



Behaviour Policy 2026

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AIMS

This policy aims to:

- Provide a consistent approach to behaviour management.
- Promote positive behaviour
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how students are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools.
- Searching, screening and confiscation at school.
- The Equality Act 2010.
- Use of reasonable force in schools.
- Supporting students with medical conditions at school.
- The special educational needs and disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a Behaviour Policy, written statement of behaviour principles and give schools the authority to confiscate students' property.
- Exclusion from maintained schools, academies and student referral units in England – DfE statutory guidance.
- The school discipline (student exclusions and reviews) (England) Regulations 2012.

DEFINITIONS

Evolution Ed is an alternative provision for Key Stage 3 & Key Stage 4 students who are struggling in their current educational setting, at risk of permanent exclusion or have been permanently excluded from mainstream education. We aim to support student behaviour through a policy that is clear, coherent and consistently applied. We believe that all staff and students have the right to feel safe and secure. School life should be characterised by the ability to learn and develop in a calm and purposeful environment built on mutual respect and values. Our expectations are that staff and students will behave in an appropriate and socially acceptable way, and we believe that any form of discrimination is unacceptable. Every member of staff has a key role in applying this policy consistently and promoting and sustaining the highest standards of behaviour for learning.

All students will:

- Treat other students, adults and their property with respect.
- Speak politely to other people.
- Aim for 100% attendance and punctuality.
- Take care of all school equipment and buildings.
- Take care of themselves and their property.
- Reflect on poor choices they make, aim to improve and learn from their mistakes.

Examples of negative behaviour are not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.
- Verbal abuse / rude or inappropriate language.
- Defiance.

Examples of serious negative behaviour are not limited to:

- Any form of bullying or intimidation – please see our Anti-Bullying Policy.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Fighting, acts of aggression or any form of physical violence.
- Smoking.
- Anti-Semitic, racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives, bladed items, multi-tools or weapons.
 - Alcohol.
 - Illegal drugs or 'legal highs' for example laughing gas.
 - Stolen items.
 - Tobacco, cigarette papers, electronic cigarettes, shisha pens, matches, lighters or liquids.
 - Fireworks.
 - Pornographic images.
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

BULLYING

Details of our school's approach to preventing and addressing bullying are set out in our Anti Bullying policy.

ROLES AND RESPONSIBILITIES

The Directors of Evolution Ed and The CEO of Caius House (The Partnership):

The Partnership will review this Behaviour Policy and monitor the policy's effectiveness, holding each other accountable for its implementation. It is noted that as the organisation grows more specific responsibilities will be delegated.

The Director-on-site:

The Director-on-site will ensure that the school environment encourages positive behaviour, that staff deal effectively with poor behaviour, and will monitor how staff implement this policy. The Director-on-site will ensure rewards and sanctions are applied consistently, giving due consideration to the school's statement of behaviour principles (appendix 1).

Staff:

The management of student behaviour is the responsibility of all staff at all times. It needs to be understood that consistent implementation of agreed systems not only provides the framework within which effective learning can take place but also provides support for colleagues.

Staff will:

- Implement the Behaviour Policy consistently.
- Model positive behaviour.
- Treat all students and adults with respect.
- Speak politely to each other.
- Build student confidence using positive reinforcement.
- Avoid using sarcastic or critical language.
- Recognise and celebrate student effort and success regularly.
- Work in partnership with Parents/Carers/Guardians and keep them informed about positive and negative behaviours.
- Challenge unacceptable behaviour.
- Provide a personalised approach to the specific behavioural needs of particular students. If unacceptable behaviour occurs, members of staff will follow the Behaviour Management process (see appendix 2).

Parents/Carers/Guardians:

Parents/Carers are expected to:

- Support their child in adhering to the student code of conduct and this policy.

- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the Evolution Education staff promptly.

STUDENT CODE OF CONDUCT

Students are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all students to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings Evolution Education into disrepute, including when 'on-line' and outside Caius House.

If students cannot comply with these expectations, then they may be at risk of exclusion from Evolution Education.

REWARDS AND SANCTIONS

The successful management of behaviour and rewards is central to the school's ethos of providing an environment in which adults and children can develop positive relationships, showing care, consideration and respect for each other and the community. Our rewards policy is designed to encourage and reward students who apply themselves, behave in a commendable way or support the ethos of the school as role models and to develop their own potential.

Positive behaviour will be rewarded with:

- Praise.
- Commendation rewards & prizes.
- Reward trips.
- Letters, emails, postcards or telephone calls home to Parents/Carers/Guardians.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Removing the student from their current session.
- Expecting work to be completed at home, at break or lunchtime.
- Loss of privileges.
- Confiscation of relevant/related property.
- Letters, emails or telephone calls home to Parents/Carers.
- Agreeing a student behaviour contract.
- Modifying a student's Individual Support Plan.
- Community service within school.

- Working in isolation from the class.
- Fixed-term exclusion.
- Withdrawal of services

OFF-SITE BEHAVIOUR

We view our students as part of our family, as such our support goes beyond our four walls and don't put a time limit on the support we offer. Sanctions may be applied where a student has misbehaved outside of our normal working hours or location.

MALICIOUS ALLEGATIONS

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Director-on-site will discipline the student in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Director-on-site will also consider the pastoral needs of staff accused of misconduct.

BEHAVIOUR MANAGEMENT

At Evolution Ed we believe that regardless of each student's needs, most students want to learn and be successful, however, some students will test the boundaries of acceptable behaviour. Success is measured not by the absence of problems but by the way we deal with them. In general, students who feel psychologically safe and are provided with good quality, differentiated learning opportunities will behave appropriately.

CLASSROOM MANAGEMENT

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons.
 - Establishing a clear routine.
 - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).

- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh whenever possible.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.
- Making reasonable adjustments to sanctions or expectations for students with specific needs.

USE OF REASONABLE FORCE

In some circumstances, staff have a legal right to use reasonable force to restrain a student to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Control means passive contact, such as standing between students or blocking a student's path, to actively lead a student by the arm away from a classroom or difficult situation. Restraint means to hold back physically or to bring students under control; for example, where two students are fighting or refusing to separate without physical intervention.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Evolution Education staff will always try to act in a way that will minimise the chance of injury to the target (victim) but this may not always be possible.
- Reasonable force may be used to enforce a search for any prohibited items.
- When using reasonable force Evolution Education will always aim to use it in a way that maintains the safety and dignity of all concerned.
- Reasonable adjustments will be made for students with disabilities and special educational needs in line with the Equality Act.
- Where there is on-going restraint required to ensure the safety of student's, a support plan will be put in place to address the concerns.
- Incidents of reasonable force will be recorded and reported to Parents/Carers/Guardians.
- Staff will be trained in the use of appropriate and reasonable force.

STUDENT SUPPORT

Students benefit from Evolution Education's highly structured, nurturing environment that prioritises emotional wellbeing, personal development, and positive behaviour choices. The smaller group setting allows for strong, trusting relationships with staff, enabling students to feel safe, understood, and supported. This helps reduce anxiety, build self-esteem, and encourage engagement with learning.

Evolution Education has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern. Evolution Education will adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion, including:

1. Frequent and open engagement with Parents, including home visits if deemed necessary
2. Providing mentoring and coaching
3. Short-term behaviour report cards or longer-term behaviour plans
4. Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills
5. Where Evolution Education has serious concerns about a pupil's behaviour it will consider appropriate interventions, including whether the following might be appropriate:
 - a. An assessment of a pupil's SEN and disabilities
 - b. An emergency review and / or a multi-agency assessment
6. Following a sanction, Evolution Education will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour, meet the behaviour expectations of Evolution Education and how to reintegrate successfully back into school. This may involve reintegration meetings between Evolution Education, pupils, parents and, if relevant, other agencies and will be considered on a case-by-case basis.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. Given the context of the school and the complex needs of each student, all staff regularly meet to discuss additional support that can be provided to ensure the needs of each student are met.

The school's Senior Leadership Team (SLT) and in-house Pastoral Team, including the Safeguarding Lead, will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from the students' Home School, Local Authority and/or others, to identify or support specific needs. We will work with Parents/Carers/Guardians to create the plan and review it on a regular basis.

SEARCHING, SCREENING AND CONFISCATION

The school has a statutory obligation to manage the health and safety of staff, students and visitors and ensure that school discipline is maintained.

- Under this authority, we reserve the right to search and screen students under the following circumstances and to confiscate prohibited items.

- Students will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening.
- Searching should be carried out by a member of staff who is the same sex as the student.
- There must also be another member of staff present. There is limited exception to this unless there are reasonable grounds to believe that there is a risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practical to summon another member of staff.
- Members of staff who have the authority to search are the members of SLT and any staff authorised by SLT.
- Parents/Carers/Guardians will not always be informed prior to a search, searches can take place without their consent.
- Parents/Carers/Guardians will be informed if screening or searching uncovers items that will result in disciplinary action or Police involvement.

SEARCHING WITH CONSENT

- Evolution Education staff can search students for any item with consent from the student.
- Parent/Carer/Guardian permission or pre-notification is not required.
- We do not require written or formal consent in advance of a student search; it is enough for a teacher to ask a student to turn out their pockets, empty their bag and allow access to a search.

SEARCHING WITHOUT CONSENT

- If a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, a student can be instructed to undergo a search without consent; Parent/Carer/Guardian permission or pre-notification is not required.
- The Director-on-site or any member of SLT has a statutory power to search students and their possessions with or without consent where they have reasonable grounds for suspecting that a student may have one of the banned items.
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips or in training settings.
- A student refusing to co-operate with a search will be subject to disciplinary action by Evolution Education which may include but is not limited to a detention, fixed-term exclusion or permanent exclusion.

SCREENING

- We reserve the right to require students to undergo screening by a walk through, or handheld metal detector, with or without the consent of students; this

screening may be carried out by any member of staff whether or not they suspect the student of carrying a weapon.

- All KS3 / 4 students will be screened each day before entering the main school building.
- All students are expected to comply with a request for screening which involves no physical contact.
- If a student refuses to comply, we may refuse the student access to the main school premises under our duty not to expose students, staff or visitors to risks to their health and safety. The student will have to wait in reception for a Parent/Carer/Guardian to arrive for a wider discussion. Any school absence in this instance will be recorded as an unauthorised absence not as exclusion.

ELECTRONIC DEVICES

- Students should not have mobile phone devices on their person while onsite at Caius House, they must hand their mobile phone to a member of staff as they enter their classroom.
- School staff may examine data files held on personal devices during a search if they believe they have good reason to do so i.e., they reasonably suspect that the device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.
- In determining a good reason to examine or erase data files, Evolution Education staff must reasonably suspect that the data or file could be used to harm, disrupt teaching or break school rules.
- If the device is returned, relevant files may be retained by the school to support disciplinary action or where appropriate to be passed on to the Police or Safeguarding teams.

CONFISCATION

- School staff can seize any prohibited item found as a result of a search.
- Staff can also seize any item which is found and considered to be harmful or detrimental to school discipline; this includes deleting electronic items or passing illegal material onto the Police.
- Depending on the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable.
- Confiscated weapons, knives, bladed items, items believed to have been stolen, and illegal drugs will be passed onto the Police or disposed of by Evolution Education.

FIXED-TERM EXCLUSION FROM SCHOOL

All decisions to exclude a student from Evolution Education may only be made by the Director-on-site. Exclusions are used infrequently and only where there has been a serious breach or persistent breaches of the school's Behaviour Policy.

PERMANENT EXCLUSION FROM SCHOOL

Permanent exclusion from Evolution Education will be considered for the following offences:

- Use of, or possession of weapons, knives or bladed items.
- The possession of or use of drugs.
- Drug dealing.
- Serious threats of and actual use of violence.
- Bullying or discriminatory abuse including but not limited to Anti-Semitic, homophobic, racist or sexual.
- Persistent and serious breaches of our Behaviour Policy.
- Where the school believes that a child's presence in school represents a serious threat to others.

MONITORING ARRANGEMENTS

This Behaviour Policy will be reviewed by the Directors of Evolution Education and SLT annually. At each review, the policy will be approved by the Directors of Evolution Education and the CEO of Caius House.

LINKS WITH OTHER POLICIES

This Behaviour Policy is linked to and should be read in conjunction with the following policies:

- Exclusions Policy.
- Safeguarding Policy.
- Anti-Bullying Policy.

APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- All members of the Evolution Education community have the right to practise their religion and to have their beliefs and practices respected.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy.
- The Behaviour Policy is understood by students and staff.
- The Exclusions Policy explains that permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Students are helped to take responsibility for their actions.

- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

Evolution Education also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

APPENDIX 2: THE BEHAVIOUR MANAGEMENT PROCESS

1. Reporting concerns is encouraged at the earliest opportunity.
2. Evolution Education adopts a culture of openness and transparency. All concerns will be taken seriously including scenarios where potential breaches of discipline appear minor.
3. When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this Policy. Staff will also respond in a fair and proportionate manner so pupils know with certainty that behaviour falling short of this Policy will always be addressed.
4. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques can be used to prevent further behaviour issues arising.
5. Evolution Education recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.
6. Where appropriate, staff should consider contributing factors that are identified after a behaviour incident has occurred, for example if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEN and disabilities (including any

- not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges outside of school.
7. Evolution Education will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or likely to suffer, harm. Where this may be the case, Evolution Education will follow our Safeguarding Policy and speak to the DSL.
 8. Evolution Education will give consideration to any risks posed to the welfare of pupils and staff when deciding whether to impose sanctions for a breach of this Policy.
 9. Evolution Education's pastoral support team assists pupils in managing their behaviour.
 10. All decisions in relation to sanctions will be made in Caius House or elsewhere at a time when the pupil is under the control or charge of a member of Evolution Education.
 11. Any sanction imposed on a pupil will be legal, fair and proportionate.
 12. In relation to pupils with SEN and disabilities whose needs may affect behaviour, Evolution Education will consider the pupil's SEN and disabilities when implementing this Policy in relation to their behaviour and will make reasonable adjustments.
 13. Where a pupil is a looked after child, Evolution Education will inform the local authority of sanctions in the same way as it would with Parents and take account of other relevant considerations prior to imposing the sanction.

NON – NEGOTIABLES

THE BEHAVIOURS LISTED WILL RESULT IN THE CONSEQUENCES BELOW WITHOUT EXCEPTION

BEHAVIOUR	CONSEQUENCE
LATE TO SCHOOL	<i>Communication to parents/carers/guardians</i>
INAPPROPRIATE CORRIDOR BEHAVIOUR	<i>Reflection time during Break/Lunch/After School</i>
REFUSAL TO WORK	<i>Communication to parents/carers/guardians and the students Home School/Local Authority, Reflection time during Break/Lunch/After School</i>
WALKING OUT OF REFLECTION	<i>Communication to parents/carers/guardians, potential fixed-term exclusion</i>

WALKING OUT OF A LESSON	<i>Communication to parents/carers/guardians and the students Home School/Local Authority, Reflection time during Break/Lunch/After School</i>
DISRESPECTFUL BEHAVIOUR	
REFUSAL TO FOLLOW INSTRUCTIONS	
WALKING OUT OF SCHOOL	<i>Fixed-term exclusion</i>
DAMAGE TO SCHOOL PROPERTY	<i>Communication to parents/carers/guardians and the students Home School/Local Authority, Reflection time during Break/Lunch/After School, potential fixed-term exclusion</i>
PHYSICAL ABUSE	<i>Fixed-term exclusion, potential permanent exclusion</i>
BRINGING PROHIBITED ITEMS TO SCHOOL	

FAILURE TO COMPLY WITH THE CONSEQUENCES ABOVE MAY RESULT IN A FIXED TERM OR PERMANENT EXCLUSION