

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 current Department for Education guidance, including Behaviour in Schools, Keeping Children Safe in Education (KCSIE) 2026, Searching, Screening and Confiscation, current statutory guidance on Suspension and Permanent Exclusion, and statutory guidance on mobile phones in schools. 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: PACE Northwest applies its agreed mobile-phone arrangements in line with current statutory guidance; devices should be kept away during the school day unless an agreed exception applies. Breaches may result in confiscation in accordance with the law and relevant DfE guidance.
- 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: suspension or permanent exclusion in accordance with current statutory guidance and, where applicable, 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 2026 and PACE Northwest safeguarding procedures.

8. Searching, screening and confiscation

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

9. Use of reasonable force

Reasonable force may be used where lawful to prevent an offence, injury or damage, or to maintain good order. Any use must be necessary and proportionate, recorded and reviewed with the 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

This policy applies during off-site learning, trips, transport and in the community where behaviour impacts safety, the orderly operation of provision 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. Challenges or reviews relating to suspension/permanent exclusion are handled in accordance with the applicable statutory guidance and commissioning arrangements.

15. Linked policies and documents

- Child Protection & Safeguarding (including 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; Keeping Children Safe in Education 2026; Searching, Screening and Confiscation; current Suspension and Permanent Exclusion guidance; statutory guidance on Mobile Phones in Schools; Equality Act 2010; Prevent duty; current Alternative Provision guidance.

Policy owner: Head/DSL · **Approved by:** Board · **Review cycle:** Annual · **Reviewed:** 15/09/2026 · **Next review due:** 15/09/2027