



Behaviour Policy

Policy Details	
Date Review	March 2025
Date of next review	March 2026

Statement

At Y.O.U.R Beauty School CIC (YBS) we want young people to grow and develop academically, socially and personally so that they leave YBS with the ability to proceed into adulthood as confident, qualified individuals with a strong sense of self-discipline, mutual regard for authority, respect for others and are able to establish and maintain positive relationship with others from all walks of life.

We want all of our students to go on to lead happy, healthy and successful lives, with a career and continuing drive to be the best that they can be and to always make a positive contribution to their community.

At YBS, we aim to ensure that every student reaches their learning potential in a healthy, safe environment through an enjoyable, stimulating and challenging curriculum which responds to individual needs. We operate on a whole school approach to behaviour. This aims to:

- Promote and improve academic achievement
- Promote consistent, positive behaviour
- Minimise disruption in the classroom
- Reduce and manage bullying
- Promote leadership and develop a self-regulating community

We seek to address poor behaviour through the concerted actions of all students, staff and parents involved within YBS. Prevention of unacceptable behaviour is far better than merely seeking a cure. We have a proactive approach and intervene to reduce the occurrence of poor behaviour rather than being reactive to it. Positive modelling, both verbally and non-verbally, by all YBS staff is key to this.

Y.O.U.R Beauty School CIC recognises its legal duties under the Equality Act 2010. Acceptable behaviour will be modelled and reinforced as appropriate for students' age and level of understanding and SEND need.

Standards and Expectations of Behaviour

To support the implementation of this policy, expectations regarding student behaviour must be clear, along with the student Code of Conduct. These expectations are summarised below:

Classroom Rules:

- Arrive on time
- Follow instructions for entering the classroom
- Quietly enter the classroom
- No mobile phones or music/video devices
- Adhere to the seating plan organised by the teacher
- Have relevant equipment ready and on your desk for the lesson
- Do your work well without distracting others
- Put your hand up and wait for permission to speak
- Listen carefully when the teacher or other students are talking
- Use toilet facilities before the start of lessons. You will not be allowed to leave lessons to go to the toilet unless it is an emergency
- Pack up and leave the classroom in an orderly manner when the class is over
- Be polite and respect the feelings of others at all times
- Do as asked by staff – the first time, every time

Around School Rules

- Follow staff instructions – the first time, every time
- Refrain from using offensive language in any area, internally or externally
- Remove outdoor clothing on entry to the building
- Be on time for lessons
- Arrive in school with the correct uniform at all times
- Eat and drink in the right place, at the right time. No chewing gum allowed
- Put all litter in the bins provided Look after your property (Secure lockers are available to store belongings)
- Smoking on school premises is forbidden
- Do not leave the school premises during the school day (without permission)
- Respect the environment. No graffiti on books, furniture or walls
- Do not run in the school building
- There must be no buying or selling of any items on school premise
- No bullying (verbal/physical abuse, racist or homophobic discrimination etc.)

YBS Behaviour Strategies

Promoting Good Behaviour	1. Praise and recognition – i.e.: a quiet word – “yes, well done, true, excellent, brilliant, marvellous, you star” 2. Positive, safe and pleasant school environment 3. Active partnership between parent/carer(s) and school 4. Regular assemblies - to praise those students who have done particularly well or who have shown the most improvement 5. Reward positive behaviour a. Recognition of good behaviour in real-time (as it happens) b. Email, letter or phone call home c. Merit point(s) recorded on student’s file d. Vouchers for outstanding and/or maintaining positive behaviour
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	e. Certificate(s) – i.e.: attendance, good behaviour, improvement etc. 6. Student progress reports 7. Praising students for good behaviour (e.g. email, letter or phone call home) 8. Publish information about successful events and student successes via newsletter, website, display boards etc. 9. Displaying examples of good student work 10. Employing a flexible approach to the curriculum aimed to meet the needs of all students 11. Mentoring 12. Positive self-affirmations
Preventing Poor Behaviour	1. Staff being visible around the school, being seen to be interested in the students and in good self-discipline 2. Enforcing appropriate sanction(s) based on the actions of the student 3. Regular assemblies 4. Positive, safe and pleasant school environment and suitable organisational strategies 5. Demerit point(s) recorded on student's file 6. Peer/student support 7. Bullying Report form 8. Parent support 9. Mentoring 10. Adults as role models (e.g. punctuality, standard of dress etc.) 11. Providing students opportunities to identify undesirable behaviours 12. Review of student grouping 13. Daily attendance/late checks 14. The Head of School will take firm action against any student who abuses, harasses or makes malicious allegations against a member staff, either in or out of School.

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At Y.O.U.R Beauty School CIC we operate an 'open door' policy for staff to share concerns with the senior team during daily meetings and other channels. This ensures that issues regarding unacceptable behaviour are communicated at an early stage and agreed strategies are put in place to prevent potential escalation. In addition, all staff will be provided with an opportunity to identify undesirable behaviours through the evaluation and monitoring of this policy.

Rewards & Recognition

It is recognised that praise can be given in many ways and it would be wrong to completely standardise the methods for individual teachers. However, a common approach to recognition and reward, consistently applied throughout the school, will have a significant impact on student behaviour and attitudes to learning. The concept of praise should be accepted by all as a means of reinforcing positive behaviour. Criticism must be constructive and should include advice on how to improve, e.g. 'can you get on with the work please' is preferable 'to shut up' or 'stop messing around'.

Additionally our students are rewarded on the scholar pack system where they are given points for positive behaviour and merits are appointed when the points add up. At the end of the term students are rewarded with a certificate for the amount of merits they accumulate over the term. We also have in place a **WOW** board where students share their **WOW** moments, and recognise each other's achievements and will write positive notes and put them on the board. It could be what another student has done well, or how a student has helped another. At the end of each term the students with the most WOW moments are rewarded with a certificate and a small gift token, this will encourage students to do well and promote good behaviour.

Praise can include:

- A quiet word – "yes, well done, true, excellent, brilliant, marvellous, you star"
- Praise in front of peers, but with sensitivity
- Praise through display material or using work as an exemplar
- Students sent to colleagues for praise
- Public acknowledgement in assembly
- Certificates and postcards
- Communication with parents/ carers
- Reports and records of achievement

The aim of rewarding positive behaviour is to 'catch students doing the right thing'. Through the consistent application of these procedures, the aim is to see a measurable increase in positive habits and a reduction in inappropriate behaviour.

Sanctions

Young people attending YBS will usually have the opportunity to address and rectify unacceptable behaviour through meetings with peers, staff and others concerned before sanctions are applied. This restorative justice approach is used to enable students to gain a sense of the impact of their behaviour both on themselves and others.

However, when a student's behaviour shows no sign of improvement, the following sanctions may apply:

- Telephone call to parent/carers
- Internal cooling off period
- Sent home
- Letter to parent/carers
- Meeting with student and parent/carers

- Internal exclusion
- Fixed Term Exclusion
- Withdrawal of placement

Note: If a student is sent home a call will be made to their parent/carer to ensure someone will be home to receive them prior to them being released from school, ensuring that they return home safely, this is followed up by confirmation of them arriving home with a call. In addition, to informing parents we inform the referring body. Work will be provided for them to return the following day.

Exclusions

Any incident, which breaches the YBS Code of Conduct, is liable to result in Fixed Term Exclusion and/or Withdrawal of place/referral back referrer.

Fixed Term Exclusion (FTE)

In cases of FTE, a letter is sent to the parent/carer informing them of the nature of the incident, length of the exclusion and date of return from exclusion meeting (RFE). Please note that if a RFE meeting is stated on the FTE letter, the student will not be permitted to return until this meeting is held.

Procedure for Withdrawal of Placement/referral back to FAP

(Below is an example of the disciplinary procedures within YBS, however please note that cases viewed based on severity which could lead to files automatically being closed).

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|------------------------------------|----------------------------|
| 1. Verbal warning | 6. Letter of concern |
| 2. Written warning | 7. 2 nd meeting |
| 3. Call home | 8. Final warning |
| 4. 2 nd written warning | 9. Final letter home |
| 5. Meeting with parents/cares | 10. File closed |

The decision to withdraw a place/referral is made by the Head of School.

In extreme cases, a decision may be made by YBS to withdraw a student's place and refer back to the referrer when it is believed that the safety and wellbeing of other students, staff or others are at risk. Any complaints relating to the above should be made, in writing, to the Head of School.

Other policies, which relate to this policy, include Anti-Bullying, Health and Safety, Safeguarding and Equality.

Sanctions

To ensure that positive behaviour is adhered to young people must not only be rewarded but must also know the sanctions if this behaviour policy is not followed. The following will show the steps that are taken in the event of a student not following the code of conduct but not limited to.

Reason	Sanction(s)	Support
Disruption to learning	Removed from class (cooling off period) – mini mentoring to discuss behaviour	Offered extra mentoring sessions and reminded of the Code of Conduct
Continued disruption to learning	Verbal warning	Student is reminded of the code of conduct and offered extra mentoring sessions
Continuing to disrupt learning after several verbal warnings	Removal from class and *detention	student is reminded of the code of conduct and offered extra mentoring sessions
Open Defiance (i.e.: refusal to comply with classroom/school rules and/or staff request/instruction)	Verbal warning x 3 before next warning issued on file with documentation of what was done before the warning was issued Community service - carrying out services around the building such as laundry duties, tidying eating area, classroom or outside area.	Student is reminded of the code of conduct, given the main explanation of the reason for the verbal warning and asked to sign to confirm they understand why it has been given. Offered extra mentoring sessions and asked if they require any further support
Persistent disruptive behaviour	*Sent home and/or Written warning on file with documentation of what was done before the warning	Parents/Carers informed
All other incidents of continued disruptive behaviour above including verbal abuse to staff	*Internal exclusion (min. 2 days)	Parents/carers informed
All other incidents above including; verbal abuse to staff, physical assault, threatening behaviour, possession of a weapon, theft, damage to property etc.	*Exclusion	Parents/Carers and school informed. Parents/Carers called to meet with Head of school and Senior Leadership Team
All the above incidents in a more serious manner showing persistent defiance to the rules and no effort to make changes	File Closed	Parents/carers and referrer informed

Below outlines the different levels of behaviours and the consequences for each level of behaviour should any of these behaviours occur.

Behaviour management for different levels of behaviour

Disruptive behaviour during class Wherever possible, disruption by a student should be dealt with by the supervising teacher, guided by the behaviour system, and they should not be removed from the classroom. However, if the rights of other students are being infringed upon then another student will be sent to the Head of school to remove the offending student. If in extreme circumstances the student cannot be removed, then the classroom teacher will remove the rest of the class quietly while the Head of school manages the individual student.

Level 1	Level 2	Level 3	Level 4
• Low-level disruptive behaviour in class	• Defiance	• Smoking/vaping or consuming alcohol	• Physical fighting on the school's premises
• Late to school or lesson	• Minor damage to the school's property	• Bring the school into disrepute	• Severe verbal abuse towards teachers or other students
• Missing equipment	• Truancy from lessons	• Vandalism on the school premisses	• Possession of an offensive weapon such as a knife etc...
• Unauthorised items in class such as food in the treatment rooms	• Online safety Category C	• Truancy from school	• Possession of any illegal substances of any kind
• Work not completed or submitted on time	• Bullying*	• Theft of the school's property or personal belongings e.g. mobile phone, purses, money, handbags, coats, etc...	• Online safety Category A
• Online safety Category D			• Bullying*

Level 1: Teacher/head of school will speak to the student parents/carer will be called if the behaviour is repetitive.

Level 2: Parents/carer informed Students must pay for any damage Possible internal Suspension.

Level 3: Parent/carer informed Internal suspension/External suspension Formal meeting between parents and head of school/deputy head

Level 4: Police called, Possible Expulsion from school

Below outlines the different types of categories of behaviour from A-D and the different types of behaviour that would fall under these categories.

Category D

- being cruel via texts or other messaging platforms
- verbally aggressive via texts or other messaging platforms
- visiting websites that have nothing to do with your schoolwork
- gaming whilst in school on the school's laptop

Category C

- facetime calls whilst in the school
- sending texts or other messages to other students to humiliate, disgrace or demoralise a particular student
- talking to people online using the school's laptop
- logging into other students' email without prior permission.

Category A

- visiting pornographic websites
- sending threatening texts to others
- sending violent threatening emails
- recording fights or someone being harmed on any electronic device
- viewing indecent images or videos online

Please note this is only a guideline and therefore other behaviours not mentioned may also receive a consequence.

Sanction types explained

***Sent Home** - this sanction is rarely used, however the Senior Leadership Team will assess if the student needs to take more time out and start a new day fresh to avoid having another disciplinary action on their file, at this stage the parents are usually invited in for a meeting. This sanction is taking into account the needs of our cohort and to not unfairly disadvantage them due to a diagnosed or suspected condition under investigation. Our approach is inclusive taking into account the difficulties our students face.

***Internal Exclusion** is to be used when a student receives a warning that would warrant an exclusion, however if the member of staff believes that the reason for the final warning is not enough to incur an external exclusion then an internal exclusion is used. The terms of an internal exclusion are that the student misses both break and lunch time, they are to continue with work from the previous session. At lunch time they are permitted 30 minutes to eat on site and then are to be given work to complete by the member of staff who gave them the warning. It must be explained to the student that if they do behave in a manner that will warrant another warning during this time then the external exclusion will be used.

***Exclusion** (maximum 5 days) with exclusions over 3 days work must be prepared and sent home for completion during the exclusion period. Before returning a meeting with parent/carer and/or referrer is to be arranged with relevant changes made to the student's individual learning plan should this be required.

During the course of this meeting a return from exclusion form is to be completed with both parents/carers, student and YBS staff signing their acknowledgement of it.

Reduced timetable this is rarely used, however this is put in place not as a sanction but to support student's return to

attending school full time and adjust their behaviour. If it is deemed following consultation with parents and other relevant parties that this would be in the student's best interest to assist learning.