



# **Bonterre CIC Student Behaviour Policy**

**Last Updated:** September 2026

**Next Review Date:** September 2027

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## **1. Introduction**

Bonterre CIC is a non-school provider of alternative provision. Pupils attending Bonterre remain registered with their commissioning school, and Bonterre works in partnership with schools, parents and carers to provide safe, supportive and positive educational experiences.

As a non-school alternative provision provider, Bonterre recognises that the legal powers available to staff may differ from those available to staff in schools. Bonterre will always operate within the law and in accordance with its safeguarding responsibilities, agreed placement arrangements and individual pupil needs.

This policy sets out Bonterre's approach to promoting positive behaviour. Detailed procedures for managing particular behaviours, safeguarding concerns, risk, incidents and restrictive intervention are contained within the relevant Bonterre procedures.

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## **2. Aims**

The main aim of Bonterre CIC is to work in partnership with schools and families to achieve positive outcomes for pupils who may struggle to access mainstream education.

Bonterre aims to:

- Provide a positive and meaningful educational experience.
  - Provide a safe, welcoming and supportive environment.
  - Promote confidence, resilience, self-esteem and emotional development.
  - Help pupils develop self-regulation and positive relationships.
  - Recognise and celebrate individual strengths and achievements.
  - Support pupils to develop skills for their next stage of education, employment and life.
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### 3. Our Approach to Behaviour

At Bonterre, we believe that behaviour is communication and that children are more likely to succeed when they feel safe, understood, valued and supported.

At Bonterre, we aim to be:

#### **Safe, Respectful and Kind**

Students are supported to understand what these expectations mean and how they apply to everyday life at Bonterre.

Students at Bonterre are “**set up to succeed**”. We work in small groups with high staff ratios and seek to provide opportunities for children to experience success, develop independence and build their skills.

Staff use **relaxed vigilance**, remaining attentive to issues that matter while allowing students appropriate freedom, responsibility and independence. Staff regularly give and receive feedback about this approach through discussion, supervision and debriefing.

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### 4. Expected Behaviour

Everyone at Bonterre has a responsibility to help create a safe, welcoming and positive environment. Students are expected to:

- **Be safe** – follow reasonable instructions, use tools and equipment appropriately, and behave in a way that does not put themselves or others at unnecessary risk.
- **Be respectful** – speak and act respectfully towards staff, students, visitors and members of the wider community.
- **Be kind** – treat others, animals and the environment with care and consideration.
- **Look after our environment** – respect the land, gardens, animals, buildings, tools and equipment at Bonterre.
- **Take responsibility** – where possible, recognise the impact of their actions and take steps to put things right.
- **Take part** – engage with learning and activities to the best of their ability, recognising that everyone has different strengths and challenges.
- **Respect boundaries** – follow reasonable boundaries relating to the site, activities and personal safety.
- **Respect personal space** – recognise that everyone has different needs and boundaries and avoid behaviour that may make others feel uncomfortable or unsafe.

We recognise that students attending Bonterre may find some of these expectations difficult at times. Staff will take individual needs, communication, sensory needs, emotional



regulation and other relevant factors into account when supporting students to meet these expectations.

Our aim is not simply to achieve compliance, but to help students develop the skills, confidence and understanding needed to manage their behaviour and relationships more independently.

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## 5. Positive Behaviour

Bonterre prioritises positive relationships and encouragement rather than relying on traditional sanctions.

Staff will:

- Recognise effort, progress and positive behaviour.
- Give genuine praise and encouragement.
- Model calm, respectful behaviour.
- Build positive relationships with students.
- Provide clear and consistent boundaries.
- Consider individual needs, communication and circumstances.
- Use appropriate choices and natural consequences.

Our shared activities and mealtimes also provide opportunities for students to develop social skills, including sharing, listening, taking turns and recognising the achievements of others.

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## 6. Consequences

Bonterre believes that consequences should help children understand their behaviour and develop responsibility rather than simply punish them.

Where appropriate, staff may use a natural or proportionate consequence. For example, where a student has behaved unsafely with equipment, they may need to stop using that equipment until it is safe for them to resume.

Where a student's behaviour presents a clear health and safety risk, they may be unable to participate in a particular activity that day.

Bonterre does not use humiliation, threatening or deliberately punitive approaches.

Bonterre is not a school and does not impose school detentions or formal exclusions. Where a placement cannot safely continue, Bonterre will work with the commissioning school and family to review the placement in accordance with the relevant procedures.



Bonterre aims to **never give up on children** and will seek opportunities for reflection, repair and a second chance wherever it is safe and appropriate to do so.

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## 7. Managing Unsafe Behaviour

Staff will seek to prevent behaviour from escalating through positive relationships, clear communication, appropriate boundaries, de-escalation and knowledge of individual needs.

Where a student becomes distressed or their behaviour presents a risk, staff will follow the relevant Bonterre procedures, risk assessments and individual support arrangements.

The priority will always be to maintain safety while preserving the student's dignity and relationship with staff.

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## 8. Restrictive Intervention and Reasonable Force

Bonterre aims to minimise the use of restrictive intervention through prevention, positive relationships and de-escalation.

**Physical intervention is a last resort and is not a behaviour-management technique.**

In exceptional circumstances, staff may need to use reasonable and proportionate physical intervention to prevent immediate harm to a student or another person, or to prevent serious damage to property.

Any intervention must be lawful, necessary, reasonable and proportionate to the circumstances and for the shortest time necessary.

Bonterre staff do not routinely use restrictive physical holds. Staff must never use physical intervention as a punishment, to cause pain or humiliation, or simply to obtain compliance.

Any use of physical intervention will be managed, recorded and reviewed in accordance with Bonterre's relevant procedures.

Bonterre uses current Department for Education guidance on **restrictive interventions, including the use of reasonable force**, as good practice appropriate to its setting.

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## 9. Prohibited Items



Students must not bring items onto the Bonterre site that could present a significant risk to themselves or others.

This includes weapons, illegal drugs, alcohol and other items identified as unsafe or inappropriate for the setting.

Bonterre staff may ask a student to hand over an item where there is a reasonable concern about its safety or suitability. Staff will follow the relevant Bonterre procedures where a student refuses to hand over an unsafe item.

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## **10. Individual Needs**

Bonterre recognises that behaviour can be influenced by a range of factors, including additional needs, communication difficulties, sensory needs, emotional wellbeing, previous experiences and the environment.

Staff will consider individual needs when responding to behaviour and will use information provided by the commissioning school, parents/carers and relevant professionals.

Where appropriate, individual risk assessments or support plans will be used to identify triggers, preventative strategies and effective responses.

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## **11. Safeguarding**

Behaviour concerns may sometimes indicate that a child is experiencing difficulties or is at risk of harm.

Staff will follow Bonterre's Safeguarding and Child Protection Policy and procedures where behaviour raises a safeguarding concern.

Safeguarding considerations will always take priority over behaviour management.

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## **12. Monitoring and Review**

Bonterre will monitor behaviour and significant incidents to identify patterns, consider whether additional support is required and review the effectiveness of its approach.

Where appropriate, incidents will be discussed with the commissioning school and parents/carers in accordance with Bonterre's procedures.



This policy will be reviewed annually or sooner where there are significant changes to legislation, guidance or Bonterre's provision.

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## 13. Relevant Guidance

This policy should be read alongside Bonterre CIC's relevant safeguarding, health and safety, risk assessment, restrictive intervention and incident-reporting procedures.

Bonterre has regard to relevant Department for Education guidance, including:

- **Alternative Provision: statutory guidance**
- **Non-school alternative provision: voluntary national standards**
- **Restrictive interventions, including the use of reasonable force, in schools**

Bonterre will ensure that its policies and procedures are reviewed when relevant legislation or guidance changes.