

Behaviour and Anti-Bullying Policy

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Vision and Rationale

AS2Educate is committed to creating a nurturing, safe and inclusive environment that supports the social, emotional and academic development of every student. We recognise that many of our students may have experienced trauma, adversity or disrupted relationships, and we are dedicated to meeting their needs through a trauma-informed, relational and attachment-aware approach that prioritises safety, connection, trust, consistency and belonging.

We believe that all behaviour is a form of communication. Our responses are relational, reflective and rooted in empathy rather than control. We seek to understand the experiences, emotions and unmet needs that may sit beneath behaviour. Our aim is not simply to manage behaviour, but to co-regulate, teach emotional literacy, build resilience and support students to develop the skills needed for positive relationships and successful participation in learning and life.

AS2Educate is committed to creating a learning environment where every student feels safe, respected, valued and free from bullying, discrimination, harassment and prejudice. We recognise that positive relationships are fundamental to emotional wellbeing and learning, and we actively promote kindness, inclusion, respect and belonging throughout our Provision.

We believe that young people learn best when they experience emotionally available adults, predictable routines, felt safety and a strong sense of belonging.

Legal and Statutory Framework

This policy has been developed with regard to:

- Keeping Children Safe in Education (DfE, 2026)
- Working Together to Safeguard Children (2026)
- Behaviour in Schools (DfE)
- Suspension and Permanent Exclusion Guidance (DfE)
- Searching, Screening and Confiscation (DfE)
- Equality Act 2010
- SEND Code of Practice
- Human Rights Act 1998

Behaviour and Safeguarding

AS2Educate recognises that changes in behaviour, presentation, attendance, relationships or emotional wellbeing may indicate that a child is experiencing abuse, neglect, exploitation or other safeguarding concerns. Staff will always consider whether behaviour may be communicating a need for help or protection.

This policy reflects the expectations set out in *Keeping Children Safe in Education* (KCSIE 2026). Staff recognise that behaviour, attendance, emotional wellbeing, relationships, presentation and engagement may all be indicators that a child is at risk of abuse, neglect, exploitation or other safeguarding concerns. Behaviour responses will always be child-centred, safeguarding-led and informed by professional curiosity.

Staff will always seek to understand behaviour within the wider context of each student's lived experiences, recognising that changes in behaviour may indicate that a student requires additional support or protection.

Where behaviour gives rise to safeguarding concerns, staff will respond in accordance with the AS2Educate Safeguarding and Child Protection Policy. This may include consultation with, or referral to, the Designated Safeguarding Lead (DSL), involvement of external agencies, and the implementation of additional safeguarding measures where appropriate.

Behaviour will never be viewed in isolation from a student's individual circumstances, and staff will always consider whether behaviour may be communicating:

- Emotional distress or dysregulation.
- Experiences of trauma or adversity.
- Abuse or neglect.
- Criminal or sexual exploitation.
- Child on child abuse.
- Harmful sexual behaviour.
- Online harm.
- Mental health concerns.
- Unmet SEND or communication needs.
- Young caring responsibilities.

Behaviour involving sexual violence, sexual harassment, harmful sexual behaviour, sexist behaviour, misogyny, sexualised language or online sexual abuse will always be treated as a safeguarding concern and managed in accordance with the AS2Educate Safeguarding and Child Protection Policy. Such behaviour will never be dismissed as banter, part of growing up, or accepted as normal. Staff will respond promptly, proportionately and in a manner that safeguards and supports all children involved, in accordance with Part Five of *Keeping Children Safe in Education*.

Staff will remain alert to indicators that a student may be at risk of involvement in serious violence, carrying weapons, criminal exploitation, county lines activity or gang-related harm. Any concerns will be reported immediately to the Designated Safeguarding Lead and managed in accordance with the Safeguarding and Child Protection Policy.

AS2Educate recognises that children can abuse other children both inside and outside the Provision and online. Child-on-child abuse may include bullying, cyberbullying, physical abuse, sexual violence, sexual harassment, harmful sexual behaviour, initiation or hazing behaviours, abuse within intimate personal relationships and prejudice-based abuse. All concerns will be taken seriously, investigated appropriately and managed in accordance with the Safeguarding and Child Protection Policy.

AS2Educate promotes a whole-Provision safeguarding culture in which every member of staff understands that safeguarding is everyone's responsibility. Staff maintain a culture of vigilance, professional curiosity and respectful challenge, recognising that no concern is too small to share. Students are encouraged to speak to trusted adults, knowing they will be listened to, taken seriously and supported appropriately.

Our responses remain child-centred, safeguarding-led and informed by professional curiosity, compassion and professional responsibility.

Core Principles

This policy is founded upon four core principles:

- Protect: Ensuring physical, emotional and psychological safety.
- Relate: Building trusting, consistent and positive relationships.
- Regulate: Supporting students and staff to manage and co-regulate emotions.
- Reflect: Encouraging insight, learning and personal growth.

These principles are embedded across our Provision and underpin all practice, procedures and relationships.

AS2Educate aims to:

- Create a calm, safe, and relational learning environment.
- Understand behaviour in context, responding with empathy and curiosity.
- Support students in developing self-regulation and emotional resilience.
- Reduce the use of exclusionary practices and their re-traumatising effects.
- Collaborate with families and professionals to meet individual needs.

Professional Curiosity

Professional curiosity underpins safeguarding practice at AS2Educate. Staff remain professionally curious about changes in behaviour, presentation, attendance, wellbeing and relationships, recognising that these may indicate a safeguarding concern or unmet need. Staff will ask respectful questions, seek to understand the reasons behind behaviour, and never make assumptions about a student's circumstances. Concerns will be shared promptly with the Designated Safeguarding Lead in accordance with the Safeguarding and Child Protection Policy.

This reflects the expectations of *Keeping Children Safe in Education (KCSiE 2026)*, which emphasises the importance of professional curiosity, early identification of need and taking timely action where concerns arise.

Adult Consistency

Every adult at AS2Educate has a responsibility to respond to behaviour in a calm, consistent and relational manner. Students should experience predictable routines, emotionally available adults and clear expectations regardless of which member of staff is supporting them.

Consistent adult responses help create psychologically safe environments where children are more likely to disclose worries or abuse, supporting AS2Educate's whole-Provision safeguarding culture.

Consistency does not mean treating every student in exactly the same way; it means responding fairly, proportionately and according to individual need. Staff model the behaviour, language and emotional regulation they wish to see, recognising that adults set the emotional climate for learning.

Understanding Behaviour

At AS2Educate, behaviour is understood within the context of each student's experiences, relationships and emotional development. Behaviour may reflect unmet needs, previous trauma, difficulties with emotional regulation, or challenges in feeling safe, connected and understood.

Staff seek to understand the function of behaviour before determining the most appropriate response. Students are never defined by their behaviour; instead, behaviour is viewed as an opportunity to teach, guide and strengthen relationships.

Through calm, consistent and restorative responses, staff support students to develop emotional regulation, self-awareness and the skills needed to make positive choices and engage successfully in learning.

Language and Culture

AS2Educate uses trauma-informed and relational language, avoiding labels such as “naughty”, “disruptive” or “manipulative”. Instead, we use language that promotes understanding and support, such as:

- “Emotionally dysregulated”
- “Communicating distress”
- “Requiring support with regulation”
- “Experiencing difficulty engaging safely”

We promote a culture of Unconditional Positive Regard, where every student is treated with dignity, respect and compassion regardless of the behaviour they may be presenting.

Preventing Bullying

AS2Educate recognises that bullying can have a significant impact on a young person's emotional wellbeing, confidence, attendance, engagement and educational outcomes.

Bullying of any kind is unacceptable and will always be taken seriously. Our approach reflects the Department for Education guidance *Preventing and Tackling Bullying* and *Keeping Children Safe in Education*.

We believe that preventing bullying is achieved by creating a culture where:

- every student feels safe, valued and listened to;
- diversity is respected and celebrated;
- positive relationships are actively developed;
- students know how to seek help;
- staff model respectful relationships;
- concerns are acted upon promptly.

Whilst we recognise that some students who display bullying behaviour may themselves have experienced trauma or adversity, this never excuses behaviour that causes harm to others. Our responses remain trauma-informed, restorative and proportionate whilst ensuring the safety and wellbeing of those affected.

Staff Responsibilities

All staff will:

- model respectful behaviour
- challenge discriminatory language
- respond consistently
- record incidents promptly
- report safeguarding concerns
- promote inclusion
- complete required training
- support restorative repair
- comply with the expectations contained within Keeping Children Safe in Education (2026).
- record safeguarding concerns on Learntrek in accordance with the Safeguarding and Child Protection Policy.

Student Responsibilities

Students are expected to:

- treat everyone respectfully
- report bullying
- seek help
- support others
- follow the DREAM values

Parent Responsibilities

Parents and carers are expected to:

- report concerns promptly
- work in partnership
- reinforce respectful behaviour
- support agreed plans

Bullying may constitute child-on-child abuse and, where appropriate, will be managed as a safeguarding concern in accordance with *Keeping Children Safe in Education* and the AS2Educate Safeguarding and Child Protection Policy.

Definition of Bullying

AS2Educate adopts the Department for Education definition of bullying:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Bullying normally involves:

- repeated behaviour;
- an intention to cause harm;
- an imbalance of power between those involved.

Bullying may take many forms, including:

- Physical bullying.
- Verbal bullying.
- Emotional or relational bullying.
- Cyberbullying.
- Racist bullying.
- Disability-related bullying.
- Bullying relating to special educational needs.
- Homophobic bullying.
- Biphobic bullying.
- Transphobic bullying.
- Sexist or misogynistic bullying.
- Prejudice-based bullying.

Bullying may occur on site, off site, whilst travelling or online.

Bullying Will Not Be Tolerated

AS2Educate will always take reports of bullying seriously. Every concern will be listened to, investigated promptly and responded to proportionately. Students will never be encouraged to "sort it out themselves" where there is evidence of bullying or a power imbalance.

Where bullying is confirmed, the Provision will prioritise:

- protecting the child experiencing bullying;
- stopping the behaviour;
- repairing relationships where appropriate;
- supporting the student displaying bullying behaviour to make positive changes;
- monitoring to ensure the bullying has ceased.

Retaliation against anyone who reports bullying or supports an investigation will not be tolerated.

Recognising Possible Bullying

Staff remain alert to changes in behaviour or presentation that may indicate a student is experiencing bullying. These may include:

- increased anxiety or distress
- reduced attendance
- reluctance to attend particular sessions
- changes in friendships
- damaged clothing or belongings
- unexplained injuries
- withdrawal
- reduced participation
- emotional dysregulation
- decline in engagement or progress
- changes in online behaviour
- increased safeguarding concerns

Relationships, Relational Practice and Professional Love

At AS2Educate, we believe that positive, trusting relationships are the foundation of learning, wellbeing and personal growth. We adopt a Professional Love approach, recognising that many of our students have experienced disrupted relationships, trauma or adversity. Professional Love means demonstrating genuine care, compassion, warmth and unwavering belief in every young person's potential whilst maintaining clear professional boundaries and high expectations.

Professional Love is demonstrated through consistency, reliability and an unconditional commitment to supporting students, even when they struggle to regulate their emotions or behaviour. Staff understand that every interaction is an opportunity to build trust, strengthen relationships and promote emotional safety.

All staff are expected to:

- Build authentic, trusting relationships through curiosity, empathy, acceptance and consistency, using the principles of the PACE approach.
- Demonstrate warmth, kindness and compassion whilst maintaining clear professional boundaries.
- Maintain high expectations alongside high levels of support, believing that every student can succeed.
- Use calm, relational de-escalation strategies that prioritise connection before correction.
- Support students to co-regulate their emotions before expecting them to self-regulate.
- Provide opportunities for restorative conversations and emotional repair following incidents.
- Be emotionally available, predictable and dependable so that students experience adults as safe, consistent and trustworthy.
- Respond to behaviour without judgement, seeking to understand before seeking to correct.

- Celebrate effort, progress and positive relationships through the DREAM values and daily interactions.

Students have access to emotionally available adults throughout the school day. Through consistent relationships, high expectations and Professional Love, we aim to create a secure base where every student experiences belonging, felt safety and the confidence to engage positively in learning.

By embedding these principles into everyday practice, AS2Educate promotes resilience, emotional wellbeing and positive outcomes for all students.

Behaviour Systems

Positive Recognition and the DREAM Framework

At AS2Educate, we believe that positive behaviour is strengthened through encouragement, recognition and meaningful relationships. We celebrate effort, progress, resilience and positive choices, recognising that acknowledgement from trusted adults plays an important role in building confidence, self-esteem and motivation.

Our DREAM Rewards Framework provides a consistent approach to recognising students who demonstrate the values and behaviours expected across the Provision. The framework promotes our core values of Determination, Respect, Engagement, Attitude to Learning, and Mindful of Safety, encouraging students to develop positive habits that support both their education and personal development.

Recognition may include:

Verbal praise and positive feedback.

- DREAM Points.
- Certificates and celebration events.
- Positive communication with parents and carers.
- Individual and team recognition.
- Attendance celebrations.

The DREAM Rewards Framework is intended to promote intrinsic motivation by celebrating personal growth, perseverance and positive contribution to the Provision community, rather than simply rewarding compliance.

Full details of the DREAM Points system, award thresholds, attendance recognition and team awards are contained in Appendix A – DREAM Rewards Framework.

Graduated Behaviour Support Response

At AS2Educate, every behaviour response is underpinned by our commitment to Professional Love. We believe that young people thrive when they experience adults who are emotionally available, compassionate, consistent and dependable. Our graduated response is designed to increase support rather than punishment, ensuring students remain connected to trusted adults whilst developing the skills to regulate, reflect and successfully re-engage with learning.

We recognise that behaviour is a form of communication. Staff respond consistently using restorative, trauma-informed approaches that prioritise regulation, relationships, emotional safety and collaborative problem-solving. Every interaction is an opportunity to strengthen relationships, preserve dignity and reinforce our unwavering belief that every student can succeed.

Behaviour support expectations apply equally during off-site learning, educational visits, transport and community-based activities. Risk assessments and staffing arrangements for these activities will be implemented in accordance with the Educational Visits Policy and Lone Working Policy.

Level 1 – Universal Relational Support

Where a student becomes emotionally dysregulated, refuses an activity, or displays low-level disruptive behaviour, staff will:

- Remain emotionally available, calm and attuned, using relational de-escalation strategies that prioritise connection before correction.
- Engage the student in a restorative conversation using appropriate restorative questions and professional curiosity.
- Offer the student a period of supported regulation, normally up to 15 minutes, in an agreed safe space where staff remain available to provide reassurance and co-regulation.
- Encourage and support the student to return to learning as soon as they feel emotionally ready.
- Record the incident on the Learntrek, AS2's behaviour recording system to support monitoring and identify any emerging patterns.

If the behaviour is an isolated incident and the student successfully re-engages, no further intervention will normally be required beyond recording, monitoring and maintaining positive relationships.

Level 2 – Enhanced Relational Support

Where the same behaviour is repeated or becomes a pattern:

- A meeting will be arranged with the student and their parent or carer to explore concerns, identify underlying needs and agree supportive strategies.
- Staff, the student and parents/carers will work collaboratively to identify solutions that promote successful engagement.
- Alternative methods of accessing the lesson, activity or curriculum will be explored where appropriate.
- A planned restorative support session will be arranged to understand the reasons for the refusal or difficulty, identify barriers to engagement and reinforce the student's strengths and successes alongside areas requiring support.
- Agreed strategies will be reviewed regularly to ensure they remain effective.

Level 3 – Individualised Support

Where behaviour continues despite agreed strategies and interventions:

- The effectiveness of current support will be reviewed collaboratively with the student and family.
- The wider professional network may become involved to ensure consistent support across home, education and other services.
- A personalised behaviour support plan, regulation plan or pastoral support plan may be developed.
- Additional therapeutic, mentoring or specialist interventions may be considered where appropriate.
- Consideration will be given to adapting the student's curriculum, learning environment or timetable where this better meets their individual needs whilst maintaining access to education.

Where an Individual Behaviour Support Plan or Regulation Plan is developed, this will normally include:

- Student voice and wishes.
- Parent or carer views.
- Identified strengths and protective factors.
- Known triggers and early warning signs.
- Reasonable adjustments relating to SEND or disability.
- Preferred communication strategies.
- Individual regulation and co-regulation strategies.
- Safe spaces, exit strategies and any agreed lone-working arrangements where these form part of the student's support plan.
- De-escalation approaches.
- Positive reinforcement and motivational strategies.
- Review dates and success measures.

Plans will be developed collaboratively with students, families and relevant professionals and reviewed regularly to ensure they remain effective.

Level 4 – Personalised Learning Review

Where persistent refusal or dysregulation continues following restorative work, parental meetings and targeted interventions:

- The Senior Leadership Team will undertake a review of the student's educational provision.
- A personalised timetable or curriculum offer may be developed collaboratively to maximise engagement, promote wellbeing and maintain positive relationships whilst ensuring the effective operation of the wider Provision.
- Any adjustments will be regularly reviewed with the student, family and relevant professionals to ensure they continue to meet the student's needs and support successful reintegration into learning wherever possible.
- Equality, Inclusion and Reasonable Adjustments - Maintaining Relationships Throughout
- At every stage of the Graduated Behaviour Response, staff will maintain positive relationships, preserve the dignity of every student and continue to provide consistent emotional support. Our responses focus on understanding the function of behaviour,

strengthening relationships and teaching positive behaviours rather than relying on punitive consequences.

Rather than asking *"What's wrong with you?"*, staff ask *"What has happened, what do you need, and how can we help?"* Every intervention is designed to increase support, promote successful reintegration and help students feel safe, valued and able to succeed.

AS2Educate is committed to promoting equality, inclusion and equitable access to education for all students.

In accordance with the Equality Act 2010, behaviour expectations and responses will always take account of a student's individual needs, including any disability, special educational needs, communication differences, medical conditions or mental health needs.

Where appropriate, reasonable adjustments will be implemented to reduce barriers to learning, promote successful participation and ensure students are not disadvantaged because of a protected characteristic or identified additional need.

Responses to behaviour will always remain proportionate, personalised and informed by each student's individual profile and support plans.

Dynamic Risk Assessment

Staff are expected to continually assess and reassess risk throughout any behaviour incident or intervention.

Dynamic risk assessment enables staff to adapt their response according to changing circumstances whilst prioritising the safety and wellbeing of everyone involved.

Where risk increases, staff will respond proportionately by:

- Seeking additional staff support.
- Removing other students from immediate risk where appropriate.
- Altering the planned intervention.
- Allowing additional time and space for regulation.
- Withdrawing from the situation where remaining may increase risk.
- Contacting emergency services where there is an immediate risk of serious harm.

The least restrictive intervention necessary will always be used.

Where a dynamic risk assessment identifies that the risk can no longer be safely managed, staff should withdraw from the situation where appropriate and seek immediate support from colleagues or the Senior Leadership Team.

Behaviours Requiring a Graduated Behaviour Support Response

At AS2Educate, we recognise that behaviour is a form of communication and may indicate that a student requires additional support to regulate their emotions, engage with learning or communicate an unmet need. The behaviours listed below are not viewed in isolation but

are considered within the context of the student's individual experiences, needs and circumstances.

The following examples are not exhaustive but may indicate that a student would benefit from the Graduated Behaviour Support Response outlined in this policy:

- Refusal to hand in a mobile phone, AirPods or other personal electronic devices on arrival.
- Students must not use personal devices to photograph, film or record other students or staff without permission.
- Refusal to enter a lesson or learning environment.
- Refusal to participate in planned off-site educational visits, enrichment activities or community learning.
- Persistent disruption during lessons that affects their own learning or that of others.
- Use of inappropriate, disrespectful or offensive language towards peers or staff.
- Refusal to follow reasonable instructions that are necessary to maintain a safe and productive learning environment.
- Behaviours that negatively impact the wellbeing, inclusion or sense of belonging of others.
- Repeated difficulty following agreed routines, expectations or safety procedures.

Use of a Day of Reflection

A Day of Reflection is a supportive, restorative intervention designed to provide a student with the time, space, and guidance to regulate, reflect, and successfully re-engage with learning. It is not intended to be a punitive sanction, but an opportunity to understand the underlying reasons for behaviour, repair relationships where appropriate, and identify strategies to prevent future incidents.

A Day of Reflection is not a suspension, exclusion or disciplinary sanction. It forms part of AS2Educate's graduated behaviour support approach and is intended to increase support, maintain engagement with learning and promote successful reintegration through reflection, regulation and restorative practice.

Before a Day of Reflection is implemented, the decision will be discussed with the student's parent or carer wherever possible. The purpose of this discussion is to ensure a shared understanding of the concerns, agree the most appropriate approach for the individual student, and maintain a collaborative partnership between home and the Provision.

A Day of Reflection may take place either:

- At AS2Educate, where the student will work away from their usual timetable in a calm environment. They will complete appropriate educational work alongside structured reflective activities with a member of staff.
- At home, where this is considered to be the most appropriate option following discussion with the parent or carer and having regard to the student's individual needs, wellbeing, and the safety of others.

A Day of Reflection may be used where:

- A student demonstrates persistent behaviours despite restorative conversations, opportunities to regulate, parental involvement, and agreed interventions.

A Day of Reflection may also be used following an isolated serious incident where the behaviour is considered to be out of character and has caused, or could reasonably have caused, physical or emotional harm or significant distress to others. Examples include:

- Physical violence or assault.
- Threats of violence or intimidation where there is a genuine belief that harm was intended.
- Behaviour that places the safety or wellbeing of the student or others at significant risk.

During a Day of Reflection, the student will complete appropriate educational work, participate in restorative reflection with a member of staff and receive the support needed to regulate their emotions and prepare for a successful reintegration into learning.

Parents or carers will be kept informed throughout the process. Following every Day of Reflection, a reintegration meeting will take place involving the student, parents or carers and relevant staff to review the incident, celebrate progress where appropriate, agree supportive strategies and plan the student's successful return to their usual programme.

Following the reintegration meeting, staff will review the effectiveness of current interventions and consider whether any further support, reasonable adjustments or personalised strategies are required.

Searching, Screening, Confiscation and Positive Handling

The safety and wellbeing of everyone at AS2Educate is paramount.

Where staff have reasonable grounds to suspect that a student may be carrying a prohibited item, searches and confiscation will be undertaken in accordance with the Department for Education's *Searching, Screening and Confiscation* guidance and the AS2Educate Safeguarding Policy.

Where appropriate:

- Searches will only be undertaken by authorised members of staff.
- Searches will be undertaken having regard to the student's dignity, privacy, age, sex, SEND and any known vulnerabilities.
- Staff will always consider the student's age, SEND, communication needs and safeguarding needs before carrying out any search.
- Every effort will be made to preserve the dignity, privacy and wellbeing of the student.
- Searches will be proportionate, necessary and appropriately recorded.
- Parents or carers will normally be informed following any significant search or confiscation unless doing so would place the child at increased risk of harm.

Prohibited items include, but are not limited to:

- Knives or offensive weapons.
- Illegal drugs.

- Alcohol.
- Vapes or tobacco products.
- Fireworks.
- Stolen property.
- Pornographic material.
- Items likely to be used to commit an offence or cause injury.

Where appropriate, prohibited items may be retained, disposed of or handed to the Police in accordance with statutory guidance.

Positive handling will only be used where it is necessary, reasonable and proportionate to the circumstances, and where less restrictive approaches would be ineffective or inappropriate in managing the immediate risk. Any intervention will use the least restrictive approach reasonably available and will be undertaken in accordance with the AS2Educate Positive Handling Policy.

Online Behaviour

The expectations set out within this Behaviour Policy apply equally to behaviour within the learning environment, during educational visits, whilst travelling with AS2Educate, and when engaging in activities online as part of the Provision.

Behaviour that causes harm to others through electronic communication, social media, messaging platforms or the misuse of technology will be addressed using the same trauma-informed and restorative principles outlined within this policy.

Online risks may include AI-generated images, deepfakes, manipulated media, online scams, impersonation and the misuse of artificial intelligence to harass, intimidate or exploit others. These will be managed in accordance with the Safeguarding and Child Protection Policy.

Expectations apply regardless of whether behaviour takes place on or off site where it may have an impact on the safety, wellbeing or reputation of members of the AS2Educate community.

Cyberbullying may occur using messaging services, gaming platforms, social media, email, livestreaming services and other digital technologies.

Staff recognise that online bullying occurring outside the Provision can have a significant impact on students' safety, wellbeing and education. Where off-site online behaviour affects members of the AS2Educate community, the Provision will take appropriate action in accordance with this policy and safeguarding procedures.

Responding to Bullying

Where bullying is suspected or reported, staff will:

- listen carefully to everyone involved;
- ensure immediate safety where required;

- investigate concerns promptly and fairly;
- consider whether safeguarding concerns are present;
- record incidents appropriately;
- inform parents or carers where appropriate;
- implement restorative approaches where suitable;
- provide support for the child who has experienced bullying;
- provide appropriate support and education for the child displaying bullying behaviour;
- monitor ongoing relationships and wellbeing.

Preventative Strategies

Bullying prevention is embedded throughout the curriculum and wider Provision through:

- PSHE and Relationships Education.
- Online safety education.
- Student voice activities.
- Restorative practice.
- Positive role modelling.
- Celebration of diversity and inclusion.
- Development of empathy, resilience and respectful relationships.
- Regular staff training in safeguarding, bullying prevention and trauma-informed practice.
- British Values
- Diversity Celebration
- Mental Health Education
- Challenging misogyny, sexism and discriminatory language.
- Promoting respectful relationships.
- Challenging harmful stereotypes.
- Teaching students how to recognise harmful online influences.

Where bullying involves discrimination, hate incidents or safeguarding concerns, the incident will also be managed in accordance with the Safeguarding and Child Protection Policy. Racist, homophobic, biphobic, transphobic, sexist and disability-related bullying will be recorded and monitored separately to enable AS2Educate to identify patterns and fulfil its equality duties.

Persistent or serious bullying may result in additional behaviour support plans, risk assessments or involvement from external agencies.

Supporting Students Who Display Bullying Behaviour

AS2Educate recognises that students who engage in bullying behaviour may themselves have experienced trauma, adversity, unmet emotional needs or difficulties with relationships.

Support may include:

- restorative conversations
- mentoring
- emotional regulation work
- PSHE

- therapeutic interventions
- behaviour support plans
- parental meetings
- external agency support
- Partnership with Parents and Carers

Positive outcomes are achieved when the Provision and families work together. AS2Educate values open, honest, and respectful relationships with parents and carers, recognising them as key partners in supporting each young person's development.

We are committed to:

- Maintaining regular communication that celebrates successes as well as addressing concerns.
- Engaging parents and carers at the earliest opportunity when additional support is required.
- Working collaboratively to understand the reasons behind behaviour and identify effective strategies.
- Involving parents and carers in behaviour planning, restorative processes, rewards, interventions, and reintegration planning where appropriate.
- Promoting consistency between home and the Provision wherever possible.

We expect all communication between staff, students, parents, carers, and external professionals to remain respectful and focused on achieving the best possible outcomes for the young person.

Working Together with Other Agencies

Where behaviour indicates that a student may require additional support, AS2Educate will work collaboratively with parents, carers, placing schools and relevant professionals to ensure that the student's needs are understood and appropriately met.

This may include working alongside:

- Children's Social Care.
- Virtual Schools.
- SEND Teams.
- Educational Psychologists.
- CAMHS and other health professionals.
- Youth Justice Services.
- Family Help (including targeted Family Help and community-based early help services).
- Police where appropriate.
- Other agencies involved in supporting the child or family.

Information will be shared appropriately, lawfully and proportionately in accordance with statutory safeguarding guidance and the AS2Educate Safeguarding and Child Protection Policy.

Where bullying is persistent, discriminatory or indicates wider safeguarding concerns, AS2Educate may involve external agencies to provide additional advice, intervention or support.

Staff Development and Support

AS2Educate recognises that positive behaviour is achieved through skilled, reflective, and emotionally available adults. We are committed to ensuring all staff have the knowledge, confidence, and support to respond consistently and compassionately to behaviour.

All staff will receive regular professional development in:

- Trauma-informed practice and attachment-aware approaches.
- The PACE approach and relational practice.
- De-escalation and co-regulation strategies.
- Emotion Coaching.
- Restorative Practice.
- Safeguarding, positive behaviour support, and positive handling.
- annual safeguarding updates, including Keeping Children Safe in Education (KCSIE), child-on-child abuse, online safety, filtering and monitoring and contextual safeguarding.

Staff are encouraged to reflect on both student behaviour and their own practice, recognising that positive outcomes are achieved through strong relationships, consistency, and continuous professional learning. Staff wellbeing is equally important and will be supported through supervision, reflective practice, coaching, and a culture of collaboration and peer support.

Staff Safety and Wellbeing

AS2Educate recognises that well-supported, confident and reflective staff are essential to creating safe, nurturing and effective learning environments.

Whilst staff are expected to build positive, trusting relationships with students, they are not expected to place themselves at unnecessary risk.

Where behaviour presents a significant risk to the safety or wellbeing of staff or others, staff should prioritise safety, seek support from colleagues and follow agreed Behaviour Policy, Safeguarding and Child Protection Policy, Positive Handling Policy and Lone Working Policy.

Staff involved in significant behaviour incidents will be offered opportunities for debrief reflective practice and wellbeing support following the incident.

Monitoring, Recording and Evaluation

Behaviour incidents, safeguarding concerns, positive handling incidents, restrictive practices and restorative interventions will be recorded accurately, promptly and objectively using the Provision's recording systems.

Behaviour records are routinely reviewed by senior leaders and the Designated Safeguarding Lead to identify emerging safeguarding concerns, patterns relating to protected characteristics, attendance, exploitation, child-on-child abuse, bullying, online harm, mental health concerns or other vulnerabilities in line with *Keeping Children Safe in Education (KCSieE 2026)*.

AS2Educate operates appropriate filtering and monitoring systems that are proportionate to the age, needs and safeguarding risks of the children and young people accessing the Provision. All laptops provided for student use are monitored using Senso, which helps identify potential safeguarding concerns, inappropriate online activity and risks to student safety. Filtering and monitoring arrangements are reviewed regularly to ensure they remain effective and appropriate.

Monitoring systems support safeguarding and early intervention but do not replace the need for staff vigilance, professional curiosity or active supervision. Where filtering or monitoring systems identify a potential safeguarding concern, staff will respond promptly and manage the concern in accordance with the Safeguarding and Child Protection Policy and the Digital Safety, Acceptable Use and Professional Online Conduct Policy.

All incidents involving racism, sexism, misogyny, homophobia, biphobia, transphobia, disability discrimination or other prejudice-based behaviour will be recorded, monitored, reviewed and responded to appropriately.

Behaviour data will be regularly analysed by the Senior Leadership Team to identify:

- Patterns and trends.
- Individual support needs.
- Emerging safeguarding concerns.
- Equality considerations.
- The effectiveness of interventions.
- Training needs for staff.
- Patterns of bullying, discrimination or prejudice-based incidents;
- Trends relating to protected characteristics under the Equality Act 2010.

Findings will inform quality assurance, curriculum planning, risk assessments and the continual development of trauma-informed practice across the Provision.

This policy will be reviewed annually and evaluated to ensure it continues to meet the needs of our students and reflects current best practice.

The effectiveness of this policy will be monitored through:

- Student voice and feedback.
- Parent and carer feedback.
- Staff reflection and professional discussion.
- Behaviour records and analysis of trends and patterns.
- Attendance, engagement, and progress data.
- Evaluation of interventions and individual support plans.

Monitoring the impact of behaviour approaches on students' wellbeing, relationships, and educational outcomes.

Findings will be used to inform future practice, staff development, and continuous improvement across the Provision.

Supporting Students

Students who experience bullying will receive appropriate emotional and practical support to help them feel safe, listened to and able to participate fully in education.

Students who display bullying behaviour will also be supported to understand the impact of their actions, develop empathy, repair relationships where appropriate and build the skills required to make positive choices in the future.

This balanced approach reflects AS2Educate's commitment to safeguarding, restorative practice and positive behaviour support.

Appendix A – DREAM Rewards Framework

DREAM Points

At AS2Educate, positive behaviour is recognised and celebrated through our DREAM Points system. The system is designed to encourage students to demonstrate the values and behaviours that contribute to a safe, respectful and successful learning environment. Rather than focusing solely on managing behaviour, DREAM Points recognise effort, character, personal growth and positive choices.

Students can achieve up to 15 DREAM Points each day by consistently demonstrating the behaviours and attitudes expected across the Provision.

The DREAM values are:

Determination

Students demonstrate determination by:

- Attempting challenging work without giving up.
- Responding positively to feedback.
- Maintaining effort throughout the day.
- Taking responsibility for their own learning and progress.

Respect

Students demonstrate respect by:

- Speaking and acting courteously towards others.
- Listening to staff and peers without interrupting.
- Valuing diversity and promoting inclusion.
- Always representing AS2Educate positively.

Engagement

Students demonstrate engagement by:

- Participating positively in lessons, sport and enrichment activities.
- Contributing without disrupting the learning of others.
- Showing enthusiasm and pride in their participation.

Attitude to AS2 & Learning

Students demonstrate a positive attitude by:

- Arriving ready to learn.
- Working positively with staff.
- Remaining organised and focused.
- Demonstrating ambition for their future education, employment or training.

Mindful of Safety

Students demonstrate safe behaviours by:

- Following staff instructions.
- Using equipment and facilities safely.

- Making sensible decisions that protect themselves and others.

Promoting the DREAM Values

The DREAM expectations are embedded throughout the Provision and are regularly reinforced by all staff. Students are reminded of the expectations through:

- Daily conversations and positive coaching from staff.
- Visible DREAM posters and displays throughout the building.
- Tutor and group discussions.
- Assemblies, celebration events and whole-Provision communications.
- Consistent modelling of the DREAM values by all adults.

Monitoring and Celebrating Success

Students receive regular feedback on their progress through the DREAM Points system. DREAM Points are awarded throughout each day.

Weekly point totals are shared and celebrated with students.

Staff recognise both achievement and improvement to encourage continued progress. Parents and carers may be informed of significant achievements and positive milestones.

DREAM Awards

Students work towards three award tiers based on the accumulation of DREAM Points over time. Clear point targets for each tier are shared with students at the beginning of each term to encourage motivation and sustained positive behaviour.

The three award levels are:

- Bronze DREAM Award
- Silver DREAM Award
- Gold DREAM Award

Award thresholds will be reviewed periodically to ensure they remain achievable, motivating and aspirational. Students who achieve each award will be recognised through certificates, celebration events and other appropriate rewards.

Effort + Attitude + Character = Achievement

Be the student others look to. Earn the points. Set the standard.

Celebrating Attendance and Team Achievement

At AS2Educate, we recognise that regular attendance, positive relationships and teamwork are key contributors to student success. Alongside the DREAM Points system, students are encouraged to attend consistently and work collaboratively through a range of celebration opportunities.

Team DREAM Award

To promote teamwork, cooperation and a shared sense of achievement, each teaching group works collectively towards becoming the Highest DREAM Points Group each half term.

Every student's DREAM Points contribute to their group's overall total.

At the end of each half term, the group with the highest average DREAM Points is recognised as the DREAM Team Champions.

The winning group will take part in a team reward activity or treat, recognising their collective effort, positive attitudes and support for one another.

Team rewards are designed to strengthen relationships, celebrate success and reinforce the importance of working together to create a positive learning environment.

Attendance Celebration

Excellent attendance is recognised and celebrated at the end of each half term. Students receive one entry into the Attendance Prize Draw for every day they attend AS2Educate during the half term.

Each day of attendance increases a student's chances of being selected, encouraging consistency and commitment.

At the end of each half term, a prize draw is held for each teaching group. One student from each group is selected at random to receive an attendance reward. Attendance celebrations recognise commitment and perseverance while promoting the importance of regular attendance in supporting learning, wellbeing and future success.

This initiative aims to encourage students to attend consistently and develop positive habits that support both their education and personal development.

By celebrating both individual achievements and collective success, AS2Educate encourages students to understand that positive behaviour, attendance and teamwork benefit not only themselves but also the wider Provision community.

AS2Educate Learner Agreement

Welcome

At AS2Educate, we believe everyone learns best when they feel safe, valued, understood and supported. We work together to build positive relationships, celebrate success and help every learner achieve their potential. This agreement sets out the shared commitment between learners, families and staff to create a calm, respectful and inclusive learning community.

AS2Educate Agrees to:

- ☒ Provide a safe, supportive, and trauma-informed learning environment
- ☒ Treat you with respect, fairness, and kindness
- ☒ Give you a personalised timetable that meets your needs
- ☒ Support your wellbeing through mentoring, guidance, and care
- ☒ Offer a wide range of subjects, qualifications, and enrichment opportunities
- ☒ Work with you, your family, and professionals to help you succeed
- ☒ Listen to your views and involve you in decisions about your learning
- ☒ Help you understand your emotions and develop strategies to manage challenges positively.
- ☒ Support you to repair relationships and learn from mistakes through restorative conversations.

As a Learner, I Agree to:

- ☒ Attend regularly and arrive on time
- ☒ Take part in lessons and activities to the best of my ability
- ☒ Treat everyone with respect, kindness and fairness, recognising that everyone has the right to feel safe, valued and included.
- ☒ Follow our shared expectations by being Ready, Respectful and Safe
- ☒ Look after equipment and resources provided to me
- ☒ Communicate if I am struggling, worried, or need extra support
- ☒ Take responsibility for my own progress and achievements
- ☒ Make safe choices that help everyone learn and feel included.
- ☒ Ask for help when I need it and accept support from trusted adults
- ☒ Help keep you safe by listening to your worries, taking concerns seriously and acting to protect you when necessary
- ☒ Use laptops, mobile devices and the internet responsibly, following AS2Educate's Digital Safety expectations.
- ☒ Treat everyone with kindness and never deliberately bully, intimidate, discriminate or exclude others, either in person or online.
- ☒ Be honest about my actions and take responsibility when I make mistakes.
- ☒ Help keep our learning environment clean, safe and welcoming by looking after equipment and tidying up after myself.

Together We Will:

-  Build trust and positive relationships
-  Celebrate successes and achievements
-  Overcome challenges and find solutions
-  Prepare for a positive future in education, training, or employment
-  Learn from mistakes and repair relationships when things go wrong
-  Respect each other's differences and celebrate diversity.

At AS2Educate we understand that everyone makes mistakes and that behaviour is a form of communication. When difficulties arise, we will work together to understand what has happened, repair relationships where appropriate, learn from the experience and support everyone to move forward positively.

Agreement

I understand and agree to follow this Learner Agreement.

Learner Name: _____

Learner Signature: _____ **Date:** _____

Parent/Carer Name: _____

Parent/Carer Signature: _____ **Date:** _____

Staff Name: _____

Staff Signature: _____ **Date:** _____

AS2Educate Parent/Carer Agreement

Welcome

At AS2Educate, we believe education works best when we work together. This agreement explains what you can expect from us as a provision, and what we ask from parents/carers to ensure your child has the best possible experience.

AS2Educate Agrees to:

- ☒ Provide a safe, supportive, and trauma-informed learning environment
- ☒ Treat you with respect, fairness, and kindness
- ☒ Give you a personalised timetable that meets your needs
- ☒ Support your wellbeing through mentoring, guidance, and care
- ☒ Offer a wide range of subjects, qualifications, and enrichment opportunities
- ☒ Work with you, your family, and professionals to help you succeed
- ☒ Listen to your views and involve you in decisions about your learning
- ☒ Help you understand your emotions and develop strategies to manage challenges positively.
- ☒ Support you to repair relationships and learn from mistakes through restorative conversations.

As a Parent/Carer, I Agree to:

- ☒ Support my child's attendance and punctuality
- ☒ Encourage my child to attend, engage positively and talk openly about any worries or difficulties
- ☒ Keep AS2Educate informed about any changes in circumstances that may affect my child
- ☒ Attend review meetings and maintain regular communication with staff
- ☒ Work in partnership with AS2Educate to support my child's learning and wellbeing
- ☒ Respect staff, other parents, and the AS2Educate community
- ☒ Work with AS2Educate to help my child learn from mistakes and celebrate successes

Together We Will:

-  Build trusting relationships based on honesty, respect and kindness.
-  Support the learner to regulate emotions, overcome challenges and celebrate success.
-  Maintain consistent expectations between home and AS2Educate wherever possible.
-  Prepare young people for successful futures in education, employment and life.

At AS2Educate we understand that everyone makes mistakes. When difficulties arise, we will work together to understand what has happened, repair relationships where needed and help every learner move forward positively.

Agreement

I understand and agree to follow this Parent/Carer Agreement.

Learner Name: _____

Learner Signature: _____ **Date:** _____

Parent/Carer Name: _____

Parent/Carer Signature: _____ **Date:** _____

Staff Name: _____

Staff Signature: _____ **Date:** _____

Reviewed by:	SLT
Policy Commencement Date:	02.09.2022
Ratified by:	SLT
Review:	Annual
Next Review:	Autumn Term 2027
Review Date 08.03.24	Page and Sections Page 1 - Former Director's name was deleted. Page 10 - All incident reports and witness statements are to be emailed to richardas2educate@gmail.com
Richard Fihosy	
August 25	Full Policy Review
July 26	Full Policy Review