

PACE Northwest — Behaviour Policy

Alternative Education Provider · Liverpool, England

PACE Northwest is committed to a safe, calm and purposeful environment where every pupil can learn and every adult can work. We take a relational, trauma-informed approach with clear, consistently applied expectations and boundaries. This policy aligns with DfE guidance: Behaviour in Schools (Feb 2024), KCSIE 2025, Searching, Screening and Confiscation (July 2022), and the statutory guidance on Suspension and Permanent Exclusion. We work with commissioning schools and Liverpool City Council.

1. Aims

- Create a culture of high expectations, respectful relationships and safe routines.
- Prevent poor behaviour through explicit teaching, consistent adult practice and positive recognition.
- Respond proportionately and lawfully, with regard to safeguarding and equality duties.
- Support pupils to develop self-regulation, repair harm and re-engage in learning.
- Work effectively with parents/carers, commissioning schools and external agencies.

2. Principles

- Simple expectations (ready, respectful, safe) are taught, modelled and rehearsed.
- Consistency: common language, routines and responses.
- Relational first; sanctions escalate only when needed and remain proportionate.
- Inclusion and reasonable adjustments for SEND and vulnerabilities.
- Safeguarding underpins decisions; behaviour may communicate need.

3. Roles & responsibilities

- Board/Directors: approve/review; monitor impact and equality considerations.
- Head/Principal: leads implementation; ensures staffing, training and modelling.
- DSL: safeguarding oversight — becs@pace-com.org.
- Staff/volunteers: model routines; recognise positives; apply consequences fairly; log incidents the same day.
- Pupils: be ready, respectful and safe; seek help when needed.
- Parents/carers: support attendance, engagement and behaviour agreements.

4. Expectations & routines

- Arrival/transitions/dismissal are calm and supervised; punctuality expected.
- Classroom routines: meet & greet; clear starts; purposeful tasks; equipment ready; respectful talk rules.
- Movement: follow site rules; walk indoors; follow staff instructions first time.
- Mobile phones: proportionate rules (e.g., off and away unless agreed); breaches → confiscation per DfE.
- Appropriate dress/uniform and safety equipment for vocational areas.

5. Positive recognition

- Specific praise linked to expectations.
- Recognition systems: points, postcards/calls home, certificates, responsibilities, enrichment privileges.
- Pupil voice: celebrate achievements in briefings/assemblies/displays.

6. Responses to behaviour (graduated)

- Reminder → Caution → Choice with consequence → Short reset/time-out → Removal to support room → Senior referral.
- Sanctions: restorative conversation, re-teaching expectations, loss of privilege, community repair, catch-up work, internal suspension.
- Serious incidents: fixed-term suspension or permanent exclusion per statutory guidance, in consultation with the commissioning school.

7. Safeguarding and child-on-child abuse

Refer safeguarding-linked behaviour (e.g., sexual harassment/violence, serious violence, exploitation) to the DSL immediately; follow KCSIE and safeguarding policies.

8. Searching, screening and confiscation

Authorised staff may search/screen/confiscate items where lawful and proportionate; significant searches recorded; parents/carers informed where appropriate.

9. Use of reasonable force

Reasonable force may be used to prevent an offence, injury or damage, or to maintain good order. Any use is a last resort, proportionate, recorded and reviewed with DSL and parents/carers as appropriate.

10. SEND, SEMH and reasonable adjustments

We make reasonable adjustments for pupils with SEND/SEMH. Behaviour support plans are co-produced and reviewed using the assess-plan-do-review cycle.

11. Off-site behaviour and transport

Applies during off-site learning, trips, transport and in the community where behaviour impacts safety or PACE Northwest's reputation.

12. Recording, analysis and evaluation

All incidents are recorded the same day on our secure system. Leaders analyse termly for patterns (time/location/type/protected characteristics) and report to the Board and commissioning schools.

13. Attendance and engagement

We link behaviour to attendance/engagement, monitor daily, and collaborate with commissioning schools/Liverpool City Council for pupils at risk of missing education.

14. Complaints and appeals

Concerns should be raised with staff or senior leaders. Formal complaints follow the Complaints Policy. Appeals against sanctions such as suspensions follow statutory guidance.

15. Linked policies and documents

- Child Protection & Safeguarding (incl. child-on-child and sexual harassment/violence)
- Anti-Bullying; Anti-Racism; Online Safety (Filtering & Monitoring)
- Searching/Screening/Confiscation; Positive Handling/Use of Force
- SEND; RSHE; Attendance; Equality; Complaints

Statutory/Key guidance followed:

Behaviour in Schools (Feb 2024); KCSIE (from 1 Sept 2025); Searching, Screening and Confiscation (July 2022); Suspension and Permanent Exclusion (latest); Equality Act 2010; Prevent duty; Alternative Provision guidance.

Policy owner: Head/DSL · Approved by: Board · Review cycle: Annual · Next review due: 14/11/2025.