



Behaviour Policy

May 2025

boomsatsuma Education Ltd

Purpose

boomsatsuma is committed to maintaining a positive, inclusive and professional learning environment. This policy sets out the expectations for behaviour and how we support and respond to issues to ensure all students can thrive. Our approach combines clear boundaries with personalised support.

Behaviour Expectations

All students are expected to:

- Treat others with respect, dignity and kindness
- Attend and engage fully in all scheduled sessions
- Meet deadlines and take responsibility for their learning
- Contribute positively to a safe and creative learning space
- Follow staff instructions at all times
- Use appropriate and professional language
- Respect facilities, equipment, and community values
- Represent boomsatsuma positively both on and off site

Unacceptable Behaviour

We do not tolerate:

- Disruption to lessons or learning
- Refusal to follow instructions
- Offensive or discriminatory language
- Bullying, harassment, or intimidation (including online)

- Truancy or persistent lateness
- Substance use or possession
- Vandalism or damage to property
- Any behaviour that compromises the wellbeing or safety of others
- Actions that bring boomsatsuma into disrepute

Behaviour Management and Disciplinary Process

boomsatsuma uses a staged approach to manage behaviour. This ensures students are given opportunities to improve, while also maintaining high expectations. Each stage is supported by appropriate staff and documented on Bromcom/Arbor.

Cause for Concern

Used when there are initial, low-level concerns such as poor engagement, inconsistent attendance, lateness, missed deadlines or minor behavioural issues.

Actions may include:

- Logging the concern on Bromcom/Arbor under 'Behaviour'
- A 1:1 conversation with the student
- Adjustments to teaching or added support
- Issuing additional study time
- Contacting the parent/carer

A "Cause for Concern" letter with agreed actions is given to the student. This is logged

Stage 1

This is triggered when low-level issues continue, or new concerns arise including attendance between 85–90%, repeated missed work, or ongoing disruptive behaviour.

Actions may include:

- Logging the concern on Bromcom/Arbor
- A mentoring conversation with the student
- Communicating concerns to relevant staff
- Parent/carer contact

A Stage 1 letter is sent by a member of the teaching team and signed off by the

Stage 2

Used when behaviour does not improve after Stage 1, or when a minor incident occurs.

Actions may include:

- Logging the behaviour on Bromcom/Arbor/CPOMs
- A meeting with the student, parent/carer, teacher, and curriculum lead
- A target-based intervention contract agreed

- A letter sent home to confirm concerns
This is actioned by a member of the teaching team
- **Stage 3**
Triggered by further concerns after Stage 2 or a major incident.
Actions may include:
 - CPOMs behaviour log
 - A formal meeting involving the student, parent/carer, Head of Department, Head of College and DSL
 - A Stage 3 intervention contract put in place (typically for four weeks)
 - Communication with relevant staff
 A Stage 3 letter is sent by the Head of College/DSL and logged on the Mis

Stage 4

This is the final stage, used for serious or repeated concerns, such as attendance dropping below 80% or a significant breach of conduct.

Actions may include:

- A final meeting with the student, parent/carer, Director of Education and the DSL
- Agreement of a support plan or transition to an alternative provision
- A summary letter sent home outlining the outcome

Examples of Incidents

Minor Incidents (Stage 2):

- Refusal to follow staff instructions
- Use of offensive language
- Truancy
- Repeated non-submission of work
- Wilful disruption to the learning environment
- Undermining the course ethos or values

Major Incidents (Stage 3 or 4):

- Dangerous or unsafe behaviour
- Bullying (verbal, physical, sexual, or online)
- Offensive language directed at staff
- Vandalism
- Use or possession of drugs or alcohol
- Violent, aggressive, or sexualised behaviour
- Theft
- Possession of a weapon

- Serious breach of health and safety
- Bringing the course or Boomsatsuma into disrepute

Support and Safeguarding

Boomsatsuma recognises that behaviour may be affected by wellbeing, mental health or external factors. Our **Student Engagement Practitioners/DSL** work with students to explore the reasons behind behaviour and offer individual support. Safeguarding will always take priority where concerns indicate risk to a student or others.

Approval

Approved by; David Thorpe

Date; May 2025

Role; Designated Safeguarding Lead (DSL)

Review date; May 2026