



Behaviour Policy 2025 - 2026

Aims of the Policy

The Behaviour Policy emphasises the importance of acknowledging academic, social and emotional progression involving learners, parents and carers to provide a safe, welcoming and inclusive environment. It acknowledges the duties of Bay Academy under the Equality Act 2010, in respect of safeguarding and in respect of learners with special educational needs (SEN).

This policy is further underpinned by our values and philosophy of care, welfare, safety and security for all which compliments Bay Academy's Trauma Informed Approach to supporting individuals and which forms part of our wider Positive Behaviour strategy.

Bay Academy & TIA

By adopting a holistic approach that assumes underlying trauma to all individuals, Bay Academy aims to:

- Realise and acknowledge the prevalence of trauma and its symptoms
- Recognise how trauma affects individuals and their behaviours
- Respond by putting this knowledge into practice that supports behaviour de-escalation, healing and recovery

Bay Academy & Encouraging Positive Behaviours

Bay Academy's approach incorporates the safe use of reactive strategies alongside proactive primary and secondary preventative approaches.

Bay Academy aims to develop an understanding of the challenging behaviour displayed by an individual based upon knowledge regarding Risk & Protective factors, which is inclusive of that individual, alongside involving the school/ parent/carers/multi-agency support.

This intends to develop and implement an effective and enduring system of behavioural support.

Incorporation of Staff Training

All staff are required to undergo regular training sessions on the following:

- **Trauma-Informed Practices:** To ensure a consistent approach in supporting learners affected by trauma.

- **De-escalation Techniques:** To manage challenging behaviours effectively without resorting to physical intervention.
- **Recording and Reporting Procedures:** To document incidents accurately in line with safeguarding and organisational requirements.
- **Post-Incident Review:** To ensure lessons are learned and strategies are improved after incidents occur.

Staff training will be conducted during induction and updated annually to reflect any changes in policy, legislation, or best practice.

Recording of Incidents

All significant behaviours, positive or negative, are recorded on our internal system.

All negative incidents must be documented promptly and accurately on our internal system. Records will include:

- Date, time, and location of the incident
- Description of the incident, including the behaviour displayed
- Interventions used (e.g., verbal de-escalation)
- Outcomes and any follow-up actions required

These records will be reviewed regularly by senior leadership to identify patterns, evaluate strategies, and ensure compliance with policy.

Post-Incident Review

After a significant behavioural incident, a post-incident review will take place. This process involves:

- **Debriefing with Staff and Learners:** To reflect on the incident and ensure emotional wellbeing.
- **Analysis of Triggers:** Identifying potential causes or patterns to inform future interventions.
- **Policy and Strategy Updates:** Amending individual risk assessment, support plans or the Behaviour Policy as necessary.
- **Parental/Carer Communication:** Engaging consistently with families of our learners.

Post-incident reviews aim to minimise future occurrences and reinforce a culture of learning and support.



Bay Academy Rights and Responsibilities

All staff, learners and visitors:

- Have the right to remain safe and ensure everyone else does
- Have the right to be treated with courtesy and respect by everyone and will make the effort to treat others in the same way
- Have the right to be able to get on with their work and not prevent others from doing the same
- Have the right to make mistakes and should feel safe and comfortable enough to apologise if necessary
- Have the right to be listened to but must be prepared to listen to others
- Have the right to request help and be prepared to offer help and support to others
- Have the right to achieve their potential and work to the best of their ability
- Have the right to personal opinions, values and beliefs and should respect the values and beliefs of others even if different to their own
- Have the right to tell people how they feel in a respectful way, and will acknowledge that others have feelings too
- Have the right to their personal space and that others do too
- Have the right to have a mobile phone with them but must ensure that they use it responsibly
- Have the right to be who they are, but must realise that other people's differences are strengths and not weaknesses
- Have the right to expect their personal property will be safe and respect the environment and all things in it
- Have the right to be treated consistently and fairly

Expectations

Bay Academy offers a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent.

It is expected that everyone will:

- Treat each other respectfully and courteously
- Follow staff instructions
- Respect the environment, building and other peoples belongings
- Take pride in their own and each other's achievements

Safety - Health and safety rules must be obeyed, always

Respect – Respect each other. Physical or verbal abuse towards staff or other learners will not be tolerated

Mobile Phones and technology – Use it responsibly and not to harm others

Rewards

Positive behaviour is rewarded through:

- Positive phone call to parents/carers/school
- Positive Post Cards
- Certificates
- Rewards

Not meeting expectations

Repeated incidents over a period of time will be assessed and appropriately addressed some, all or one of the following:

- School/LA contact by telephone
- Parent/carer contact by telephone
- Parent/carer contact by letter from the Principal – warning letter
- In agreement with all staff involved, a period of isolation from the Academy, their peers and/or teaching groups – fixed-term exclusion or suspension
- Serious breaches of this policy (safety) will in some circumstances result in their placement being terminated

Please note the above is not a step-by-step outline. Serious breaches of health and safety can result in immediate termination of placement without a previous incident occurring.

Bay Academy Staff will manage as follows:

Learners displaying Anxiety

- Allow the learner to have space on site with regular supportive check-ins
- Supportive and encouraging communication

Learners displaying Defensive or argumentative behaviours

- Encourage the learner to stop and take 5 minutes space
- Allow the learner to have space on site



- Supportive and encouraging communication
- Offer ways the learner can return to positive behaviours

Learners displaying Risk taking Behaviours

- Ensure learner and staff safety
- Remove other learners and staff
- Call parents / carers to help deescalate / return to safe behaviours
- Allow a safe space
- Call the police to attend site if serious risk or harm to oneself or another person

Learners displaying reflective inward behaviours

- Offer calm environment and reassurance
- Allow the learner to have space on site
- Supportive and encouraging communication
- Confiscations of inappropriate items

The staff and Principal of Bay Academy will call the police to attend site if it is deemed necessary to confiscate items belonging to learners, if we believe such items pose a risk to the safety of staff or learners. Items include:

- Knives and weapons
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Appendix A - Behaviour and Respect Agreement

1. Purpose

Bay Learning Academy is committed to providing a **safe, respectful and supportive environment** for learners, staff, families and partner agencies.

This agreement sets out:

- Behaviour that is **expected**
- Behaviour that will **not be tolerated**
- The **consequences**, including loss of placement, where behaviour places others at risk or undermines safety and dignity

2. Who This Agreement Applies To

This agreement applies to:

- All learners attending Bay Learning Academy
- Parents, carers and family members
- Any service user or external agencies interacting with staff, whether in person, online or by phone

Also defined as 'Service user' throughout this agreement.

3. Our Approach

Bay Learning Academy operates a **trauma-informed and relational approach**, recognising that many learners have experienced adversity, SEND or unmet needs.

However:

- Trauma and SEND **do not remove behavioural expectations**
- Staff safety, dignity and wellbeing are **non-negotiable**
- Behaviour that causes harm, fear or intimidation will be addressed

4. Expected Behaviour

Service users are expected to:

- Follow reasonable instructions from staff
- Treat staff and peers with basic respect
- Use appropriate language
- Respect personal space and boundaries
- Engage with support strategies and behaviour plans
- Accept redirection, pauses or removal from situations when required

5. Behaviour That Will NOT Be Tolerated

The following behaviours are considered **unacceptable** and may result in immediate action.



a. Harassment or Abuse

Including but not limited to:

- Verbal abuse, shouting or aggressive language
- Sexual comments, gestures or innuendo
- Racist, sexist, homophobic or discriminatory language
- Persistent personal insults or humiliation
- Harassment linked to protected characteristics

b. Threatening or Intimidating Behaviour

Including:

- Threats of harm
- Blocking exits or invading personal space
- Following or targeting a staff member
- Intimidation intended to frighten or control
- Throwing objects or aggressive posturing

c. Physical Behaviour

Including:

- Physical assault or attempted assault
- Unwanted touching
- Damage to property that places others at risk

d. Refusal to Engage with Safety Measures

Including:

- Refusal to follow safety instructions
- Repeated refusal to comply with agreed behaviour plans
- Escalation despite support and de-escalation attempts

e. Harassment by Parents or Carers

Bay Learning Academy will not tolerate:

- Abusive or aggressive behaviour towards staff
- Threatening communication
- Harassment via phone, email or social media

6. SEND and Vulnerability

Bay Learning Academy will:

- Make reasonable adjustments
- Provide additional support and regulation strategies



- Work with families and external professionals

However:

- SEND, SEMH or trauma **do not excuse harassment or abuse**
- Behaviour that harms others will be addressed regardless of need
- Support does not mean unlimited tolerance

7. Consequences and Sanctions

Responses will be **proportionate, recorded and reviewed**, and may include:

- Verbal warning and boundary setting
- Time out or removal from an activity
- Restorative conversation or reflection
- Behaviour plan review
- Increased supervision or restrictions
- Temporary suspension from sessions
- Referral back to the commissioning body or school
- **Termination of placement at Bay Learning Academy**

8. Loss of Placement

Bay Learning Academy reserves the right to **withdraw a placement** where:

- Behaviour places staff or others at risk
- Harassment or abuse continues despite intervention
- There is a serious single incident
- Trust and safety cannot be maintained

This decision may be made:

- Immediately in serious cases
- Following repeated incidents and documented intervention

Where applicable, commissioning bodies and local authorities will be consulted.

9. Safeguarding and Legal Duties

All incidents will be:

- Logged and reviewed
- Considered within safeguarding and health and safety frameworks
- Escalated where required

Bay Learning Academy has a duty of care to:

- Learners
- Staff
- Visitors



- The wider community

10. Agreement and Acknowledgement

Continued attendance at Bay Learning Academy is conditional upon compliance with this agreement.

Failure to comply may result in **loss of placement**.

Name of Learner:

Signed (Parent/Carer):

Date:

Appendix B - What counts as harassment (legal definition)

Harassment is **unwanted behaviour** linked to a protected characteristic (or sexual harassment) that:

- Violates a person's dignity, or
- Creates an intimidating, hostile, degrading, humiliating or offensive environment

It does **not** have to be intentional.

Common examples in education / AP settings

Verbal harassment

- Repeatedly shouting at or verbally abusing a member of staff
- Making sexual comments about appearance or body
- Using racist, homophobic, sexist or disability-related language
- Threatening language, even if framed as "joking"
- Persistent personal criticism unrelated to behaviour or learning

Example:

A parent repeatedly tells a female staff member she is "too emotional to do her job" and "shouldn't work with boys".

Sexual harassment

- Sexual jokes, comments or innuendo
- Comments about clothing or physical appearance
- Inappropriate messages or social media contact
- Sexual gestures or staring
- Requests for dates or personal contact after being told no

Example:

A service user sends repeated late-night messages commenting on a staff member's looks and asking to meet privately.

Physical harassment or intimidation

- Standing too close or blocking exits
- Invading personal space
- Touching, brushing against, or grabbing
- Throwing objects
- Following staff around the site

Example:

A learner corners a staff member in a corridor and refuses to move when asked.

Harassment linked to protected characteristics

Harassment related to:

- Sex



- Race or ethnicity
- Disability or SEN
- Religion or belief
- Sexual orientation
- Gender reassignment
- Age

Example:

A learner repeatedly mocks a staff member's accent or disability despite being challenged.

Persistent or pattern-based behaviour

Harassment often involves:

- Repetition
- Escalation
- Ignoring boundaries
- Retaliation after being challenged

Example:

A service user continually targets the same staff member with insults but behaves appropriately with others.

What it does NOT have to be

Harassment:

- Does not have to be physical
- Does not require intent
- Can be one serious incident or repeated lower-level incidents
- Can occur even if the service user is vulnerable or has SEND

SEND or trauma **does not remove the employer's duty to protect staff.**

Employer responsibilities

An employer must:

- Take **reasonable steps** to prevent harassment by third parties
- Act once aware of the behaviour
- Support the employee
- Adjust arrangements if needed
- Record and address the behaviour formally

Failure to act can expose the employer to:

- Employment tribunal claims
- Constructive dismissal risk
- Ofsted workforce culture concerns



What appropriate action can include

- Clear boundaries set with the service user
- Behaviour plans or risk assessments
- Escalation through safeguarding or behaviour procedures
- In serious cases, removal from the service

In short

If a service user's behaviour makes an employee feel:

- Unsafe
- Humiliated
- Intimidated
- Sexually uncomfortable
- Singled out

It will be treated seriously and addressed.

Appendix C - Can we expect compliance from 14–16-year-olds?

Yes — compliance is a reasonable expectation

We can expect young people to:

- Follow **clear adult instructions**
- Treat staff with **basic respect**
- Keep themselves and others **safe**
- Engage appropriately with learning and routines
- Accept **boundaries and consequences**

This expectation applies **regardless of SEND, SEMH or trauma history**.

But compliance must be defined properly

Compliance does **not** mean:

- Silent obedience
- Emotional suppression
- Immediate regulation
- Adult-level self-control
- Zero challenge or frustration

For adolescents — particularly those with trauma or SEND — compliance looks different.

What appropriate compliance looks like at 14–16

Reasonable expectations include:

- Responding to staff direction after support or repetition
- Accepting a pause, removal from a situation, or change of activity
- Following safety instructions even when dysregulated
- Using agreed strategies instead of escalating
- Repairing behaviour after an incident

Progress matters more than perfection.

What undermines compliance expectations

Compliance becomes unreasonable when:

- Expectations are **unclear or inconsistent**
- Boundaries shift depending on mood or staff member
- Sanctions are punitive rather than corrective
- Staff tolerate harassment “because of trauma”
- Behaviour plans are absent or ignored

Young people cannot meet expectations they don’t understand.



SEND and trauma do not remove expectations

Important safeguarding point:

- SEND and trauma **explain behaviour**
- They do **not excuse harm to others**
- They do **not remove staff protection rights**

Adjustments are required — not the removal of boundaries.

Example:

- A learner may struggle with tone or impulse control
- They are still expected not to threaten, harass or intimidate staff

Ofsted expect providers to:

- Set **clear behavioural expectations**
- Teach behaviour explicitly
- Support regulation
- Intervene early
- Protect staff wellbeing
- Maintain a safe culture

A setting where staff tolerate abuse is **not viewed positively**, even if learners are vulnerable.

Practical framework that combines:

- Clear, simple rules
- Predictable routines
- Explicit teaching of behaviour
- Consistent adult responses
- Repair and reflection after incidents
- Escalation when behaviour crosses safety or dignity thresholds

This supports both learners **and** staff.

Overall

- 14–16-year-olds can and should be expected to comply
- Compliance must be **age-appropriate, supported and consistent**
- Vulnerability explains behaviour — it does not justify harm
- Staff safety and dignity are non-negotiable