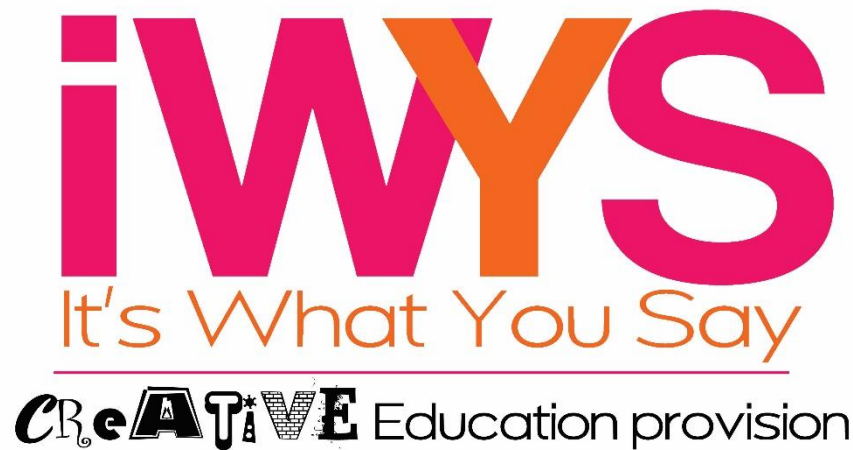




IWYS

Alternative Provision

Behaviour and

Anti-Bullying Policy

1. Policy Statement

IWYS Alternative Provision is committed to providing a **calm, safe, respectful and supportive learning environment** in which every student is able to learn, develop and achieve.

We recognise that many students attending alternative provision may have experienced difficulties within previous educational settings and may require additional support to understand, regulate and modify their behaviour.

Our approach is therefore based on:

- clear and consistent expectations;
- positive relationships;
- high expectations combined with appropriate support;
- early intervention;
- restorative approaches where appropriate;
- safeguarding;
- respect and dignity;
- individualised support;
- proportionate consequences;
- recognition and celebration of positive behaviour.

IWYS does not accept bullying, harassment, intimidation, discrimination, violence, threatening behaviour or abuse in any form.

The behaviour policy also applies to relevant behaviour **outside the school premises and online**, where the behaviour affects the welfare, safety or learning environment of students or staff. Schools may sanction online behaviour where it causes harm or impacts the school environment. ([GOV.UK](https://www.gov.uk))

2. Legislative and Guidance Framework

This policy should be read alongside the following legislation and guidance, as applicable:

- **Keeping Children Safe in Education 2026 (KCSIE)**
- **Education Act 2002**
- **Education and Inspections Act 2006**
- **Equality Act 2010**
- **Children Act 1989**
- **Children Act 2004**
- **Education Act 2011**
- **DfE Behaviour in Schools: Advice for Headteachers and School Staff**
- **DfE Preventing and Tackling Bullying**
- **DfE guidance relating to bullying and harassment of school staff**
- **DfE Mobile Phones in Schools statutory guidance**

- **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England**
- IWYS Child Protection and Safeguarding Policy
- IWYS Child-on-Child Abuse Policy
- IWYS Code of Conduct
- IWYS Online Safety Policy
- IWYS Attendance Policy
- IWYS SEND Policy
- IWYS Complaints Policy.

The DfE states that schools must have a behaviour policy which includes measures to prevent bullying. ([GOV.UK](https://www.gov.uk))

3. Aims of the Policy

The aims of this policy are to:

1. Promote excellent standards of behaviour.
2. Create a safe and positive learning environment.
3. Prevent bullying and harassment.
4. Prevent discrimination and prejudice-based behaviour.
5. Provide clear expectations for students.
6. Ensure that students understand the consequences of unacceptable behaviour.
7. Promote positive relationships between students and staff.
8. Support students who experience difficulties with behaviour.
9. Ensure behaviour concerns are dealt with consistently and fairly.
10. Ensure safeguarding concerns are identified and acted upon promptly.
11. Reduce repeated behavioural incidents.
12. Support students to develop self-regulation, resilience and responsibility.
13. Work in partnership with parents/carers and relevant professionals.

4. Our Behaviour Principles

At IWYS, students are expected to:

Be Respectful

- Treat others with dignity.
- Use appropriate language.
- Listen when others are speaking.
- Respect differences.
- Respect personal space and belongings.

Be Safe

- Follow reasonable instructions.
- Behave safely.
- Avoid violence, threats and intimidation.
- Follow health and safety procedures.
- Report concerns to staff.

Be Responsible

- Attend and participate in lessons.
- Bring appropriate equipment.
- Complete agreed work.
- Take responsibility for actions.
- Make appropriate choices.

Be Ready to Learn

- Arrive on time.
- Follow classroom expectations.
- Engage with learning.
- Ask for help when needed.
- Avoid behaviour that prevents others from learning.

5. Expected Standards of Behaviour

Students should:

- arrive on time;
- enter lessons calmly;
- follow staff instructions;
- communicate appropriately;
- respect other students;

- respect staff;
- care for school property;
- use equipment safely;
- remain in designated areas;
- follow mobile-phone arrangements;
- use technology appropriately;
- maintain appropriate personal boundaries;
- avoid offensive, threatening or discriminatory language;
- avoid deliberately disrupting learning.

6. Positive Behaviour

IWYS recognises that positive reinforcement is an important part of behaviour management.

Staff should actively recognise:

- effort;
- improvement;
- attendance;
- punctuality;
- participation;
- respectful behaviour;
- helping others;
- completing work;
- responsible decision-making;
- successful conflict resolution;
- positive attitudes;
- progress towards individual targets.

Possible rewards include:

- verbal praise;
- positive messages home;
- certificates;
- achievement points;
- recognition boards;
- preferred activities;
- additional responsibilities;
- celebration of achievements;
- positive reports to referring schools.

7. Understanding Behaviour

IWYS recognises that behaviour may communicate an unmet need.

Staff should consider whether behaviour may be associated with:

- SEND;
- communication difficulties;
- emotional regulation;
- trauma or adverse experiences;
- anxiety;
- difficulties at home;
- peer relationships;
- safeguarding concerns;
- attendance difficulties;
- unmet educational needs;
- neurodiversity;
- substance misuse;
- exploitation;
- bullying;
- child-on-child abuse;
- online activity.

This does **not** mean that harmful behaviour is ignored. Rather, IWYS seeks to understand the circumstances contributing to behaviour while maintaining appropriate boundaries and protecting others.

8. Individual Behaviour Support

Where appropriate, students may have an individual behaviour support plan.

This may include:

Area	Examples
Behaviour trigger	Conflict, noise, frustration
Early warning signs	Withdrawal, agitation
Helpful strategies	Time-out, trusted adult
De-escalation	Calm conversation
Student preferences	Quiet workspace
Consequences	Agreed proportionate response

Area	Examples
Positive reinforcement	Praise/reward
Review	Weekly or as required

Plans should be reviewed when behaviour patterns change.

9. Unacceptable Behaviour

Examples include:

- persistent disruption;
- refusing reasonable instructions;
- swearing or abusive language;
- verbal abuse;
- intimidation;
- threatening behaviour;
- fighting;
- physical aggression;
- deliberately damaging property;
- stealing;
- discriminatory language;
- sexual harassment;
- inappropriate sexualised behaviour;
- bullying;
- cyberbullying;
- harassment;
- sharing harmful or humiliating material;
- inappropriate use of mobile phones;
- inappropriate online activity;
- bringing prohibited items onto the premises;
- possession or use of drugs or alcohol;
- vaping or smoking where prohibited;
- behaviour that places another person at risk.

This list is not exhaustive.

10. Bullying

There is no single legal definition of bullying. DfE guidance describes bullying as behaviour that is generally **repeated, intended to hurt someone physically or emotionally, and often involves an imbalance of power**. It can include physical assault, threats, name-calling and cyberbullying. ([GOV.UK](https://www.gov.uk/guidance/what-is-bullying))

At IWYS, bullying may involve:

- repeated behaviour;
- deliberate intimidation;
- humiliation;
- exclusion;
- threats;
- physical aggression;
- verbal abuse;
- online abuse;
- spreading rumours;
- targeting an individual because of a protected characteristic;
- misuse of images or personal information;
- encouraging others to participate.

A single serious incident may not meet the definition of bullying but can still constitute unacceptable behaviour, harassment, abuse or a safeguarding concern and will be dealt with appropriately.

11. Types of Bullying

Bullying can be:

Physical

- hitting;
- kicking;
- pushing;
- damaging belongings;
- taking possessions.

Verbal

- insults;
- name-calling;
- threats;
- mocking;
- humiliating comments.

Social

- deliberately excluding someone;
- encouraging others not to associate with them;
- spreading rumours;
- manipulating friendships.

Psychological

- intimidation;
- coercion;
- humiliation;
- threatening behaviour.

Prejudice-Based

Bullying may target characteristics such as:

- race;
- religion or belief;
- disability;
- sex;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;
- age, where applicable;
- culture;
- appearance;
- family circumstances;
- nationality or background.

Sexual Harassment

This can include:

- sexual comments;
- sexual jokes;
- unwanted sexualised attention;
- sharing sexual material;
- inappropriate comments about someone's body;
- unwanted sexualised messages.

Sexual harassment and serious sexual incidents must also be considered under IWYS safeguarding procedures.

12. Cyberbullying

Cyberbullying involves bullying through digital technology.

It can include:

- text messages;
- social media;
- messaging applications;
- gaming platforms;
- group chats;
- emails;
- fake accounts;
- edited photographs;
- videos;
- memes;
- abusive comments;
- threatening messages;
- spreading rumours online;
- deliberately excluding someone from online groups;
- sharing private information;
- sharing images without consent;
- impersonation;
- encouraging others to target someone.

Cyberbullying can occur outside school hours and away from school premises.

Where online behaviour causes harm to an IWYS student or affects the school environment, the school may take appropriate action. ([GOV.UK](https://www.gov.uk))

13. Responding to Cyberbullying

Students should be encouraged to:

1. Do not retaliate.
2. Save evidence where safe to do so.
3. Take screenshots where appropriate.
4. Block the individual where appropriate.
5. Report harmful content to the platform.
6. Tell a trusted adult.
7. Tell an IWYS staff member.
8. Report threats or serious incidents immediately.

Staff should:

- listen calmly;
- avoid blaming the student;
- preserve relevant evidence;
- record the concern;
- inform the appropriate senior member of staff;
- consider safeguarding implications;
- inform the DSL where appropriate;
- involve parents/carers where appropriate;
- consider whether police or other agencies need to be contacted.

Current DfE online-safety guidance for staff also advises staff experiencing online bullying not to retaliate, to report it and preserve evidence. ([GOV.UK](https://www.gov.uk))

14. Safeguarding and Behaviour

Behaviour concerns can sometimes indicate that a student is experiencing abuse, exploitation, bullying or other safeguarding concerns.

Staff must therefore consider whether a significant change in behaviour could indicate that a student requires help or protection.

Examples may include:

- sudden withdrawal;
- aggression;
- unexplained absence;
- changes in attendance;
- fear of particular individuals;
- injuries;
- distress after using a device;
- fear of going home;
- sexualised behaviour;
- changes in friendship groups;
- disclosure of bullying or abuse.

KCSIE 2026 states that safeguarding is everyone's responsibility and that staff should act immediately on safeguarding concerns and report them to the DSL or deputy without delay. ([GOV.UK](https://www.gov.uk))

15. Reporting Concerns

Students can report concerns to:

- their teacher;
- a trusted member of staff;
- the Headteacher;
- the DSL;
- the Deputy DSL;
- another adult they trust.

Students should be reassured that:

It is never wrong to tell an adult about bullying or behaviour that makes you feel unsafe.

Reports should be taken seriously and dealt with sensitively.

16. Staff Responsibilities

All staff are responsible for:

- modelling respectful behaviour;
- maintaining professional boundaries;
- reinforcing expectations;
- recognising positive behaviour;
- challenging unacceptable behaviour;
- recording significant incidents;
- reporting safeguarding concerns;
- following the behaviour policy;
- following the Child Protection Policy;
- maintaining appropriate confidentiality;
- treating students fairly and respectfully.

Staff must not:

- humiliate students;
 - use degrading language;
 - threaten inappropriate punishments;
 - deliberately provoke students;
 - use corporal punishment;
 - discuss confidential student information inappropriately.
-

17. De-escalation

Where behaviour is escalating, staff should, where safe and appropriate:

1. Remain calm.
2. Use a quiet tone.
3. Give the student reasonable processing time.
4. Avoid unnecessary confrontation.
5. Use clear, simple instructions.
6. Offer appropriate choices.
7. Allow appropriate space.
8. Remove an audience where possible.
9. Seek assistance where required.
10. Follow the student's behaviour support plan.

Safety takes priority.

18. Sanctions and Consequences

Consequences should be:

- reasonable;
- proportionate;
- consistent;
- age appropriate;
- related to the behaviour where possible;
- sensitive to individual needs;
- recorded when significant;
- applied fairly.

Possible consequences include:

1. Reminder of expectations.
2. Verbal warning.
3. Change of seating or learning arrangement.
4. Temporary removal from an activity.
5. Restorative conversation.
6. Contact with parent/carer.
7. Behaviour monitoring.
8. Behaviour support plan.
9. Loss of an appropriate privilege.

10. Internal removal.
11. Suspension where legally appropriate.
12. Permanent exclusion in the most serious circumstances and where lawful.

The response will depend upon the seriousness and circumstances of the incident.

19. Serious Incidents

Serious incidents may include:

- serious violence;
- significant threats;
- weapons;
- serious bullying;
- serious harassment;
- sexual violence;
- serious sexual harassment;
- significant discriminatory abuse;
- serious damage to property;
- possession or supply of drugs;
- behaviour presenting a significant safeguarding risk.

Such incidents should be immediately escalated to the senior leadership team and, where appropriate, the DSL.

Police or other external agencies may be contacted where required.

20. Restorative Practice

Where appropriate, IWYS may use restorative approaches.

This may involve:

- discussing what happened;
- allowing individuals to explain their perspective;
- identifying who was affected;
- acknowledging harm;
- agreeing how harm can be repaired;
- identifying strategies to prevent recurrence.

Restorative practice will **not** be used where it would place a victim at risk or where it is inappropriate because of the nature of the incident.

21. Supporting Students Who Experience Bullying

IWYS will provide appropriate support to students who experience bullying.

Support may include:

- a trusted adult;
- regular check-ins;
- safe spaces;
- changes to arrangements;
- parental involvement;
- pastoral support;
- safeguarding referral;
- external agency support;
- monitoring of future incidents.

The student should be given an opportunity to explain how the situation has affected them.

22. Supporting Students Who Bully

Students responsible for bullying will also receive appropriate support.

This may include:

- education about bullying;
- restorative work;
- behaviour support;
- emotional regulation work;
- social skills development;
- consequences;
- parental involvement;
- referral to external agencies where appropriate.

Understanding contributing factors does not remove accountability for harmful behaviour.

23. Discriminatory and Prejudice-Based Behaviour

IWYS has zero tolerance for discriminatory abuse.

This includes racist, homophobic, biphobic, transphobic, sexist, ableist, religiously prejudiced or otherwise discriminatory language or behaviour.

Such incidents must be challenged, recorded and dealt with appropriately.

Repeated or serious incidents should be escalated to senior leadership and considered within safeguarding procedures.

24. Online Behaviour and Social Media

Students must use digital technology responsibly.

Students must not:

- threaten others online;
- send abusive messages;
- create harmful fake accounts;
- share private information;
- share images without consent;
- record staff or students inappropriately;
- deliberately humiliate others;
- use school technology to bully others;
- access inappropriate material;
- deliberately disrupt school systems.

The DfE's 2026 guidance emphasises the importance of safe online behaviour and reducing the risk of online bullying and harassment. ([GOV.UK](https://www.gov.uk))

25. Mobile Phones

IWYS will maintain clear arrangements for mobile-phone use.

Students must follow IWYS expectations regarding:

- when phones may be used;
- where phones may be stored;
- recording;
- photography;
- messaging;
- social media;
- access to inappropriate content.

The DfE's statutory mobile-phone guidance took effect from 29 June 2026, with schools expected to follow it from 1 September 2026. ([GOV.UK](https://www.gov.uk))

26. Behaviour Outside IWYS

The school may take action where behaviour occurring outside school:

- affects the safety of students;
- affects staff;
- causes serious disruption;
- involves bullying of IWYS students;
- involves online harassment;
- affects the reputation or functioning of the school;
- constitutes a safeguarding concern.

This may include behaviour on:

- journeys to and from school;
- school trips;
- work placements;
- public spaces;
- social media;
- gaming platforms;
- messaging applications.

27. Parent/Carer Partnership

Parents/carers are expected to:

- support IWYS behaviour expectations;
- encourage attendance;
- discuss behaviour concerns with their child;
- work constructively with IWYS;
- inform IWYS of relevant circumstances that may affect behaviour;
- support agreed behaviour strategies.

IWYS will communicate with parents/carers where appropriate and will seek to work collaboratively rather than simply focusing on punishment.

28. Recording and Monitoring

Significant behaviour and bullying incidents should be recorded.

Records should include:

- date;
- time;
- location;
- students involved;
- description of incident;
- action taken;
- staff involved;
- parent/carer contact;
- safeguarding considerations;
- follow-up action;
- outcome.

KCSIE 2026 emphasises accurate safeguarding records including the concern, actions taken, decisions made, rationale and outcomes. ([GOV.UK](https://www.gov.uk))

IWYS will monitor behaviour data to identify:

- patterns;
- repeat incidents;
- locations where incidents occur;
- times when behaviour deteriorates;
- students requiring additional support;
- bullying trends;
- discriminatory incidents;
- online behaviour concerns.

29. Reasonable Adjustments and SEND

IWYS recognises that some students may require reasonable adjustments or additional support because of SEND or other individual needs.

Staff should consider:

- communication needs;
- sensory needs;
- emotional regulation;
- processing time;
- anxiety;

- identified learning difficulties;
- individual behaviour plans.

Reasonable adjustments do not mean that unsafe or abusive behaviour is ignored.

30. Physical Intervention

Physical intervention must only be used in accordance with the law and IWYS procedures.

Staff should use de-escalation wherever possible.

Reasonable force may be used where necessary and proportionate, including to prevent:

- injury;
- serious damage;
- dangerous behaviour;
- significant disruption.

Any significant physical intervention must be reported and recorded in accordance with IWYS procedures.

31. Behaviour and Staff Safety

IWYS recognises that staff may also experience bullying, harassment or abuse.

Unacceptable behaviour towards staff may include:

- threats;
- intimidation;
- abusive messages;
- online harassment;
- discriminatory abuse;
- repeated unwanted contact;
- physical aggression;
- publication of harmful material.

The DfE published specific guidance in July 2026 addressing bullying and harassment of school staff and recommends clear procedures for preventing and responding to such incidents. ([GOV.UK](https://www.gov.uk))

32. Allegations Against Staff

Where a behaviour incident involves an allegation against a member of staff, the matter must not simply be treated as an ordinary behaviour incident.

The concern must be dealt with under IWYS safeguarding procedures, including the **Allegations Against Staff and Low-Level Concerns Policy**, where applicable. [IWYS-Allegations-Against-Staff-and-Low-Level-Concerns-Policy.pdf](#)

33. Confidentiality

Information concerning behaviour and bullying will be shared on a need-to-know basis.

Staff must not discuss individual students or incidents inappropriately with:

- other students;
- unauthorised parents;
- members of the public;
- social media contacts.

Safeguarding information must be handled in accordance with IWYS safeguarding and information-sharing procedures.

34. Complaints and Appeals

Parents/carers who believe that a behaviour decision has been unfair should initially raise the matter with the **Head of Provision – Charmaine Baines**

Where the concern cannot be resolved, the IWYS Complaints Policy should be followed. [IWYS-Complaints-Policy.pdf](#)

Students should be given an appropriate opportunity to express concerns about how an incident has been managed.

35. Staff Training

Staff will receive appropriate training in:

- behaviour management;
- safeguarding;
- child-on-child abuse;
- bullying;
- cyberbullying;
- online safety;
- de-escalation;
- SEND and behaviour;
- equality and diversity;
- restorative approaches;
- physical intervention where relevant.

Training needs will be reviewed annually.

36. Policy Review

This policy will be reviewed at least annually or sooner where:

- legislation changes;
- DfE guidance changes;
- KCSIE is updated;
- serious incidents identify a need for review;
- monitoring identifies weaknesses;
- the school's provision or circumstances change.

The next scheduled review is:

September 2027

37. Student-Friendly Behaviour Agreement

Students at IWYS are expected to:

I WILL:

- ☐ Treat people with respect.
- ☐ Listen to staff.
- ☐ Allow others to learn.
- ☐ Keep my hands and feet to myself.
- ☐ Use appropriate language.
- ☐ Look after school property.
- ☐ Use phones and technology responsibly.
- ☐ Tell an adult if I am worried.
- ☐ Report bullying.
- ☐ Think before I post or send something online.
- ☐ Take responsibility for my choices.
- ☐ Ask for help when I need it.

I WILL NOT:

- ☐ Bully another person.
 - ☐ Threaten or intimidate others.
 - ☐ Fight.
 - ☐ Deliberately damage property.
 - ☐ Use discriminatory language.
 - ☐ Share embarrassing or private images.
 - ☐ Send abusive messages.
 - ☐ Record people without appropriate permission.
 - ☐ Encourage others to bully someone.
 - ☐ Use social media to cause harm.
-

38. Key Message

At IWYS Alternative Provision, everyone has the right to feel safe, respected and able to learn.

Bullying is never acceptable — whether it happens face-to-face, through messages, on social media, during gaming or anywhere online.

Students are encouraged to **Speak Up, Tell Someone and Get Help.**

Key DfE references

[Keeping Children Safe in Education 2026 – DfE \(GOV.UK\)](#)

[Preventing and tackling bullying – DfE \(GOV.UK\)](#)

[Behaviour in schools – DfE \(GOV.UK\)](#)

[Mobile phones in schools – DfE \(GOV.UK\)](#)

Approved by:	Charmaine Baines - Proprietor
Applies to:	All students, staff, volunteers, visitors and contractors
Effective Date:	September 2026
Review Date	September 2027