

LEGACY EDUCATION

Behaviour, Suspensions and Termination Policy.



"Character Above All Else"

Approved by: Director

Responsible Person: Behaviour Lead / DSL

Last Review Date: December 2025

Next Review Due: December 2026

1. Statement of Intent

- 1.2. Legacy Alternative Provision (Legacy AP) is committed to providing a safe, respectful, and supportive environment for all students, staff, and visitors.
- 1.3. Our approach to behaviour management is rooted in character development, restorative practice, and accountability.
- 1.4. We recognise that some students may display challenging behaviour due to previous experiences or unmet needs.
- 1.5. Our goal is always to understand, support, and re-engage — not to punish or exclude. However, in rare cases where behaviour places others at risk or undermines the safety and integrity of the provision, we reserve the right to pause, suspend, or terminate placements in consultation with the referring school or agency.
- 1.6. At Legacy AP, behaviour is viewed through the lens of *character development*. We believe that every moment — positive or challenging — offers a chance to learn about responsibility, respect, and resilience.
- 1.7. Our approach is **relaxed, consistent, and relational**. We don't rely on strict compliance or fear of punishment. Instead, we build a culture of **mutual respect** where students are guided to make positive choices and take ownership of their actions.
- 1.8. We value calm over control, relationships over rules, and character over compliance.

2. Purpose and Scope

- 2.2. This policy outlines:
 - How behaviour expectations are managed.
 - The process for addressing serious or persistent misconduct.
 - The circumstances in which a placement may be suspended or ended.
 - The steps for review, communication, and reintegration.
- 2.3. It applies to all students attending Legacy AP and all staff responsible for their supervision.

3. Aims

- 3.1. Our Behaviour Policy aims to:
 - Create a safe, respectful, and positive learning environment.
 - Promote self-regulation, reflection, and responsibility.
 - Encourage the development of personal character traits such as honesty, humility, and perseverance.
 - Maintain high expectations for behaviour and attitude while recognising individual needs.
 - Support reintegration into mainstream or onward destinations with improved self-management skills.

4. Behaviour Expectations

- 4.1. Legacy AP expects all students to:
 - Demonstrate respect towards staff, peers, and members of the public.
 - Engage positively in learning, physical training, and mentoring.
 - Take responsibility for their actions.
 - Follow instructions and safety procedures, especially in the gym and workplace settings.
 - Uphold the Character Above All Else values at all times.
- 4.2. Staff model professionalism and consistency, supporting students to make positive choices through clear boundaries, praise, and reflection.

5. The Legacy Approach

- 5.1. **Relationships First**

We invest in understanding our students — their stories, strengths, and struggles. Positive relationships are the foundation of behaviour management
- 5.2. **High Standards, Low Drama**

We hold clear, calm expectations. Staff model composure and consistency at all times. Shouting, humiliation, or public confrontation have no place here.
- 5.3. **Choice and Consequence**

Students are supported to understand that every choice has a consequence — positive or negative. Restorative conversations and reflection are central to our process.
- 5.4. **Repair and Rebuild**

We focus on repairing relationships rather than enforcing exclusion wherever possible. The goal is learning, not punishment.
- 5.5. Restorative practice is always the approach before any formal action is considered.

6. Staff Responsibilities

- 6.1. All staff are responsible for:
 - Modelling calm, respectful communication.
 - Building and maintaining positive relationships.
 - Intervening early and consistently when behaviour falls short.
 - Using restorative conversations to rebuild trust and understanding
 - Recording incidents factually and promptly.
 - Supporting each other in maintaining a unified culture.

7. Expectations of Students

- 7.1. We keep it simple. At Legacy AP, we expect students to:
 - **Show respect** — to staff, peers, equipment, and the space.
 - **Take responsibility** — for their choices, words, and actions.
 - **Engage positively** — in lessons, physical training, and discussions.

- **Stay safe** — physically and emotionally, both on- and off-site.
 - **Be honest** — especially when things go wrong.
- 7.2. These expectations apply equally during gym sessions, off-site activities (such as hiking), and in the community.

8. Responding to Behaviour

- 8.1. **Stage 1: Reminder**
- A calm, private reminder of expectations and opportunity to reset.
- 8.2. **Stage 2: Reflect**
- If behaviour continues, the student is asked to step away briefly (a short reflection break). A staff member checks in to discuss what's happening and how to put it right.
- 8.3. **Stage 3: Repair** A restorative conversation takes place. This focuses on:
- What happened?
 - Who was affected?
 - What needs to happen next
 - Students are guided to make amends and rejoin positively.
- 8.4. **Stage 4: Reintegration or Support Plan**
- For repeated issues or serious incidents, a restorative meeting and individual support plan will be developed. Parents/carers and referring schools may be involved.

9. Serious or Persistent Behaviour Concerns

- 9.1. Behaviours that threaten safety (e.g., physical aggression, possession of prohibited items, or serious disrespect) will result in:
- Immediate intervention to ensure safety,
 - Investigation by senior staff, and
 - An appropriate response which may include time away from sessions, behaviour contracts, or review of placement.
- 9.2. Police or safeguarding referrals may be made if necessary, in line with our Safeguarding Policy.

10. Suspension (“Cooling Off”) Process

- 10.1. If behaviour is unsafe or seriously disruptive, Legacy AP may implement a temporary suspension to allow reflection and planning.
- 10.2. The student will be sent home, and the referring school or agency informed immediately.
- 10.3. A behaviour review meeting will be arranged within 48 hours with the student, parent/carer, and referring school.
- 10.4. A reintegration plan will be agreed, setting clear expectations for return.

- 10.5. This process ensures accountability without excluding the young person permanently where progress can still be made.

11. Termination of Placement

- 11.1. If behaviour remains unacceptable or there is a serious breach of trust or safety:
- The Director may decide, after consultation with the referring school or local authority, to terminate the placement.
 - A written report outlining reasons and evidence will be provided.
 - Referring partners will support onward planning or reintegration to another setting.
 - Where possible, Legacy AP will offer a transition meeting to support a positive move.
- 11.2. Placement termination is always a last resort and used only where safety or integrity of provision is at risk.

12. Reintegration and Review

- 12.1. Following a suspension or behavioural incident:
- A re-entry meeting is held to review progress, expectations, and support.
 - Students are encouraged to take ownership of change and reflect on learning.
 - Goals are updated on the student's individual plan and monitored by the Behaviour Lead.
- 12.2. Restorative Practice following incidents are a core feature of our culture. They are:
- Voluntary and respectful
 - Focused on accountability, not blame
 - Designed to rebuild relationships and trust
 - Example questions:
 - What happened from your point of view?
 - How were others affected?
 - What do you need to do to make things right?
- 12.3. Where placements end, a summary of progress, challenges, and recommendations is shared with the referring school.

13. Safeguarding Considerations

- 13.1. All decisions regarding removal or termination take into account the student's welfare and any safeguarding risks.
- 13.2. If a student is sent home or not attending, the DSL ensures that daily contact and follow-up procedures are followed until they are safely re-engaged elsewhere.

14. Searching, Screening, and Physical Intervention

- 14.1. Legacy AP staff follow DfE guidance on searching, screening, and reasonable force (2023).
- 14.2. Physical intervention is used **only as a last resort** to prevent harm and always recorded and reviewed.

15. Rewards and recognition

- 15.1. We celebrate progress — not perfection.
Recognition may include:
- Verbal praise or private acknowledgment
 - Legacy points (linked to our values)
 - Certificates or fitness milestones
 - Student-led reflections in group time

16. Monitoring and Review

- 16.1. All incidents and outcomes are logged in the Behaviour and Safeguarding records.
16.2. The Behaviour Lead reviews trends termly to identify patterns and prevention strategies.
16.3. The policy is reviewed annually by the Director.

17. Related Policies

- 17.1. This policy should be read alongside:
- Behaviour & Expectations Policy
 - Safeguarding & Child Protection Policy
 - Curriculum & Teaching Policy
 - Health & Safety Policy
 - Staff Code of Conduct