious or repeated behaviours.

9. Serious misbehaviour and prohibited items

We define serious misbehaviour as:

- Physical violence or threats
- Verbal abuse, including racist, sexist, homophobic or discriminatory language
- Possession of prohibited items (see list below)
- Bullying (including online or discriminatory bullying)
- Vandalism or theft
- Sexual harassment or sexual violence

Prohibited items include:

- Knives or weapons
- Drugs or alcohol
- Vapes, cigarettes, or tobacco
- Stolen items
- Pornographic or explicit material
- Fireworks or other dangerous objects

Items may be confiscated and reported in line with DfE guidance.

10. Bullying and discriminatory behaviour

We have zero tolerance for bullying of any kind. Please refer to our Anti-Bullying Policy for more detail.

All incidents will be:

- Taken seriously and investigated thoroughly
- Reported to the referring school and parents/carers
- Addressed through education, support, and where appropriate, consequences
- Followed up with both victim and perpetrator to monitor progress

11. Students with SEND or additional needs

We understand that some students may display behaviours that are linked to SEND, trauma, or other underlying needs.

We will:

- Work within the SEND Code of Practice
- Make reasonable adjustments to our responses
- Liaise with schools, SENCOs, EHCP coordinators and external agencies
- Use individual behaviour support plans or risk assessments
- Ensure behaviour does not lead to discrimination or exclusion of vulnerable students

12. Safeguarding and behaviour

Behaviour may be a symptom of wider safeguarding concerns. All staff are trained to:

- Recognise signs of abuse, neglect, or exploitation
- Report concerns to the Designated Safeguarding Lead (DSL)
- Contribute to Early Help Assessments, Child in Need, or Child Protection plans where appropriate

13. Staff training and development

All staff are:

- Supported through ongoing training, CPD and reflective supervision
- Encouraged to seek guidance from Designated Safeguarding Leads.

14. Policy review

This policy is reviewed annually and following any major incidents or changes in statutory guidance.

Approved by: Adam McCreevy

Date of Review: 03/09/2025

Next Review Due: 03/09/3036