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TO BE REVIEWED:	***SEPTEMBER 2027***

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SNAP BEHAVIOUR POLICY

1. Behaviour Policy Statement

SNAP recognises that learners may have a range of individual, social, emotional, behavioural and additional needs which can affect how they respond to situations and manage their behaviour.

SNAP is committed to providing a safe, respectful, inclusive and supportive environment in which all learners are encouraged to develop positive behaviour, emotional regulation, independence and responsibility.

We recognise that behaviour can be a form of communication and that challenging behaviour may have an underlying cause.

Our approach is therefore based on:

- clear and consistent expectations;
- positive relationships;
- early intervention;
- positive reinforcement;

- clear boundaries;
- proportionate consequences;
- restorative approaches;
- safeguarding;
- understanding individual needs; and
- supporting learners to develop strategies to manage their behaviour.

All staff are expected to model the behaviour, language, respect and professionalism expected from learners.

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2. Behaviour Expectations

Learners are expected to:

- treat staff, other learners and visitors with respect;
- follow reasonable instructions;
- use appropriate language;
- respect personal boundaries;
- respect the property of others and SNAP;
- behave safely;
- attend and participate appropriately;
- follow SNAP's safeguarding, health and safety requirements;
- comply with reasonable screening and searching procedures;
- use technology appropriately; and
- contribute positively to the learning environment.

Behaviour that places another person at risk, prevents others from learning or significantly disrupts the safe operation of SNAP will be addressed promptly.

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3. Identifying Individual Needs

During referral, assessment and induction, SNAP will seek to identify factors that may affect a learner's behaviour.

These may include:

- additional learning needs;
- communication difficulties;
- social, emotional and mental health needs;
- neurodiversity;
- trauma or adverse childhood experiences;
- family or personal circumstances;
- difficulties with expressive or receptive language;
- literacy or numeracy difficulties;
- physical or medical needs;

- substance misuse;
- difficulties with emotional regulation; and
- previous experiences of education or authority.

Information will be considered when planning appropriate behaviour support.

Where appropriate, SNAP will develop an individual behaviour support plan or risk assessment.

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4. Safeguarding and Behaviour

Safeguarding is central to SNAP's approach to behaviour.

A change in a learner's behaviour may indicate that they are experiencing harm, abuse, neglect, exploitation, bullying or another safeguarding concern.

Staff must therefore consider whether challenging behaviour may be linked to a safeguarding issue.

Concerns must be reported to the **Designated Safeguarding Lead (DSL)** in accordance with SNAP's Safeguarding and Child Protection Policy.

Behaviour management must never prevent a learner from receiving appropriate safeguarding support.

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5. Working With Parents and Other Professionals

SNAP recognises the importance of working in partnership with parents/carers, home schools, social care and other relevant professionals.

Parents/carers will be encouraged to support positive attendance, engagement and behaviour.

Where behaviour becomes a concern, SNAP may work with parents/carers and other professionals to:

- identify underlying causes;
- agree appropriate strategies;
- review behaviour support plans;
- consider additional support;
- manage risk; and
- monitor progress.

Information will be shared appropriately and in accordance with safeguarding and data protection requirements.

6. Proactive Behaviour Support

SNAP will use proactive strategies to reduce the likelihood of behaviour escalating.

LISTEN

Staff should listen carefully and give learners an opportunity to explain what has happened.

STAY CALM

Staff should remain calm, respectful and professional.

A calm conversation may prevent a situation from escalating.

GIVE CLEAR DIRECTIONS

Instructions should be clear, concise and appropriate to the learner's level of understanding.

Staff should check understanding where necessary.

POSITIVE REINFORCEMENT

Staff should recognise and reinforce positive behaviour through:

- praise;
- positive feedback;
- rewards;
- recognition of progress; and
- appropriate communication with parents/carers.

AVOID UNNECESSARY CONFRONTATION

Staff should avoid creating an audience or unnecessarily escalating a situation.

Where appropriate, staff should give the learner time and space to regulate.

ACKNOWLEDGE POSITIVE CHANGE

Where a learner changes their behaviour or successfully manages a difficult situation, staff should acknowledge and reinforce this.

7. Supporting Learners to Regulate Their Behaviour

Staff should use appropriate de-escalation strategies where behaviour begins to deteriorate.

These may include:

- calm verbal communication;
- reducing demands where appropriate;
- offering choices;
- allowing reasonable time to respond;
- reducing stimulation;
- moving the learner to a quieter area;
- identifying triggers;
- using agreed individual strategies; and
- involving appropriate staff for additional support.

Staff should never use humiliation, threatening language or unnecessary confrontation.

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8. Rewards and Positive Recognition

SNAP recognises that positive reinforcement can encourage learners to develop and maintain appropriate behaviour.

Rewards may include:

- verbal praise;
- certificates;
- written recognition;
- positive messages to parents/carers;
- reward points;
- recognition of progress;
- participation in challenges or activities;
- agreed privileges;
- leisure activities; and
- other appropriate rewards.

Rewards will be appropriate to the learner and their circumstances.

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9. Unacceptable Behaviour

Unacceptable behaviour may include:

- verbal abuse;
- threatening behaviour;
- persistent disruption;
- refusing reasonable instructions;
- bullying;

- harassment;
- discriminatory language or behaviour;
- sexualised or inappropriate comments;
- inappropriate sexual behaviour;
- intimidation;
- physical aggression;
- violence;
- intentional damage to property;
- possession of prohibited items;
- possession or use of illegal drugs or alcohol;
- smoking or vaping where prohibited;
- leaving the site without permission;
- behaviour that places others at risk;
- unsafe use of technology or social media;
- inciting violence or serious disruption through social media; and
- any behaviour that compromises the safeguarding or safety of others.

This list is not exhaustive.

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10. Behaviour Consequences

SNAP uses a graduated approach to behaviour management.

Where appropriate, staff will give learners an opportunity to recognise and change their behaviour before a formal consequence is applied.

Consequences may include:

- verbal reminder;
- restorative conversation;
- warning;
- change of activity or seating;
- withdrawal of a privilege;
- behaviour reflection;
- contact with parents/carers;
- individual behaviour support plan;
- meeting with a senior member of staff;
- formal behaviour sanction;
- temporary removal from an activity;
- fixed-term suspension where legally appropriate; or
- other lawful and proportionate action.

Consequences will be proportional to the behaviour and take account of the learner's individual circumstances.

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11. BEHAVIOUR MANAGEMENT SYSTEM

12. Removal From the Setting or Sending a Learner Home

There may be circumstances where it is not safe or appropriate for a learner to remain at SNAP.

Before a learner is sent home, SNAP will consider:

- the seriousness of the behaviour;
- the immediate risk to the learner or others;
- the learner's safeguarding and welfare needs;
- individual vulnerabilities;
- additional needs or disabilities;
- medical needs;
- whether the behaviour may indicate a safeguarding concern;
- whether reasonable adjustments are required;
- whether de-escalation or other intervention has been attempted; and
- whether there is a safe and appropriate plan for the learner to leave the setting.

A learner will not be sent home solely as an automatic consequence without consideration of their individual circumstances and safeguarding needs.

Where a learner is sent home, parents/carers will normally be contacted and appropriate arrangements will be made for their safe return.

Where required, the incident will be referred to the DSL.

Any removal, suspension or exclusion will be managed in accordance with applicable legislation, statutory guidance and SNAP's procedures.

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13. Serious Incidents

A serious incident may include behaviour that results in:

- significant risk of harm;
- violence or serious aggression;
- serious threats;
- possession of a weapon;
- serious damage to property;
- suspected possession or use of illegal drugs;
- serious safeguarding concerns;
- serious bullying or harassment; or
- the learner being removed from the setting.

A serious incident must be recorded.

An incident record should include:

- date and time;
- people involved;
- description of the behaviour;
- actions taken;
- staff involved;
- whether parents/carers were informed;
- whether the DSL was informed;
- whether the police or another agency was contacted; and
- any follow-up action required.

Where appropriate, a copy will be shared with the learner's home school or relevant professional.

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14. Violence and Aggression

SNAP has a zero-tolerance approach to violence and serious threats of violence.

However, all incidents will be managed proportionately and with consideration of the learner's individual circumstances.

Where there is an immediate risk of serious harm, staff will prioritise the safety of learners, staff and visitors.

The police may be contacted where necessary.

Any use of reasonable force must comply with SNAP's **Use of Reasonable Force Policy**.

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15. Bullying, Harassment and Discriminatory Behaviour

SNAP does not tolerate bullying, harassment or discriminatory behaviour.

This includes behaviour relating to:

- race;
- religion or belief;
- disability;
- sex;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;
- age; or
- any other protected characteristic.

Sexual harassment, sexualised behaviour and inappropriate sexual comments will be treated seriously and managed in accordance with SNAP's safeguarding procedures.

Any concern involving potential abuse, exploitation or harmful sexual behaviour will be referred to the DSL.

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16. Online Behaviour and Social Media

Behaviour occurring online or through social media may be addressed where it affects the safety, wellbeing or education of learners or staff.

This includes:

- cyberbullying;
- threats;
- harassment;
- sharing harmful or abusive material;
- inciting violence;
- sharing private or inappropriate images;
- discriminatory content; and
- behaviour intended to cause disruption or intimidation.

Where online behaviour raises a safeguarding concern, it must be referred to the DSL.

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17. Drugs, Alcohol, Smoking and Vaping

Learners must not possess, use or distribute illegal drugs or alcohol at SNAP or during SNAP activities.

Smoking and vaping are not permitted in prohibited areas or where they breach SNAP rules.

Where there is a concern that a learner is under the influence of alcohol, drugs or another substance, staff will prioritise the learner's health and safety.

Parents/carers and relevant professionals will be contacted where appropriate.

Safeguarding concerns will be referred to the DSL.

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18. Behaviour Contracts

Where appropriate, SNAP may introduce an individual **Behaviour Support Agreement** or Behaviour Contract.

This may set out:

- expected behaviour;
- agreed targets;
- support strategies;
- consequences;
- responsibilities of the learner;
- responsibilities of staff;
- parental involvement; and
- review arrangements.

The agreement should be reviewed regularly and adjusted where necessary.

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19. Restorative Practice

Following an incident, learners will be given an opportunity, where appropriate, to reflect on their behaviour.

A restorative conversation may explore:

- what happened;
- what contributed to the incident;
- who was affected;
- what could have been done differently;
- what support may be required; and
- how the situation can be repaired.

The purpose is to support learning and positive future choices rather than simply punish the learner.

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20. Physical Intervention

SNAP staff will use de-escalation and preventative strategies wherever possible.

Reasonable force may only be used where lawful, necessary and proportionate to the circumstances.

Any physical intervention will be recorded and reported in accordance with SNAP's **Use of Reasonable Force Policy**.

Staff must never use physical intervention as a punishment.

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21. Safeguarding Following Behaviour Incidents

Staff must remain alert to the possibility that behaviour may indicate an underlying safeguarding concern.

Where a learner's behaviour changes significantly, staff should consider whether there may be:

- abuse or neglect;
- exploitation;
- bullying;
- harmful sexual behaviour;
- substance misuse;
- mental health concerns;
- difficulties at home; or
- another safeguarding issue.

Concerns must be reported to the DSL promptly.

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22. Attendance and Behaviour

SNAP recognises the relationship between attendance, engagement and behaviour.

Persistent or repeated behavioural difficulties should not automatically result in reduced access to education.

Where behaviour affects attendance or engagement, SNAP will consider appropriate support and work with parents/carers and relevant professionals.

Attendance will be recorded in accordance with applicable requirements and SNAP's Attendance Policy.

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23. Learner Voice

SNAP will provide learners with appropriate opportunities to express their views about behaviour expectations and support.

Learners should be encouraged to:

- understand the reasons for expectations;
- identify triggers;
- recognise the impact of their behaviour;
- participate in behaviour planning where appropriate; and

- identify strategies that help them regulate and succeed.

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24. Staff Conduct and Professional Boundaries

All staff, volunteers and contractors are expected to model appropriate behaviour.

Staff must:

- remain calm and professional;
- communicate respectfully;
- maintain appropriate boundaries;
- avoid humiliating or threatening learners;
- follow safeguarding procedures;
- challenge inappropriate behaviour appropriately; and
- record and report significant incidents.

Staff must not use discriminatory, degrading or abusive language.

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25. Recording and Monitoring

SNAP will maintain appropriate records of significant behaviour incidents and sanctions.

Records will be reviewed to identify:

- repeated incidents;
- patterns or triggers;
- safeguarding concerns;
- disproportionate impact on particular learners;
- effectiveness of interventions; and
- whether additional support is required.

Where patterns are identified, SNAP may review the learner's behaviour plan, risk assessment or wider support arrangements.

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26. Working With the Home School and Other Professionals

Where appropriate, SNAP will communicate significant behaviour concerns to the learner's home school and other relevant professionals.

This may include:

- parents/carers;
- social workers;
- education professionals;
- health professionals;
- safeguarding partners; and
- other agencies involved with the learner.

Information will be shared lawfully and where appropriate to safeguard the learner or others.

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27. Review

This policy will be reviewed annually or sooner where there are changes to legislation, statutory guidance, DfE guidance or SNAP's organisational arrangements.