

Behaviour, Relationships and Placement Suspension Policy

Policy owner	Equip Education and Support Services
Review cycle	October 2026 - October 2027, or earlier where legislation, guidance or provision changes
Document scope	Alternative provision service / provider

1. Purpose and principles

Equip provides alternative education to learners whose needs, circumstances or experiences may create barriers to participation. This policy establishes clear, consistent and respectful expectations, seeks to prevent harm and promotes positive relationships, regulation and learning.

Behaviour is understood in context. Staff maintain boundaries while responding appropriately to SEND, communication differences, disability, trauma, mental health, safeguarding issues and the learner's agreed placement plan. This policy applies on Equip premises, during Equip activities and to conduct directly affecting placement safety.

2. Responsibilities

Equip Education and Support Services holds organisational responsibility. Trevor Chulan, Behaviour Manager and Deputy DSL, coordinates behaviour practice and responses. Pat Burton, DSL, leads on child protection and safeguarding risks. Teachers, support workers and visiting staff apply agreed expectations and record incidents consistently.

The referring school or commissioning authority and Equip must agree who acts where attendance, placement, suspension, home education or safeguarding responsibilities intersect. Equip does not exercise statutory exclusion powers merely because it delivers a commissioned placement.

3. Positive culture and expectations

Staff actively teach respect, attendance, personal responsibility, appropriate communication, safe relationships and engagement with learning. Expectations are explained in accessible language and revisited individually where needed.

Equip uses praise, progress recognition and a voucher reward scheme. Criteria for rewards should be consistently communicated, equitably applied and adjusted where an otherwise equal rule would disadvantage a disabled learner. Rewards must not be the only response to additional need.

4. Prevention, reasonable adjustments and support

Staff use predictable routines, positive check-ins, suitable work, individual timetables where agreed, choices within boundaries, de-escalation and proportionate access to a quieter space. When behaviour escalates, staff consider what occurred before the incident, the learner's communication and regulation needs and how risk may be reduced.

Where patterns emerge, managers consider an individual behaviour support or risk plan with pupil voice, parent/carer input where appropriate, SEND information, agreed strategies and a named review point. Staff should know the plan and their responsibilities.

5. Responding to incidents

- Secure immediate safety, seek help and take any safeguarding or medical action first.
- Use calm instructions, de-escalation, restorative conversation or a time-limited break where safe.
- Record significant incidents on Equip's approved system, currently including CPOMS for safeguarding-related recording; keep behaviour and safeguarding information appropriately separated or linked.
- Notify parents/carers and the referring school as required by the placement and safeguarding arrangements.
- Consider reasonable adjustments, impact on other learners, proportionality and previous interventions before decisions.

Restorative discussion may help rebuild trust, but must not replace referral or investigation when there are indications of abuse, exploitation or harm.

6. Detentions, removal and isolation arrangements

Equip continues to use detention and supervised isolation/removal arrangements. Each decision must have an educational or safety rationale; be proportionate, time-limited, recorded and subject to responsible adult supervision. Staff must consider the learner's health, disability, communication, emotional regulation, access to food, toilet facilities, safe travel and continuing access to education.

Isolation must never be an unmonitored confinement, a substitute for effective SEND provision or an unrecorded exclusion from education. Serious incidents require management review and, where necessary, updated risk assessment. Any detention extending beyond the normal placement arrangements must be coordinated with the responsible adults and commissioner where relevant.

7. Searching, prohibited items and safeguarding

Equip's expectations include handing in mobile phones in line with the agreed entry arrangements and not bringing weapons, illegal substances or items that create an immediate risk. Searches or confiscations must follow the legal authority available to Equip's particular status and its written arrangements; staff must not assume that statutory search powers granted to schools automatically apply to an independent AP provider.

Any suspected drugs, weapons, criminal exploitation, sexual misconduct, bullying, discriminatory abuse or significant online harm must be managed through the safeguarding process as well as any behaviour response. Call emergency services where risk requires it.

8. Placement pauses, returns and ending a placement

Equip may raise concerns about the viability of a commissioned placement but does not itself impose a statutory school suspension or permanent exclusion unless it has a separate lawful basis to do so. The school or other commissioning body retains the applicable decisions and educational duties.

Where safety cannot immediately be managed, a senior manager should contact the commissioner without delay; agree who provides education and supervision during any short-term alternative arrangement; record the risk assessment, rationale and review date; and agree a supported reintegration

plan. A pupil must not simply be sent home without a clear responsible adult and a recorded safeguarding plan.

9. Recording, monitoring and review

Record key incidents promptly, factually and securely, including antecedents, actions taken, pupil voice where obtainable, parent/referrer communication, injuries, safeguarding responses, decisions and follow-up. Managers review repeat patterns, disproportionate sanctions, SEND adjustments, attendance, pupil feedback and progress of behaviour plans.

Related documents: September 2026 Safeguarding Handbook, Attendance, SEND, Anti-Bullying, Online Safety, Substance Misuse and the learner's commissioned placement arrangements.