



Venture
Learning

Behaviour Policy

Venture Learning

Document Owner

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Introduction

Venture Learning is committed to creating and maintaining a positive learning environment.

We recognise that in the context of alternative provision we must anticipate and diffuse potentially challenging behaviour. The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour to fulfil our duty of care and ensure that every young person is safe, respected and can learn.

Venture Learning aims to change young people's perceptions of education, who may have become disillusioned through a cycle of negative behaviours and sanctions. As such, we aim, as far as is practicable, to focus on reinforcing positive behaviours through the consistent application of boundaries; the setting of achievable improvement targets; regular, genuine and specific praise; and opportunities to earn rewards.

Where it is deemed necessary and appropriate to issue sanctions, Venture Learning will apply these fairly and consistently, ensuring that opportunities for restoration are facilitated at every stage.

This policy acknowledges that Venture Learning is working towards reintegrating students into full-time mainstream education. At all stages of our behaviour management procedures, we intend to ensure that young people are building resilience and developing the emotional maturity necessary to cope with conflict and deal with challenging situations.



Key Staff and Contacts

Provision Based Contacts

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Section 1: Principles

All staff are responsible for applying the principles of this policy fairly and appropriately, and to support other staff in doing so. At Venture Learning, we are committed to involving parents/carers and our commissioners and will communicate with them regularly to share students' success, address negative behaviours and collaborate on long term plans for improvement.

1.1 Expectations

Venture Learning set explicit expectations for the conduct of every student, both in lessons and around site. These will be clearly explained to the students on their induction and displayed around site. Students will be expected to sign a Home-Provision Agreement at the onset of their placement to declare that they will adhere to these.

Reminders of expectations will be clearly displayed around site and reiterated to students on a regular basis. Conversations around behaviour will refer clearly to the expectations. Teaching staff should ensure that they apply Venture Learning's expectations, though they may want to incorporate some additional, specific expectations to their sessions.

1.2 Establishing a Positive Ethos

Venture Learning aims to proactively reduce negative behaviours by ensuring that students are positively engaged in learning. Teaching staff are encouraged and supported to deliver well-planned lessons with attainable learning objectives. Teaching staff will take into account the needs of the students to ensure that learning is accessible, whilst ensuring that work has an appropriate level of challenge to foster engagement and instil a sense of purpose and achievement. Achievement will be met with positive recognition to build self-esteem and inspire young people to want to make the right choices.

All students will be given a fresh start by all staff after a sanction, including any restorative action, has taken place. Every young person should feel safe, welcome and included at all times. It is the responsibility of all staff to always promote a positive ethos in lessons and around site.

1.3 Establishing Positive Relationships

At Venture Learning we have a clear focus on positive role modelling with an additional emphasis on quickly establishing high quality, professional and trusted relationships with our students. This is a key factor in building our students' sense of school community and sense of belonging. This all supported by a trauma informed and attachment-based approach.

1.4 Rewards and Recognition

Staff at Venture Learning understand that all behaviours are a form of communication, and we believe that encouraging desirable behaviours are achieved through building a young persons' self-esteem, sense of worth and belonging. We encourage the development of self-esteem by creating a culture and environment where our students feel safe, secure and receive recognition for successes, regardless of how small they may be. This is supported in several ways including:

- Listening to students and understanding their needs and expectations.
- Celebrating achievements privately and publicly, including with parents.



- Giving immediate feedback, verbal praise for individual or class group achievement.
- Student involvement in the reviews of their progress.
- Issuing of “Golden Tickets” for persistent hard work and engagement or for demonstrating positive behaviours and characteristics during the school day.

Section 2: Safety

At all times, Venture Learning’s highest priority is the safety of all the students in our care, both physically and emotionally. We recognise that our context as an alternative provision suggests an increased likelihood of high-risk behaviours and dangerous situations. We take a proactive approach to minimising this risk:

- providing and maintaining adequate staffing levels that do not leave individuals in a vulnerable position;
- avoiding or closely managing situations which are known to trigger aggressive episodes;
- recognising the signs and triggers of emerging behaviours and deploying diffusion techniques to deescalate the situation;
- addressing and resolving on-going issues such as bullying or rivalries; and,
- implementing individual behaviour pathways, positive handling plans and/or risk assessments where appropriate.

2.1 Offensive Weapons

Venture Learning recognises the increasing number of school-aged children who are found carrying offensive weapons and acknowledges our duty to ensure that staff and students are safe and that they understand the repercussions of carrying weapons. In addition, Nottingham City and surrounding areas are a particular hotspot for knife crime compared to national statistics and data analysis has shown that incidents of youth violent crime is more prevalent in the hours just before and after school.

Our Offensive Weapons Policy sets out in detail the legal frameworks, definitions, an offensive weapons list, procedures for reporting, investigating and managing students, safeguarding and monitoring and reviewing.

Our Offensive Weapons Policy states “The school understands the negative effect that exclusion can have on students and will do everything within its power to support, protect and help students, however, will follow the procedures within the Behaviour Policy where necessary” Our first priority must be to the safety and welfare of our other students and staff and if a student, who is caught in possession of an offensive weapon, is deemed to present a high risk to other students and staff, their placement will be terminated. Therefore, possession of an offensive weapon is categorised as a “Tier 4” behaviour.

2.2 Mobile Phones

In line with the Department for Education’s guidance on Mobile Phones in School, which became statutory on 29th June 2026, Venture Learning continues to operate a ban on students being on possession of mobile phones throughout the school day.



We have a well established and embedded routine of students handing their mobile phones into staff as soon as they arrive on site. Student mobile phones are kept secure until the end of the day when students may request their phone as they leave the school premises.

If a student is suspected of being in possession of their mobile phone, the student will be challenged and offered an opportunity to hand the item in. If they do not co-operate, then Venture Learning will operate the right to screen and search.

2.3 Right to screen and search

The Headteacher, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Mobile phones
- knives or weapons (Refer to VL Offensive Weapons Policy 25.26 for a comprehensive list of items we consider to be weapons)
- alcohol
- energy drinks
- tobacco products
- vapes
- illegal drugs
- legal/herbal “highs”
- stolen items
- fireworks
- pornographic images/material (including AI produced content)
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage to the property of, any person (including the pupil)
- mobile phone/other digital devices if a member of staff reasonably suspects that a student has not handed their device in at the start of the day.

2.4 E-Scooters & E-Bikes (EPAC):

- E-Scooters are illegal to ride in any public place, except for the ones on Official Trials, which require the rider to have at least a provisional driving license. If a learner arrives on a privately owned E-Scooter, legally we are effectively in the same position as if they arrived on an off-road motorbike; it is a powered machine that is illegal to use in a public place.
- Where a student arrives at school on an E-Scooter, we will contact parents/carers immediately and inform them that we cannot allow the learner to leave on the scooter. Parents/carers will be required to collect the E-Scooter prior to the learner leaving the school site at the end of the day.
- In the event of a parent/carers refusing to collect, or the learner leaves against the advice given, we will notify the relevant agency (police, PCSO) of the incident and the learner's details will be passed on.
- Please refer to the VL E-Bike (EPAC) Policy 25.26 which outlines the legal requirements for E-Bikes must meet for students to be able to use them as transportation to school.



2.5 Use of Reasonable force and RPI

The DFE states that; **“All members of school staff have a legal power to use reasonable force”**

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself/herself, others or property.

There is no legal definition of reasonable force; this would depend on the individual circumstances of each case. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. We ensure that all policies and practice are in line with current legislation and any changes are reviewed and taken in to account.

Before any physical intervention is used other strategies will be tried to defuse the situation and positive handling will be used only when absolutely necessary.

At Venture Learning we have specific members of staff who have undertaken Restrictive Physical Intervention (RPI) training with Nottingham City Council. **However, RPI will only be used as a last resort.**

The Venture Learning Positive Handling Policy details guidance for staff and parents and includes our procedures and recording pro-forma. Parents are made aware of our policy and procedure as part of our student induction process.

Section 3: Operation of this Policy

The following guidelines are to ensure consistency of response, however staff must make a professional judgement in each situation based on a number of factors, including but not limited to:

- any knowledge or suggestion of an underlying issue – such as a recent change in circumstances at home;
- triggers/escalation factors;
- whether the student behaviour/response (though still unacceptable) demonstrates an improvement on previous behaviours/responses;
- willingness to admit responsibility and make amends; or
- any individual plan that is in place.

Staff should not at any point issue a higher tier response than is warranted based on a student’s past behaviours or a pre-emptive assumption that a behaviour may continue or escalate.

Examples of Undesirable Behaviour.	Suggested Response
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Tier 1: • being off task • disruption • not following instructions • interrupting or talking over a member of staff • unnecessarily out of seat during a learning session • contraband items on site or in session (including vapes) • Unnecessary comments aimed to disrupt or belittle others (including “banter” and use of discriminatory language)	Non-verbal prompt/cue e.g. ‘the look’/physical prompt Purposeful praise of those demonstrating the positive behaviour and meeting expectations Proximity – closer to staff or away from a negative influence (include proactive planning) Tactically ignoring – notice but appear to ignore low level disruptions while reinforcing on task behaviour. Distract and divert – to break the cycle of low level behaviour and gives the student a chance to start again Use ‘When ... then ...’ requests Redirect the child by emphasising the behaviour you want to see Calm, clear and assertive language and tone – give an instruction and then say ‘thank you’ reinforcing the expectation of compliance Directed/Self-Directed time out. Incidents of discriminatory language should be logged on CPOMs as a behaviour incident.
Tier 2: Persistence of Tier 1 behaviours and: • intentionally damaging work or equipment • misuse of provision property or resources (including IT) • inappropriate language • defiance and rudeness • lying or refusing to cooperate • leaving a session or supervised area without permission • persistent defiance • persistent lack of engagement	<u>Restorative Strategies</u> Reposition within the class or move to a designated ‘work station’/area that is in the class as an informal form of time out to take a break/break the cycle of spiralling negative behaviour. 1:1 discussion with the student who is offered choice and a clear explanation of the positive/negative consequences of each choice. Students should be given ‘take-up time’ to make a choice. Distract and divert – given legitimate responsibility e.g. a job (for 5/10 minutes) to break the escalation of negative behaviour so that when they return to class they can start again. Reset Time for an agreed period Restorative/Reflective space utilised. Initial response: • Time spent in exit room • Parents contacted to be notified of incident/s • Written record of incident/s to be logged (CPOMS) • Reflection time and discussion around our school values to work towards a restorative and positive outcome Response to multiple/continuous incidents: • Parental meeting • Individual behaviour plan/report implemented with specific targets tied to rewards. • Alternative arrangements made for working e.g. change of group • Risk assessment Persistent Tier1 behaviours or Tier 2 behaviours should be logged on CPOMs. This can be used to: • Monitor and analyse patterns of behaviour • Reporting to commissioners and parents
Tier 3: Persistence of Level 1 + 2 behaviours or: • Threatening behaviour • Causing harm to a member of staff as a result of dangerous or	For tier 3 behaviours, suspension can be utilised, in this event there must be a re-admission meeting. This meeting will: • Focus on why the exclusion occurred • Look at appropriate measures to prevent further incidents • Risk assessment to be undertaken and actioned where necessary.



physically aggressive behaviour. • dangerous refusal to comply with instructions • persistent major disruption. • Direct/aggressive verbal abuse. • violence or targeted aggression. • Child on Child abuse to include Harmful Sexual Behaviour (HSB) ** • Stealing • Discriminatory behaviour. • Possession of illicit substances and/or alcohol. • Malicious/false allegations • Deemed to be under the influence. • damaging or vandalising property • leaving site without consent • Targeted inappropriate behaviours/conduct towards a staff member.	In some cases of tier 3 behaviour the individual may be educated utilising off-site provision to mitigate the immediate risk. This will be reviewed within an agreed timeline and communicated with commissioners. In some circumstance (including while new students are on their probationary period) placements may be discontinued if it is deemed that: • The placement is unsuitable for the individual. • We are unable to successfully meet the individual's needs. • The individual continues to display unacceptable behaviours despite being given exhaustive opportunities to engage. • The individual refuses to co-operate with the ethos and culture of the school. • The individual compromises the safety of staff and students and this cannot be mitigated. **Child on Child abuse can take various forms including (but not limited to) serious bullying, including cyber bullying, CCE and CSE.
Tier 4 • Dealing or facilitating the supply of illicit substances • Possession of an offensive weapon. • Deliberate and/or Physical assault on a member of staff. • Unprovoked assault on another student resulting in significant injury. • Child on Child abuse where risks cannot be sufficiently mitigated. • Incidents of CCE or CSE, perpetrated against another student • Serious malicious/false allegations. • Intentional criminal damage relating to Venture Learning.	Cease placement.

At every level, a measure of professional judgement should be exerted. The suggested responses are to be used as a guide and are not exhaustive or prescriptive. Staff will have a knowledge of the young person as an individual and what works for them, and should apply this to their response. If staff are unsure how to respond to a situation they should seek support from a senior leader.



Section 4: Serious Incidents

4.1 Suspensions

As far as is practicable, Venture Learning aims to manage young people's behaviour on site to reduce loss of learning and prepare students for reintegration into mainstream education. However, where a student's behaviour causes harm/creates a risk of harm, undermines our core values or has a detrimental impact on the school or the learning of others, this may warrant a fixed-term suspension.

During a fixed-term suspension relevant work will be sent home to be completed. Upon return there will be a readmission meeting which parents/carers and the student are required to attend. This will allow us to work together to address the issue, agree restorative actions and make any necessary amendments to individual behaviour plans to support the young person to make the right choice.

Venture Learning does not permanently exclude students as they remain on the roll of the commissioning school. Under extreme circumstances or if a student persistently fails to meet expectations, a placement may be terminated. If a student's placement is directly funded by the local authority as we are the named provision for an EHCP, Venture Learning, an urgent early review will be triggered.

4.2 Police Contact

If police arrive at a centre to formally interview and possibly arrest a pupil, in addition to the guidance specified regarding **Police and Criminal Evidence Act (1984) - Code C** in **Section 11** of our Site-Specific Safeguarding Policy 2025, the following procedure should be followed:

- police have a right to interview a student, and staff cannot refuse to allow the interview to take place;
- a member of staff must be present at the interview;
- notes of the interview should be made by the member of staff and kept in the student file;
- parents/carers should be contacted after the interview and informed that it has taken place (unless there are Child Protection issues in which case the police will advise regarding parental contact); and,
- staff should not accompany pupils to the police station if they are asked to do so. The police will contact Social Care who will provide a responsible adult to be present at interviews off site.



In the event that Actual bodily Harm occurs as the result of a deliberate act towards a member of staff or a student on-site, the Headteacher must be informed and a decision will be made as to who the incident should be referred to the police.

