



Path4 Behaviour Policy

1. Policy Statement

Path4 is committed to creating a safe, supportive and inclusive learning environment where all pupils feel respected, valued and able to succeed. Many pupils attending Path4 have experienced barriers to learning, including previous negative experiences of behaviour systems. This policy is designed to promote positive behaviour, emotional regulation, and re-engagement through consistency, clarity and high expectations.

Our approach focuses on relationships, respect, and restoration, rather than punishment.

2. Aims of the Behaviour Policy

The Path4 Behaviour Policy aims to:

- Promote positive behaviour and attitudes to learning
- Support pupils to develop self-regulation and responsibility
- Provide a simple, fair and consistent behaviour system
- Encourage pupils to make positive choices
- Reduce anxiety linked to complex reward systems
- Ensure pupils feel safe and supported

3. Behaviour Expectations

All pupils in Path4 are expected to follow three clear and consistent expectations:

1. Respect Staff and Peers
2. Listen to Instructions
3. Try Your Best

These expectations are regularly discussed, modelled by staff, and reinforced throughout the school day.

4. The On Target Challenge (Reward System)

Path4 uses a reward system known as the On Target Challenge. This system has been designed to be simple, accessible and motivating for pupils who may struggle with traditional point-based reward systems.

Every pupil begins the week on Monday with an A*. Pupils are given a fresh start every week, regardless of previous behaviour. The goal is to keep the A* until Friday.

To remain on target, pupils must:

- Respect staff and peers
- Listen to instructions
- Try their best

Pupils who remain on target until Friday receive a reward. Rewards may include certificates, privileges, enrichment activities, or positive recognition.

5. When Pupils Go Off Target

If a pupil does not meet expectations, staff will address behaviour calmly and consistently. Pupils may temporarily move off target. The focus will always be on reflection, learning, and repairing relationships through restorative approaches.

5A. Sanctions and Consequences

While Path4 prioritises positive behaviour, relationships and restoration, it is recognised that clear and consistent sanctions are sometimes necessary to maintain safety, boundaries and high expectations.

Sanctions are always:

- Proportionate
- Applied consistently
- Explained clearly to pupils
- Focused on learning from behaviour choices

Where possible, sanctions are accompanied by restorative conversations and support.

Graduated Response to Behaviour

Path4 uses a **graduated approach** to behaviour concerns, recognising that pupils' needs and circumstances vary.

Low-Level Behaviour Concerns

May include:

- Disruption to learning
- Refusal to follow instructions
- Lack of effort

Possible responses:

- Verbal reminder of expectations
- Time out to reflect
- Restorative conversation

- Temporary removal from an activity

Persistent or Escalating Behaviour

May include:

- Repeated refusal to follow instructions
- Disrespectful behaviour towards staff or peers
- Disruption that impacts others' learning

Possible responses:

- Loss of On Target status
- Removal from the learning environment for a short period
- Behaviour reflection work
- Parental contact
- Behaviour support plan or increased intervention

Serious Behaviour Incidents

May include:

- Aggressive or threatening behaviour
- Physical violence
- Damage to property
- Swearing or abusive language directed at others
- Behaviour that places self or others at risk

Possible responses:

- Internal exclusion or withdrawal from Path4 activities
- Fixed-term suspension (in line with school policy)
- Risk assessment and review of placement
- Involvement of senior leaders and external agencies

Fixed-Term Suspension

In cases of serious or repeated breaches of the behaviour policy, a pupil may receive a **fixed-term suspension**. This decision will be taken by senior leaders and will follow statutory guidance.

Suspensions are used only when:

- Other strategies have been unsuccessful, or
- The behaviour is serious enough to warrant removal

Support will be offered on return to help reintegration.

Permanent Exclusion

Permanent exclusion is considered a **last resort** and will only be used where:

- There has been a serious breach or persistent breaches of the Behaviour Policy, and
- Allowing the pupil to remain would seriously harm the education or welfare of the pupil or others

Examples may include:

- Serious violence or assault
- Bringing prohibited items
- Serious safeguarding concerns
- Persistent high-risk behaviour despite extensive support

Any decision to permanently exclude will follow **DfE statutory guidance**, involve senior leaders, and include consideration of all support strategies already attempted.

6. Restorative and Supportive Approach

Path4 recognises that behaviour is often a form of communication. Staff use de-escalation strategies, trauma-informed practice, restorative conversations, and individual behaviour support strategies where required.

7. Roles and Responsibilities

Staff model positive behaviour, apply the policy consistently, and build positive relationships.

Pupils take responsibility for their behaviour and engage positively in learning.

Parents and carers are encouraged to support the Path4 behaviour approach and work in partnership with staff.

8. Safeguarding

Behaviour management in Path4 supports safeguarding. Any concerns are reported in line with the school's safeguarding policy.

9. Monitoring and Review

Behaviour within Path4 is monitored regularly. This policy is reviewed annually to ensure it remains effective and appropriate for pupils' needs.

Updated on 09/02/2026

Approved by SLT; Moinul Islam