



Bonterre CIC Student Behaviour Policy

Last Updated: September 2025

Next Review Date: September 2026

Introduction

Bonterre CIC is a part time provider of alternative provision and so is not able to register as a school. As a consequence, different laws apply to the powers staff have than in a school setting, however all pupils are directed to be at Bonterre CIC by the head teacher of their commissioning school which infers responsibility on Bonterre as their agents.

Aims

The main aim of Bonterre CIC is to work in partnership with schools and parents to achieve positive outcomes for pupils with Social, Emotional and/or Behaviour Difficulties. To achieve this aim staff at Bonterre will:

- Provide a positive experience of education for those who have been permanently excluded or are at risk of being permanently excluded from school.
- Promote a safe, healthy, social and emotional learning environment and/or experience for all pupils.
- Assist pupils in gaining skills and knowledge to enable them to make positive contributions to society and to prepare pupils for the next step in their economic wellbeing.

Behaviour

All staff and students are expected to behave in a way that is safe, respectful and kind. When a student behaves in a way that breaks one of these rules, they will be told in a clear and calm way what they have done wrong and the impact that has on other people's thoughts, feelings and wellbeing,

Students at Bonterre are "set up to succeed". Working in small groups with high staff ratios, children are put in situations that enable them to develop their skills of self-control, resilience and positive self regard.



Staff adapt the degree of vigilance required to maintain good order. In general staff use relaxed vigilance i.e. Staff pay attention to issues that matter. The concept of relaxed vigilance is not an exact science and staff regularly give and receive feedback on this issue e.g. in private discussion, debriefing, performance management

Consequences

Staff at Bonterre believe that motivating students to behave in socially acceptable ways is crucial. An immediate consequence provides feedback to the student. Therefore, staff will offer rewards that encourage positive behaviour and discuss and correct poor behaviour. Reflecting on a student's achievements will enable them to recognise their progress and build their self-esteem.

Praise

The strong relations built up between staff and students mean that the best reward staff can offer is genuine praise. At all times staff seek to encourage students. Encouragement includes any action that conveys to the student that staff respect, trust, and believe in his/her value as a person. This may be done privately, publicly, or with a non-verbal cue such as a thumbs up, hand shake or pat on the back.

Peer Praise

Each lunch time, staff and students sit down together for a "family meal". Students learn the skills associated with eating together, such as sharing, good manners and taking it in turns to talk but are also encouraged to think of things that others have done that morning that deserve public praise.

Activity choice

Students may be rewarded for sustained good behaviour with a favourite activity. The activity chosen will be one the student enjoys (e.g. fishing.)

Sanctions

The children at Bonterre, have typically been subjected to formal school sanctions without an improvement in behaviour. Staff therefore eschew traditional sanctions with a calm reminder to students of how actions affect others. More serious incidents will precipitate discussions that encourage students to evaluate their behaviour. As with rewards the aim is to bring about an intrinsic rather than an extrinsic change.

Where a student's behaviour presents a clear health and safety risk, then students may be banned from an activity that day. (e.g. a student ignores instructions not to remove lit sticks from a fire).



Students may also miss out on activities they enjoy as a natural consequence of negative behaviour. Typically this will be if a student is misbehaving and their behaviour needs to be discussed or they are being unco-operative.

Exclusion and detention

Bonterre is not a school and so has no legal right to impose detentions or exclusions, this can be carried out at the discretion of Bonterre CIC in line with policy and procedures. Close links are kept with the school and they may impose sanctions for behaviour during the student's time at Bonterre,

Bonterre aims to never give up on children and to always aims to offer a second chance, however, where it is deemed that a child's behaviour is unsafe and poses a risk to the child, other children or staff, it may be necessary to terminate the placement. This includes a student leaving the boundary of Bonterre without permission or supervision of an adult support worker.

Banned items

All staff are empowered to ask students to hand over any item that is banned. Items will be returned at the end of the session, either to the student or the person collecting them.

Use of Reasonable Force

The use of force at Bonterre is guided by the Department for Education advice DFE-00295-2013.

Staff will always aim to control situations verbally but reasonable force may be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Force is usually used either to control or restrain. This can range from blocking the path of a student to more extreme circumstances such as breaking up a fight. Staff at Bonterre do not restrain students in holds.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

All physical interventions are recorded in the daily record sent to schools. For serious interventions, parents will be informed.

Restoration



Staff will aim to restore the relationship with the student following any incident to help them understand the difference between our actions to help them improve their behaviour and our feelings for them as individuals.