

The NEST
alternative
provision
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Behaviour Policy

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Contents

Policy aims	4
Links to legislation and guidance.....	4
Associated policies and further reading	5
Definitions	5
Roles and Responsibilities	6
Directors	6
Staff	7
Caregivers	8
Learners	8
Community voice	9
Processes	10
Setting behaviour expectations	10
Community Contract	10
Responsibilities and privileges system.....	11
Exit plans	11
Self-reflective reports	11

Flock huddle	11
Responding to minor and moderate behaviour incidents	12
RSUCS Process	12
Confiscation of harmful but not forbidden items	12
Removal from learning environments	12
Escalation	13
Serious behaviour incidents	13
Suspected Criminal Behaviour	13
Zero-tolerance Approach to Sexual Harassment and Violence	13
Bullying	14
Responding to serious behaviour incidents	14
Safeguarding	14
Suspension and Permanent Exclusions	15
Extreme incidents and interventions	15
Positive handling	15
Confiscation	15
Searching a learner or their possessions	15
Strip searches	18
Record keeping and information sharing	19
Training	19
Review	20
Monitoring behaviour	20
Monitoring this Policy	21
Appendices	22
Appendix A – Behaviour log	22
Appendix B – Community Contract	22
Appendix C – Responsibility and Privilege exemplar	22
Appendix D – Self Report Template	23
Appendix E – the RSUCS process	23
Appendix F – Accountability flowchart	24
Appendix G – Appropriate Sanctions	24

Appendix H – Attendance Reporting Letter	24
Appendix I – Prohibited items	24
Appendix J – Record of Search	25
Appendix K – Safeguarding Log	25
Appendix L – Caregiver Search Report	25
Appendix M – Behaviour Report	25
Appendix N – Term Report	25

Policy aims

At the NEST, we are guided by principles of community restorative justice, accountability and consequences. We understand that mostly learners are not involved in behaviour incidents without a cause (even if this does not constitute a valid reason for the behaviour) and that creating an environment in which our core principles of self-care, community responsibility, mutual accountability and equity can be expressed is important to be able to develop these skills. An environment of trust and positive regard is important to set up learners to be able to succeed.

Learners come to the NEST with a range of complex issues that have become a barrier to engaging with learning and adhering to behaviour standards. With this in mind, this policy aims to:

- Create a positive culture that:
 - identifies and promotes excellent behaviour
 - ensures all learners have opportunity to learn in a safe, supportive environment
 - allows learners to develop skills to allow them to re-integrate into school and home environments
 - is transparent and collaborative
 - teaches learners alternatives to patterns of behaviour that have historically had negative consequences
 - is supportive rather than punitive in the approach to disciplinary incidents
- Establish a whole-provision approach to maintaining high standards of behaviour that reflect the NEST values and ethos
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equitably to all learners
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Links to legislation and guidance

This policy has been written in compliance with the following legislation and guidance:

- Police and Criminal Evidence Act 1984 (Code C)
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011

- [Use of reasonable force: Advice for headteachers, staff and governing bodies 2013](#)
- [Children and Families Act 2014](#)
- [Supporting pupils at school with medical conditions 2015](#)
- [Searching, Screening and Confiscation: Advice for schools 2022](#)
- [Behaviour in schools: Advice for headteachers and school staff 2024](#)
- [Keeping children safe in education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)

Associated policies and further reading

This policy should be read in conjunction with the following associated policies and documents:

- Anti Bullying Policy
- Attendance Policy
- Child Protection Policy
- Community Contract
- Equity, Diversity and Inclusion Policy
- Safeguarding Policy

Definitions

Minor behaviour incident is defined as:

- Disruption of the learning of others
- Repeated refusal to engage
- Refusal to comply with justified requests from staff

Moderate behaviour incident is defined as:

- Failing to demonstrate a responsibility (see Responsibility and Privilege Process) (e.g. using phone too much)
- Bringing in or using disruptive items
- Using discriminatory or appropriative language or slurs (in first instance – see RSCUS process)
- Anything that involves a low-level sanction in under RSUCS process
- Refusal to comply with justified requests from staff relating to safety

Serious behaviour incident is defined as:

- Repeated and persistent breaches of the Community Contract
- Bullying (see below) or discrimination (such as racism, homophobia, transphobia, ableism)

- Sexual misconduct – violence (assault), harassment (comments, jokes, taunting), online (comments, messages, sharing nude or semi-nude images/videos, sharing unwanted explicit content)
- Physical behaviour like interfering with clothes, fighting, initiation violence (hazing), non-consensual touching (like hair pulling, tripping)
- Criminal behaviour like vandalism, theft, possession of illegal drugs or alcohol, stolen items, pornographic content, any item reasonably suspected of being involved in an offence (past or future)

Extreme behaviour incident is defined as:

- An incident that necessitates serious actions from staff (restraint, search, police assistance)
- An incident that results in injury to staff or learner
- Criminal behaviour, possession of weapons, fireworks, or any item that could cause personal injury to or damage to the property of any person (including the learner), sexual violence (rape, assault)

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group.

Bullying can include:

- Emotional
- Physical
- Discriminatory
- Sexual
- Direct or indirect verbal
- Cyber-bullying

See Anti-Bullying Policy for further detailed definition of bullying.

Roles and Responsibilities

Directors

The NEST Directors are responsible for the behaviour of the NEST community. They will:

- Review and approve this behaviour policy
- Ensure the environment encourages positive behaviour
- Ensure staff are trained to effectively deal with behaviours incidents
- Monitor staff implementation of this policy to ensure rewards and sanctions are applied consistently and equitably to all learners
- Ensure all staff understand the behavioural expectations and the importance of maintaining them

- Provide new staff with a clear induction into the NEST behavioural culture
- Offer 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
- Ensure staff have and develop a contextual understanding of the potential impact of different demographic, systemic, environmental and experiential factors on behaviour (e.g. impact of racism, mental health conditions, minoritised sexualities or gender experiences).
- Ensure this policy works alongside the Safeguarding Policy to offer learners both sanctions and support when necessary
- Review emerging trends and data from behaviour logs regularly (at least termly), to ensure no learners are being disproportionately impacted by this policy
- Support staff in responding to behaviour incidents
- Ensure all learner provisions outlined in their EHCP are fully met
- Communicate major behaviour incidences with learners with EHCP to the relevant LEA/commissioner
- Make Community Contract available to learners and staff
- Build positive relationships with caregivers by keeping them informed about developments in their young person's behaviour and policy, and working in collaboration with them to tackle behavioural issues

Staff

The NEST staff are responsible for cultivating an environment that supports positive engagement. They will:

- Create and maintain a safe and stimulating environment for learners that promotes learner engagement
- Establish and maintain clear boundaries of acceptable learner behaviour
- Implement this policy consistently and equitably
- Communicate expectations, routines, consequences, values and standards through teaching behaviour and in every interaction with learners
- Develop a positive relationship with learners through mutual accountability, honesty and openness
- Role model conscientious, accountable and respectful behaviours.
- Provide a personalised approach to specific behavioural needs of learners
- Record behaviour incidents promptly
- Challenge learners to meet expectations
- Highlight, reinforce and promote positive behaviours and improvements in behaviour

- Plan how to approach low-level disruption (lack of focus, distraction) without punitive measures
- Display the agreed Community Contract
- Make, where appropriate and reasonable, adjustments to ensure all learners can meet behavioural expectations

See Appendix A for Behaviour Log

Caregivers

Caregivers have a responsibility to support, where possible, learner behaviour. They will:

- Get to know the behaviour policy and reinforce it at home where appropriate
- Support their learner in adhering to the behaviour policy
- Inform the NEST of any changes in circumstances that may affect learner behaviour
- Discuss any behavioural concerns with staff promptly
- Take part in any pastoral work following misbehaviour (attending reviews of behaviour interventions)
- Raise any concerns about the management of behaviour with staff immediately
- Take part in/support the life of the NEST and its culture

Learners

Learners make up the centre of the NEST community. They have responsibilities towards managing their own behaviour and adhering to the Community Contract (Appendix B).

Learners will be:

- supported to meet behaviour standards
- provided with repeated induction sessions where appropriate
- supported to understand the Community Contract and wider culture
- asked to feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of this policy

Induction will include:

- The Community Contract, expected behaviour and routines at the NEST
- The consequences system of the Community Contract
- The group-review practices for behaviour incidents
- The pastoral support available to help them meet the behavioural standards

Learners are expected to:

- Engage with identifying their personal triggers to dysregulation and unproductive behaviour
- Develop self-management skills to address dysregulation (with peer and staff support)
- Develop (in induction) and adhere to personalised exit strategies (with support where necessary)
- Show respect to members of staff and other learners
- Comply with reasonable requests for behaviour change from staff or learners
- Not disrupt the learning of others
- Treat the NEST building and property with respect
- Wear appropriate clothing for designated activities (e.g., overalls for painting)
- Attend behaviour reviews after an incident and accept sanctions when given
- Refrain from behaving in a way that brings the NEST into disrepute, including when offsite or online
- Engage with resolving behaviour incidents under the Community Contract ensuring they have no more than 3 active at a time.

Community voice

We value lived experience at the NEST, and we believe that centring the voice of lived experience is a route to better care. The insight of learners, caregivers, staff and collaborators are invaluable in shaping an environment of trust, collaboration and co-ownership. Intentionally prioritising the perspective of learners and caregivers supports educator understanding of learner needs and can empower learners to contribute to meaningful decision making and to take an active role in their learning. Valuing staff and collaborator feedback can facilitate closer co-working and productive communication.

In the context of behaviour, contributing to the creation of the standards and the fair application of sanctions is vital to diminishing internal barriers about the perception of behaviour standards. That is, if a learner has contributed to the standards relating to phones and the acceptable and unacceptable use of them (for example) they are more likely to understand when their own use is unacceptable. The processes in place for supporting Community Contract successes and deterring repeated Community Contract breaches will support the learners learning about consequences, accountability and the value of having a voice that is listened to and respected.

We will incorporate learner voice on behaviour in the following ways:

- Contribution to:
 - Community Contract (setting behavioural expectations),
 - responsibilities and privilege lists (linking behaviour to privilege) and
 - group discussions on consequences of behavioural incidents
- Co-designed exit plans as part of induction (regularly reviewed)
- Self-reflective reports at the end of each day
- Collaborating with caregivers in supporting behaviour plans

Processes

In order to help learners develop their self-management and a sense of appropriate behaviour while at the NEST, we are guided by principles of community justice, accountability and consequences. This is embedded within the practices of Community Contract, responsibility/privilege, exit plans, self-management development (core curriculum), flock huddles, rewards and achievement tracking and end-of-day individual reviews. These are introduced to learners as part of induction. This covers all small-scale incidences of breaching the Community Contract. See below for serious incidents, escalation and sanctions.

Setting behaviour expectations

Community Contract

Learners are consulted on and draw up the Community Contract (see Appendix B) including what behaviours have what types of sanctions, identifying the common causes of behaviour incidents and guidelines for fairness.

This Community Contract is applicable to behaviour on-site, off-site on a trip/outing and when representing the NEST (i.e. identifiable as a NEST learner) including online. Incidents occurring outside learning hours are investigated and dealt with on a case-by-case basis. The Community Contract is displayed prominently outlining what learners have agreed to in order to attend the NEST.

When learners do not meet the Community Contract standard (to the level they can reasonably be expected to achieve), staff respond to restore a safe learning environment, and to minimise recurrence of behaviour incidents. Staff endeavour to create a predictable environment by always challenging behaviour that falls short of the standards as well as celebrating and highlighting behaviour that meets or exceeds expectations, in a consistent, equitable and proportionate manner, so learners know with certainty that behaviour incidents are always addressed.

Responsibilities and privileges system

As part of induction, learners are introduced to the system of responsibility and privilege. They identify their privileges and discuss what responsibilities are related to this (see Appendix C). Not being able to meet the responsibility criteria results in the loss of this privilege. The agreed upon privileges and responsibilities are displayed in the learning environment and referred to with first warnings.

Exit plans

As part of induction learners develop an exit plan with a member of staff. This involves identifying the learner's potential triggers to dysregulation, how dysregulation manifests for the learner, what they find helps when they need to calm down and how they will appropriately communicate that they have become dysregulated to staff to activate their exit plan. This will also include non-academic accessibility requirements, (movement breaks, fidget toys, safe destruction items) including those stated on their EHCP (if any).

Throughout their time with the NEST the learners are taught a range of self-regulating activities (somatic movement, breathing exercises, visualisation, writing) and de-escalation techniques to use if they activate their exit plan or before that becomes necessary. If a learner is showing their identified signs of dysregulation a staff member may prompt them to activate their exit plan.

Self-reflective reports

At the end of every day, learners complete a digital self-reflective report (Appendix D) either with a member of staff or reviewed by a member of staff before the learner leaves for the day. These act as a record of their day, their targets and behaviour incidences. These form the backbone of the termly feedback to caregivers and commissioners.

Flock huddle

The end-of-day reflection ("flock huddle") is a space to have a community conversation about any incidents that occurred in the day (through RSUCS – see Appendix E) as well as highlighting successes and having exploratory conversations about behaviour. This time is used to apply RSUCS since learners are likely to be de-escalated and no longer dysregulated allowing fair application of the process. If learners remain too dysregulated to fairly apply the process, then the RSUCS procedure is applied on a later day (no later than a week after the incident).

When learner behaviour meets or goes above and beyond the expected behaviour standard (for the community or individual), staff recognise it with positive recognition and reward. This provides an opportunity for all staff to

reinforce the NEST culture and ethos. Positive reinforcements and rewards are applied clearly and equitably to reinforce the routines, expectations and norms of the NEST behaviour culture.

Responding to minor and moderate behaviour incidents

RSUCS Process

Breaches of the Community Contract are reviewed and managed through our RSUCS process (see Appendix E). This involves individual conversations between a member of staff and the learner(s) involved and (where appropriate) in flock huddles. The RSUCS process is intended as a supportive process and involves considering what support could be put in place to scaffold a learner's potential to meet behaviour expectations. Collective decisions about consequences are reached through discussion and referring to the Community Contract (Appendix B) and responsibilities and privileges system (Appendix C).

All learners are treated equitably under the policy, with any factors that contributed to the behavioural incident identified (without violating confidentiality) and taken into account (Appendix F – flow chart of accountability). To ensure community justice is not used punitively or in retaliation, staff have guidelines of Appropriate Sanctions (Appendix G). While learners are consulted and their preferences taken into account, decisions are always mitigated by informed, staff discussions. Full explanations are given where staff decisions override the majority of learner voice.

Confiscation of harmful but not forbidden items

We confiscate any item detrimental to the learning environment (e.g. whistles, spray paint). These items are returned to learners or their caregivers after discussion with Directors and caregivers, if appropriate.

Removal from learning environments

In response to serious or persistent breaches of this policy, the NEST staff may remove the learner from the learning environment for a limited time (up to 15 minutes). Staff only remove learners from the learning environment once other behavioural strategies have been attempted, unless the behaviour is significant enough to warrant immediate removal.

Removal can be used to:

- Maintain the safety of all learners
- Allow the disruptive learner to regain calm in a safe space

Learners are not removed from learning environments for prolonged periods of time without explicit agreement of the Director. Learners are reintegrated into

the learning environment as soon as appropriate and safe to do so. The NEST considers what support is needed to help a learner successfully reintegrate into the learning environment and meet the expected standards of behaviour. Caregivers are informed on the same day their child is removed from the learning environment.

Staff record all incidents of removal from the learning environment along with details of the incident that led to the removal, and any protected characteristics of the learner in the Behaviour Log (Appendix A).

Escalation

Behaviour incidents are considered serious if one of the following circumstances occurs:

- During a 4Es (see Appendix E) process there is continual refusal to acknowledge wrongdoing against another
- A learner has another behaviour incident while having three unresolved behaviour incidents active
- A learner is involved in a serious or extreme incident (see Definitions)

All of these can result in a serious sanction such as suspension or exclusion.

Serious behaviour incidents

Suspected Criminal Behaviour

If a learner is suspected of criminal behaviour, the NEST makes an initial assessment of whether to report the incident to the police. When establishing the facts, the NEST endeavours to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, Directors make the report. If a report to the police is made, the DSL makes a tandem report to children's social care, if appropriate.

The NEST does not interfere with any police action taken. However, the NEST may continue to follow its own investigation procedure and enforce sanctions, removed from any police action.

Zero-tolerance Approach to Sexual Harassment and Violence

The NEST ensures all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Learners are encouraged to report anything that makes them uncomfortable, no matter how small they might feel it is. See Child Protection and Safeguarding Policy for more information.

The NEST's response is:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Bullying

Young people are encouraged at all times to talk to staff about bullying issues affecting them. All staff are engaged in encouraging good behaviour and respect for others on the part of learners, and in particular, preventing all forms of bullying among learners. Bullying in any form – including cyberbullying, prejudice-based and discriminatory bullying – is not tolerated (see Anti-bullying Policy for more information). Nor are remarks made towards another person that could be early signs of bullying behaviour. Both are dealt with as serious behaviour incidents and sanctions applied.

Responding to serious behaviour incidents

Serious behaviour incidents trigger a meeting of the DSL and Directors to collate and review the learner's needs, progress, effort and preparedness to work with staff towards adhering to the Community Contract and behaviour expectations. Details of incidents and sanctions used are recorded and reported to caregivers. Reports are made available to the police and other relevant agencies as necessary (following our Data Protection Policy).

Safeguarding

The NEST recognises that changes in behaviour may be an indicator that a learner needs help or protection. We consider whether learner behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to social care is appropriate.

Suspension and Permanent Exclusions

The NEST can use suspension and permanent exclusion in response to serious incidents or in response to persistent inability to follow community behaviour standards, which has not improved following in-provision sanctions and interventions. The decision to suspend or exclude is made by communication with Directors, commissioners (LEA and referral school) and only as a last resort.

When behaviour results in suspension and is logged, and staff analyse this along with any prior suspensions. Only the Directors are authorised to suspend a learner and the procedure for notifying caregivers and commissioners via Attendance Reporting Letter (Appendix H).

Extreme incidents and interventions

Positive handling

Positive handling covers a range of interventions that involve physical contact with learners. All members of trained staff have a duty to use positive handling only to prevent a learner from:

- Hurting themselves or others
- Damaging property
- Committing an offence

When considering using positive handling, staff consider the risks recognising any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions.

Incidents of reasonable force must:

- Always be used as a last resort
- Use the minimum amount of force and for the minimum amount of time possible
- Maintain the safety and dignity of all concerned
- Never be used as a form of punishment
- Record and report to caregivers (see Appendix A for Behaviour Log)

Confiscation

Prohibited items (Appendix I) are confiscated. These items are not returned to the learner.

Searching a learner or their possessions

A search can be conducted only if a member of staff has reasonable grounds for suspecting the learner is in possession of a prohibited item and has been authorised by a Director or if the learner has agreed. Where the learner has

agreed, they are asked to empty their own pockets and bags. Unless the following exception is met, another member of staff witnesses the search for the safety of learner and authorised staff (including searching possessions).

An authorised member of staff can carry out a search without a witness if:

- The authorised member of staff reasonably believes there is risk serious harm will be caused to a person if the search is not conducted immediately and
- It is not possible for the search to be witnessed by another member of staff in this timeframe

When an authorised member of staff conducts a search without a witness they immediately report this to another member of staff, and ensure a written record of the search (Appendix J) is kept and submitted to the Designated Safeguarding Lead (DSL) and in the Behaviour Log (Appendix A).

If the authorised member of staff thinks a search is necessary, but not urgent, they seek the advice of the Directors or DSL who may have more information about the learner. During this time the learner is supervised and kept away from other learners as possible.

An appropriate location for the search is found. Where possible, this is away from other learners. The search only takes place on the NEST premises or where the member of staff has lawful charge of the learner (on a trip).

Before carrying out a search the authorised member of staff:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched
- Explain to the learner what a search entails (e.g. “I will ask you to turn out your pockets and remove your scarf” or “I will open your bag”)
- Explain where the search will be carried out
- Give the learner the opportunity to ask questions
- Seek learner co-operation

If the learner does not agree to a search, the member of staff contacts a Director or DSL to attempt to determine the cause of their lack of willingness to be searched. The authorised member of staff then decides whether to use positive handling to search the learner. The authorised member of staff can use positive handling to search for any prohibited items identified (Appendix I), but

not for items identified only in the Community Contract (Appendix B). This decision is made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner harming themselves or others, causing extensive or dangerous property damage or committing a crime.

An authorised member of staff may search outer clothing, pockets, possessions or storage crates. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or as underwear (e.g. a jumper or jacket worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Possessions means any items that the learner has or appears to have control of, including:

- Bags
- Storage crate

Informing the Designated Safeguarding Lead (DSL)

The authorised staff member who carried out the search informs the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item (Appendix I)
- If they believe a search has revealed a safeguarding risk

All searches for prohibited items (Appendix I), including incidents where no items were found, are recorded in the Search Record (Appendix J) and Safeguarding Log (Appendix K).

Informing caregivers

Caregivers are always informed of any search for a prohibited item (Appendix I). The NEST tells the caregivers as soon as is reasonably practicable (see Appendix L Caregiver Search Report).

Support after a search

Irrespective of the result of a search, the NEST considers the learner may be suffering or likely to suffer harm and whether any specific support is needed (due to reasons for search, search itself, outcome of search). If this is the case, staff follow the NEST Safeguarding Policy and speak to the DSL. The DSL considers if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

No member of staff is allowed to conduct a strip search (removing more than outer clothing). Strip searches on the NEST premises are only carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into the NEST, staff 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. Staff consider whether introducing the potential for a strip search through police involvement is necessary, and always ensure other appropriate, less invasive approaches have been exhausted first. Caregivers are called immediately.

Once the police are on the NEST premises, the decision on whether to conduct a strip search lies solely with them. The NEST advocate for the safety and wellbeing of the learner(s) involved at all times.

Where reasonably possible and unless there is an immediate risk of harm, staff contact at least 1 of the learner's caregivers to inform them the police are going to strip search the learner before strip search takes place. They also ask if caregivers would like to act as the learner's appropriate adult. If the NEST cannot get in touch with the caregivers, or they are not able to act as the appropriate adult, a member of staff can act as the appropriate adult (see below).

The learner's caregivers are always informed by a staff member once a strip search has taken place (Appendix L).

Appropriate adult

For any strip search that involves exposure of intimate body parts, there are at least 2 people present other than the learner, except in urgent cases where there is risk of serious harm to the learner or others.

One of these must be the appropriate adult, except if:

- 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
- The appropriate adult agrees

If this is the case, a record is made of the learner's decision, and signed by the appropriate adult. No more than 2 people other than the learner and appropriate adult are present, except in the most exceptional circumstances.

The appropriate adult:

- Safeguards the rights, entitlement and welfare of the learner
- Is not a police officer or otherwise associated with the police
- Is the same sex as the learner, unless the learner requests a specific adult who is not the same sex

Except for a requested appropriate adult, no one of a different sex is permitted to be present and the search is not carried out anywhere where the learner could be seen by anyone else.

Care after a strip search

After any strip search, the learner is given appropriate support, irrespective of whether any suspected item is found. The learner is also given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the DSL considers whether the learner may be suffering or likely to suffer harm and whether any further specific support is needed.

Any learner(s) who have been strip searched more than once and/or groups of learners who may be more likely to be subject to strip searching are given particular consideration, and staff consider preventative approaches that can be taken.

Record keeping and information sharing

The NEST monitors behaviour information to identify and respond to any emerging trends. Information relating to behaviour incidents are recorded in learner self-reflective end-of-day reports (Appendix D) and Behaviour Reports (Appendix M). These data will be stored in the Behaviour Log (Appendix A) according to our Data Protection Policy. Information is shared with caregivers and commissioners through termly reports (trends and patterns, concerns and celebrations – Appendix N), special behaviour reports when incidents arise (Appendix M) and requests for multi-agency meetings as needed. Safeguarding incidents will be escalated according to our Safeguarding Policy.

Training

Staff training, learning and development are highly encouraged and facilitated by the NEST. All staff are expected to complete minimum training requirements as outlined in our Staff Training Plan and additional learning and related continued professional development are strongly supported.

All staff receive induction training delivered both internally and externally. Induction training includes the following behaviour management elements:

- Community Contract in action

- The Responsibilities and Privileges system in action
- The proper use of physical intervention
- Safeguarding training outlined in our Safeguarding & Child Protection Policy

The directors, in their roles as DSL and Pastoral Care Lead will also complete additional training pertinent to behaviour management:

- ACEs and trauma-informed practice
- Designated Mental Health Lead training
- Mental health and wellbeing for children and young people
- Equity, Diversity and Inclusion training
- Safeguarding training outlined in our Safeguarding & Child Protection Policy

All staff training is logged and stored in our staff records. Refresher courses are facilitated according to best practice. See Staff training plan for more information.

Review

This policy will be reviewed annually at a minimum. Updated policies will be made available locally and on our website (www.thenest-ed.uk). Ad hoc amendments will be made as new information becomes available and to align with any legislative changes as they arise. Stakeholder feedback, particularly that of learners and caregivers, will be invited and incorporated as much as is practicable. Where quantitative data are available these will be analysed and embedded in policies updates.

Monitoring behaviour

The NEST will collect data on the following:

- Behavioural incidents, including removal from the learning environment
- Attendance, permanent exclusion and suspension
- Incidents of searching (person, possessions and strip), and confiscation
- Anonymous surveys for staff, learners and other stakeholders on perceptions and experiences of the NEST culture
- Demographic data related to learners involved in incidents

These data will be analysed termly by Directors and will consider the data in terms of:

- Demographics (age, protected characteristics, history of trauma)
- Members of staff involved in incidences
- Time of day/week/term

The NEST 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, the NEST will review its policies to tackle it.

Monitoring this Policy

Caregivers and staff will be consulted on their experiences of this policy and the Community Contract. This behaviour policy will be reviewed by Directors annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as above). At each review, the policy will be approved by the Directors.

Appendices

Appendix A – Behaviour log

Appendix B – Community Contract

Appendix C – Responsibility and Privilege exemplar

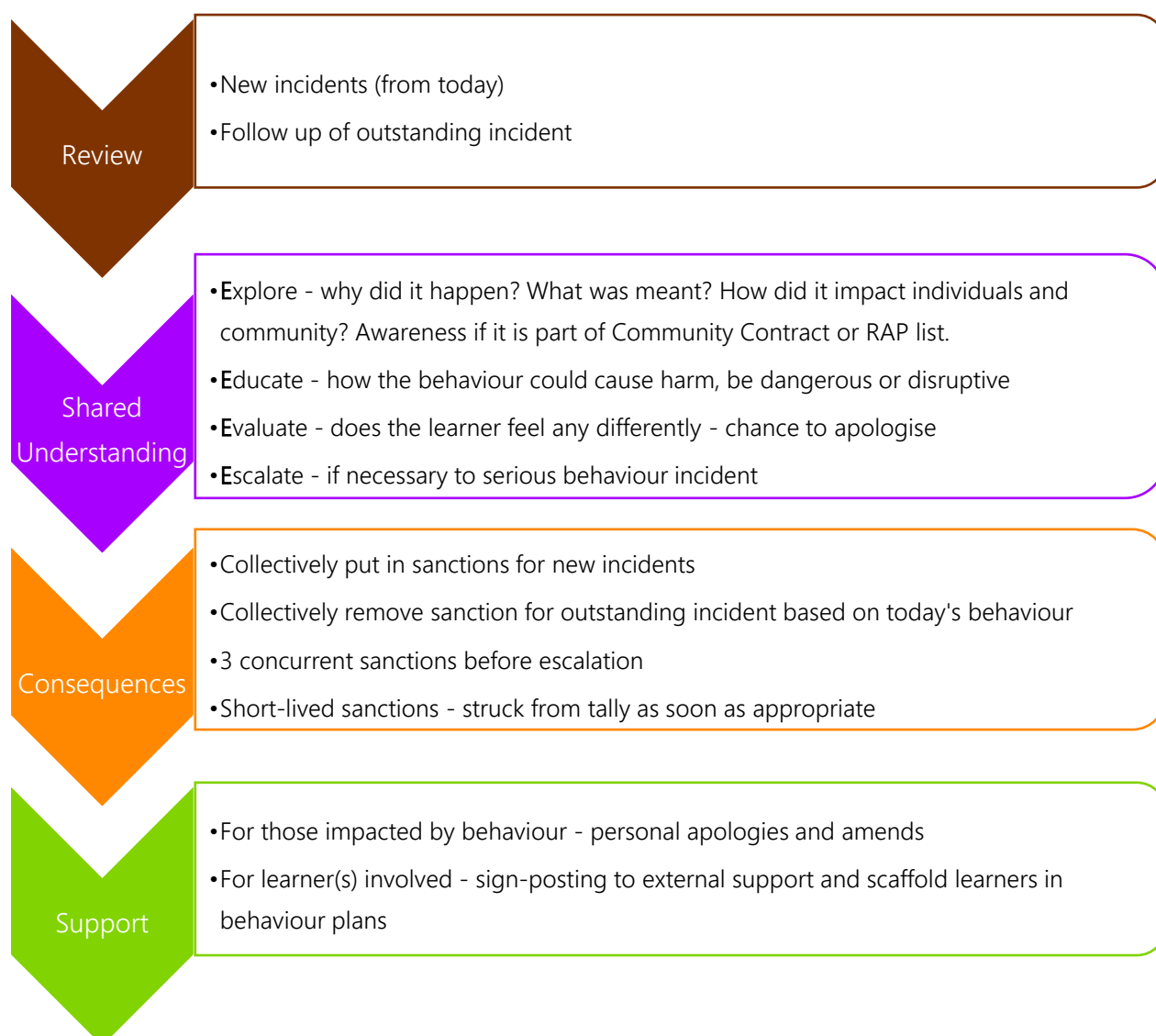
This will form a prompt for learners during development of Community Contract.

Privilege	Responsibilities	Sanction
Having free access to mobile phone	Predominantly use phone for relevant purpose (playing music, researching for project, checking time, setting alarms/timers, using calculator) Put phone away when asked	Phone given to staff to keep in secure location until the end of the day.
Ability to choose learning for the day	Achieving 5 targets across day's activities Not distracting other learners	Staff give a proscribed learning plan for the following day attended
Allowed to go on trips and adventures	Show identified safe behaviours (crossing roads, staying with the group, wearing appropriate clothes/protection) Polite to other people met out and about	Limited to immediate surroundings for next day
Free movement through the site and sessions	Show can treat other learners and staff in line with expectations Does not treat property with respect. Gains permission for any activity they have not done before or could contain an element of danger/destruction ("can I pop this bubble wrap?")	Limited choice of location or activity
Can contribute to the NEST playlist or make requests for the next song played	Suggesting music that is not derogatory to any vulnerable group, does not include threat of violence or terrorism. Patience in waiting for their track to come up Prepared to listen to the whole of the track. Not disparaging of anyone else's music choices. Informing a member of staff about any legitimate objections	No say in music played (except where it is offensive/triggering to learner). Previous contributions removed from playlist.

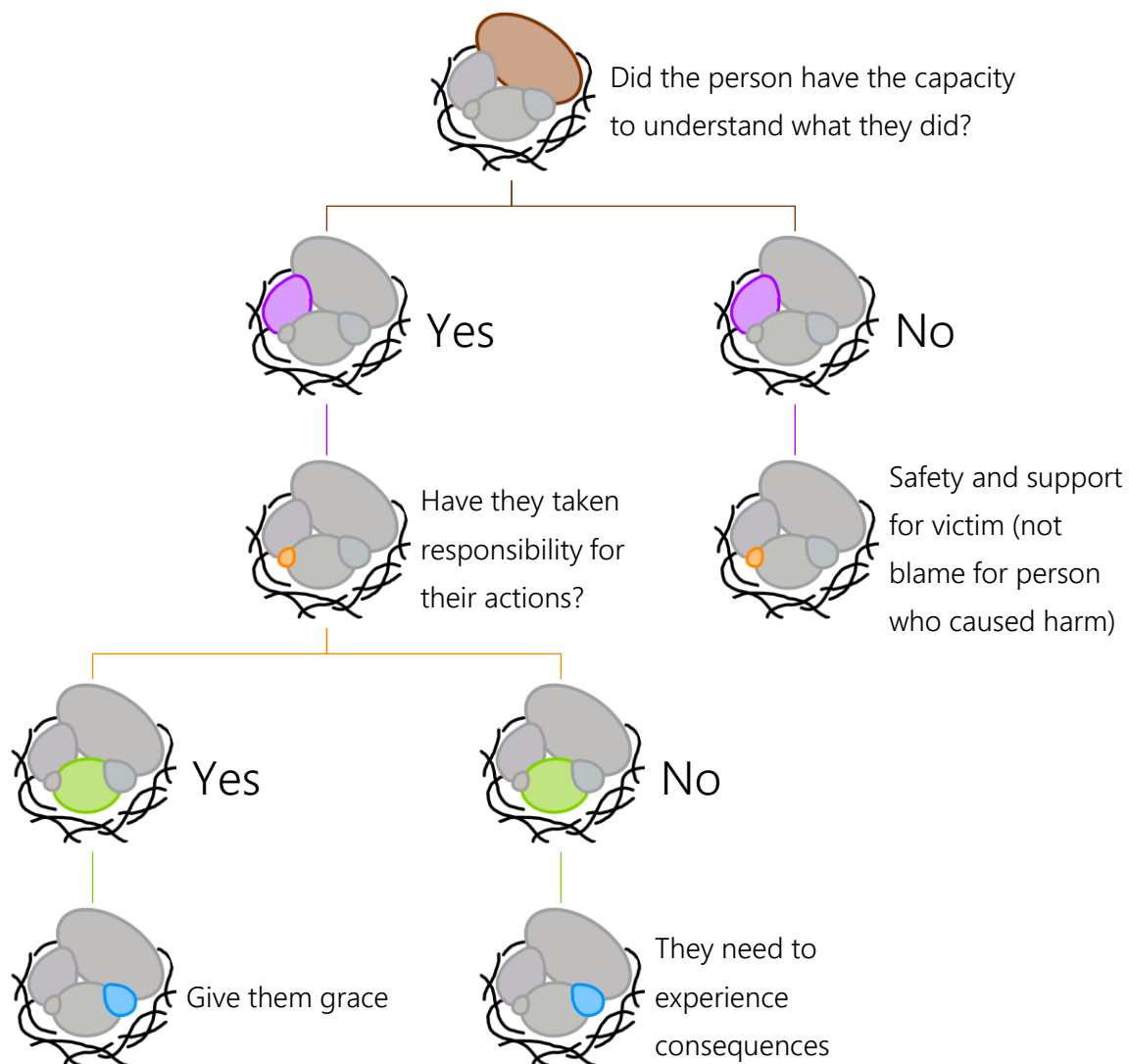
	made to any track.	
Can participate in term-long competition for best team player	Honest engagement in competitions No sabotage of any other team or player.	Cumulative score re-set to 0 and thus less likely to win the end of term prize.
Freedom to self-regulate	Creating & adhering to exit plan Not impacting other learners or staff once the need to follow it identified.	Supervising and prompting to emotional regulation.

Appendix D – Self Report Template

Appendix E – the RSUCS process



Appendix F – Accountability flowchart



Appendix G – Appropriate Sanctions

Appendix H – Attendance Reporting Letter

Appendix I – Prohibited items

- Illegal drugs or alcohol,
- Weapons,
- Stolen items,
- Fireworks,
- Pornographic content,
- Any item reasonably suspected of being involved in an offence (past or future) or that could cause personal injury to or damage to the property of any person (including the learner)

[Appendix J – Record of Search](#)

[Appendix K – Safeguarding Log](#)

[Appendix L – Caregiver Search Report](#)

[Appendix M – Behaviour Report](#)

[Appendix N – Term Report](#)