



ABLE Education Policy Document

BEHAVIOUR POLICY

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1. Introduction

ABLE Education is committed to ensuring a safe and positive learning environment for all its learners and expect all parties involved in ABLE's services to play their role in helping us realise this commitment. The purpose of this policy is to establish an approach to maintaining appropriate standards and expectations of behaviour that reflect the inclusive and holistic values of ABLE Education. This constitutes part of our efforts to maintain a positive and creative culture within the provision that promotes positive behaviour, ensuring that students have the opportunity to learn in a calm, safe and supportive environment.

We seek to outline ABLE's consistent support, expectations, and consequences for defined behaviours, whilst remaining open-minded as to the causes of particular behaviours and to provide a positive approach to behaviour management that is applied consistently to each student and their behavioural needs or circumstances.

This policy forms part of the integrated safeguarding and child protection portfolio that should be read alongside the following policies, legislation and statutory guidance:

- ABLE Education's Child Protection and Safeguarding Policy
- ABLE Education's Anti-Bullying Policy
- ABLE Education's Drugs and substance misuse Policy
- ABLE Education's staff Code Of Conduct
- Education Act 1996
- [Education Act 2002](#) (inc s175)
- [Education and Inspections Act 2006](#) (requires schools to regulate pupils' behaviour, publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property)
- Health Act 2006
- The School Information (England) Regulations 2008
- [Equality Act 2010](#)
- Voyeurism (Offences) Act 2019
- [DfE \(2013\) 'Use of reasonable force'](#)
- [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- [DfE \(2022\) 'Searching, Screening and Confiscation: Advice for schools'](#)
- [DfE \(2023\) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'](#)
- [DfE \(2024\) 'Behaviour in schools: Advice for headteachers and school staff'](#)
- [DfE \(2024\) 'Keeping children safe in education 2025'](#)
- DfE (2024) 'Mobile phones in schools'

- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

2. Roles & responsibilities

The Head of Provision is responsible for:

- Promoting a provision culture where calmness, dignity and structure encompass every space and activity.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Monitoring this behaviour policy's effectiveness.
- Reviewing and approving this behaviour policy.
- Ensuring that all staff and contractors understand the behavioural expectations and the importance of maintaining them.
- Ensuring the day-to-day implementation of this policy, including that staff or contractors deal effectively with, and follow up on behavioural incidents appropriately.
- Ensuring that the provision's environment encourages positive behaviour and implementing measures to achieve this. This would include the health and wellbeing of students and staff or contractors being promoted through leadership practice, school policies, values and attitudes, the PSHE curriculum and the conversations staff or contractors hold with students, alongside the social and physical environments.
- Ensuring there is monitoring of how staff implement this policy, to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support wherever necessary or beneficial.
- Ensuring that the data relating to behavioural incidents are reviewed regularly, and at least annually, to make sure that no groups of students are being disproportionately impacted by this policy.
- Ensuring this policy is published in writing to staff, contractors, parents and students at least once a year.
- Ensuring the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing.
- Ensuring new staff or contractors receive a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Ensuring appropriate training is given to staff and contractors on behaviour management, and the impact of special educational needs and disabilities (SEND), potentially traumatic adverse childhood experiences, and mental health needs on behaviour, to any staff or contractors who require it so they can fulfil their duties set out in this policy
- Ensuring as smooth a transition for students between Teachers as possible, including arranging or instigating a Transition meeting where appropriate.
- Providing bespoke behaviour training or refresher training for staff and contractors where required. This would include where thematic student behavioural issues are identified, and responding by providing training for staff and contractors.

The DSL is responsible for:

- Ensuring behaviour is assessed and actioned in line with all safeguarding considerations and

procedures.

- Ensuring behaviour is continually monitored and the right support is in place, including information relating to student behaviour issues that may need to be transferred to new schools, or relevant staff at the start of the term or year.
- Updating student risk assessments as behaviours emerge, change or escalate.
- Ensuring staff or contractors know to approach them for assistance and support around managing behaviour with students.
- Supporting staff and contractors to manage specific students' challenging behaviour and supporting staff and contractors in their implementation of this policy consistently.
- Updating student Risk Assessments as behaviours emerge, change or escalate.

Tutors are responsible for:

- Creating a calm and safe environment for students
- Implementing this behaviour policy consistently
- Modelling expected behaviour and positive relationships. This includes considering the impact of their own behaviour on the culture of the provision, and how they can uphold ABLE's rules and expectations
- Establishing and maintaining clear boundaries of acceptable pupil behaviour, and communicating ABLE's expectations, routines, values and standards when teaching, and in every interaction with students
- Being aware of the individual signs of behavioural difficulties, the needs, outcomes sought, and support required for students' specific behavioural needs.
- Challenging students to meet the ABLE's expectations
- Keeping relevant ABLE staff and contractors up-to-date with any changes in student behaviour. This may include: the Designated Safeguarding Lead, SENCo, or Head of Provision.
- Developing appropriate communications with parents where required, to ensure that they feel included in their child's educational experiences.
- Recording serious behavioural incidents promptly, on the incident log and informing the DSL.

students are responsible for:

- Their own behaviour, both within their regular setting venue and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Engaging with repeated induction sessions wherever appropriate, or other interventions which will be run to support students to meet the behaviour standards
- students will be supported to develop an understanding of the school's behaviour policy, wider school culture, and the pastoral support that is available to them to help them meet the behaviour standards.
- students will be asked to give feedback on their experience of the schools' behavioural culture to support the evaluation, improvement and implementation of the behaviour policy.

Those with parental responsibility are responsible for:

- Discussing any behavioural concerns with ABLE promptly.
- Informing ABLE of any changes in circumstances which may affect their child's behaviour.
- Supporting their child in adhering to ABLE's behaviour policy
- Taking part in any pastoral work following unacceptable behaviour (for example, attending reviews for specific behavioural incidents)
- Raising any concerns about the management of behaviour with a staff member (most appropriately the Head of Provision) while continuing to work in partnership with the provision.

3. Behavioural considerations

There are a multitude of factors that could affect a student's behaviour. Relatedly, the behaviour a student presents could be an indication of underlying issues that need to be addressed.

3.1. Safeguarding and behaviour

Behaviour is a form of communication. Staff and contractors are aware that a sudden change, or increasing patterns of student behaviour could indicate an underlying safeguarding concern, or be linked to them suffering actual or potential harm. This may indicate that pastoral support, early help offers, a social care referral or other additional support or external agency intervention may be required. For further information, please refer to ABLE's Child Protection and Safeguarding Policy and Procedures.

3.2. Special Educational Needs and Disabilities (SEND) and behaviour

ABLE recognises that a students' behaviour may be impacted by a special educational need or disability (SEND). Whenever incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction they failed to follow.
 - The student was unable to act differently at the time, as a result of their SEND.
 - The student was likely to behave aggressively, due to the characteristics of their SEND.

If the answer to any of the above is 'yes', it will likely be inappropriate to sanction the pupil for the behaviour and will take its legal duties into account when making decisions about enforcing this behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by ABLE's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#)).

As part of meeting these duties, ABLE will aim to anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the student concerned. These will usually be outlined for staff or contractors in a student's Risk Assessment.

3.3. Consider SEN Evaluations as a result of behaviour

ABLE's SENCo may liaise with parents/carers and other ABLE staff and contractors to conduct an evaluation for a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for them. ABLE will work with parents/carers to create the plan and review it on a regular basis.

If a student has an Education, Health and Care Plan (EHCP), the provisions set out in that plan will be upheld and ABLE will cooperate with the local authority and other bodies on this. If ABLE has a concern about the behaviour of a student with an EHCP, it will make contact with the local authority to discuss the matter. If

appropriate, we may request an emergency review of the EHCP.

4. Positive behaviour strategies

Management of behaviour begins well before any undesired behaviour is witnessed. By employing positive behaviour strategies such as those included in the list below, it is possible to put students in a position where they are less prone to communicating with undesired behaviour. Staff and contractors are expected to work with students using these, or a combination of these approaches:

Preparation:

- Be aware of students' needs and any likely behaviours outlined in the EHCP or Risk Assessments.
- Be aware of any specific de-escalation strategies noted in the students file.
- Be familiar with ABLE procedures and what actions are required. For example, ABLE's "Child Protection and Safeguarding Policy & Procedures" and the procedures for "When a student absconds".
- Be familiar with any additional or differing requirements when away from the usual lesson venue or conducting remote sessions.
- Implement consistent routines, wherever possible and appropriate, to help students anticipate what is to come and help set behavioural expectations for them. This may include entry to the room, settling, seating plans, agreeing expectations for the lesson, cues for answering/asking questions, movement around the room, clearing up, target setting and reviewing and exit from the venue.
- Avoid too many surprises wherever this is possible.

Verbal communication:

- Communicate clearly with concise, direct language.
- Appear calm and in control.
- Use a low pitch, and a modulated (not monotone) tone of voice.
- Rephrase requests made up of negative words with positive phrases, e.g. "If you don't return to your seat, I won't help you with your work" becomes "If you return to your seat, I can help you with your work".
- Allow "take-up time" for a student to respond.

Body Language:

Staff members' or contractors physical behaviour is also a form of communication with students.

- Show open, accepting body language. For example, keep your arms open (not crossed), sit level with the student rather than standing over them (this could feel intimidating).
- Provide students' with adequate personal space.
- Be aware that physically blocking a potential way out, or 'escape route' may be triggering for some students.

Intervene early:

- When dealing with low-level disruption by students, staff or contractors are expected to intervene at the least intrusive point that is possible - this is usually earlier, before particular behaviours escalate. This allows the correction to be smaller, unobtrusive and positive. This should lead to more focus on the learning.
- Used carefully, a little well-judged humour can help to break the tension and lighten a situation, before returning to refocus on the task.
- Tactically ignore a minor disruption, but only if this is safe and appropriate to the situation.
- Use a "stepped-approach", gradually increasing the amount of input
- Use appropriate non-verbal cues can remind students of basic behavioural expectations (e.g. using hand

gestures to indicate lowering of vocal volume whilst a student is talking loudly in the library).

Focus on addressing the primary behaviour:

When staff or contractors correct behaviour some students may sigh, roll their eyes, argue, etc. This constitutes secondary behaviour. The primary behaviour is the original behaviour that staff or contractors seek to correct and should remain central as focusing on secondary behaviour can lead to rewarding attention-seeking behaviour, the student avoiding responsibility for the primary behaviour, or reinforcing the students perception that the staff or contractor will not follow up and follow through.

This does not mean that staff or contractors should ignore secondary behaviour, but actions, discussions or sanctions can be deferred. It is essential that staff or contractors focus remains on the primary presenting behaviour.

Staff can offer the student a time-out, alternative activity, or other appropriate academic distraction, and can focus on re-establishing a working relationship.

Divert confrontation:

- Identify as many points of agreement as possible with the student to help improve rapport.
- Avoid becoming defensive, stay calm and collected, particularly if comments or insults are directed at you.
- Offer the student a face-saving route out of confrontation (e.g. “I can see that you’re not quite ready to start this task. How about you take a moment and I will come back and we can start again?” or “I understand you have lots of questions for me, but right now we need to start this project. How about we put this to one side for now, and if you still have questions at the end of the lesson, you can ask me then?”).
- Do not dwell on challenging behaviours once a situation has been resolved.
- Be ready to move any discussion on, or to continue the conversation when the situation is calm or the student is more receptive.
- Reassure the student and create a clear outcome goal.
- Remove a student from a provocative or problematic situation where it is safe to do so.

Reflection:

Reflecting with a student on their behavioural and academic achievements will support them to recognise their progress and also build their self-esteem. Identifying specific traits or characteristics they have demonstrated (e.g. creativity, flexibility, being open to new people or experiences, persistence, curiosity, concentration etc) and sharing what you have noticed can help build self-esteem.

It can be beneficial to allow students the time after any incident to fully comprehend the consequences of their actions, and consider alternative options that may have been available to them. This can be worked through using an “ABC” approach: antecedent, behaviour, consequence.

Staff and contractors can arrange a restorative meeting following an incident by discussing this option with DSL. This can help a student experience being central to resolving a conflict situation, and also promotes social resilience.

Behavioural targets:

The main aim of target-setting is to motivate students to change their behaviour. It is also a useful mechanism for monitoring and evaluating their behaviour. The general principles are recorded below:

- Targets are recorded on the students half-termly report and reviewed each half term.

- The targets are informed by a baseline assessment provided by the commissioner/relevant adults and the expertise of associated professionals and where appropriate drawing on a relevant IEP.
- Targets written should be SMART: specific, measurable, achievable, realistic and time-limited.
- The targets provide a continued record of progress that are used in reviews.

Rewards and positive reinforcement:

Students may be motivated to follow behavioural expectations by different methods of positive reinforcement. When a student’s behaviour meets or exceeds the expected behaviour standard, staff or contractors will recognise it with positive recognition or reward. This provides an opportunity for all staff and contractors to reinforce the ABLE’s expectations and ethos. Positive reinforcements or rewards will be applied fairly to reinforce the routines and norms of ABLE’s behaviour culture.

A measured verbal compliment, a high five, a short written note, or a comment shared with or in front of a carer, can all highlight, reinforce and encourage more of the same behaviour. It may be helpful to consider:

- What is the best context: private praise? Praise shared with Parent? Public praise such as work displayed? A departmental reward? Jack Petchey award application? Head of Provision award application?
- What is the best format: Verbal? Written? Pictorial? Physical? Certificate? Additional responsibilities?
- The following questions: “What is working?” or “What stopped this situation from escalating?” when student behaviour is challenging.

5. Consequences of behaviour

The following section outlines a progressive scale of behavioural interventions, including definitions and expected management options. The nature of our individualised lessons means that a 1:1 outreach tutor is able to adopt and adapt behavioural expectations and interventions to suit their student and their environment. In this respect, expectations are mutually agreed and are more bespoke.

Behaviour will only be addressed directly with students by ABLE staff or contractors during term time and school hours, regardless of whether the behaviour has taken place outside of these times.

8.1. Verbal Warning

For low-level behaviours involving minor disruptions, for example, refusing to following basic instructions, if staff or contractors decide to issue a first formal consequence, they should calmly let the student know that “this is a verbal warning”.

Refer to which of ABLE’s expectations are not being met (e.g. “What you are doing is not safe, and you may hurt someone” or “What you have said is not showing that you are treating me with respect”).

Explain clearly what needs to be done to meet this expectation; for example, “Sit back on your chair” or “Let’s have a quick time out and we will start again in two minutes”.

If the behaviour persists, staff or contractors should explain that a verbal warning has been given, and the next step will be a written warning.

8.2. Written Warnings

After a verbal warning has been given, there are two types of written warning, depending on the type of behaviour displayed, the circumstances, and the impact it has on others. These are outlined below:

<p>Redeemable Written Warnings</p> <p>Below are examples of lower level behaviours warranting a written warning.</p> <p>Not following tutor instructions Persistent low-level disruption Being inappropriate, disrespectful or offensive to a member of staff or contractor (this includes ignoring staff, kissing teeth or telling them to shut up) Using PCs/laptops without permission. Any online use not related to learning. Use of YouTube, social media, proxys or other. Eating in an area that prohibits it. Drinks are acceptable, but not when using laptops or desktops. Caffeinated or Energy drinks (e.g. Monster, Red Bull) are not permitted and will be confiscated. Deliberate littering.</p> <p>To redeem this type of warning, staff or contractors will need to see subsequent evidence of purposeful positive behaviour or productivity. This is down to individual tutor's discretion.</p>	<p>Immediate Written Warnings</p> <p>The following examples of behaviours are considered more disruptive or potentially harmful and will result in an immediate, irrevocable written warning:</p> <p>Comments or 'jokes' of a homophobic, sexist or racist nature Throwing or kicking anything across a room Possession of any prohibited items (please refer to Prohibited Items & Search policy) that may be used as a weapon. Possession or use of a mobile phone or online device that goes against ABLE's expectations. Vaping/smoking indoors or outside community venues. Going out of bounds (e.g. fire exits, spaces/rooms not for student use) Deliberately damaging property, including inappropriate use of fire extinguishers. Parents may be charged for replacement. Forcing open or locking/blocking doors. Any other anti-social behaviour (ASB) Leaving the tuition venue before the session is dismissed or without permission</p> <p>These written warnings are not redeemable.</p>
<p style="text-align: center;">Completing a Written Warning</p> <p>If a written warning is issued, it will be recorded on the incident log and reported to Head of Provision. The written warning and its details will be shared with the students' parents/carers as soon as possible after sessions have concluded for the day.</p> <p>When considering consequences (positive and negative) it is useful to keep them closely linked with the behaviour. For example, a student throwing food may need to eat in a less desirable location the next day. Applying a logical consequence will help keep the focus on the behaviour and so maintain the link between what the student does and what happens.</p>	

6. Unacceptable behaviours

Unacceptable behaviours are the most serious, and defined as any behaviour that has, or may cause harm to oneself or others, any illegal behaviour, but also behaviour that may damage the reputation of the provision within the wider community or online.

This will include, but is not limited to, the following:

- Possession of a weapon, or any items intended to be used as a weapon (please refer to Prohibited Items & Search policy), either to cause harm or used to reinforce a threat. Consideration will be given to situations involving the use of online imagery of weapons intended to cause the same impact.
- Any behaviour that seriously threatens the safety of others, or introduces a serious danger to others, including acts of violence, fighting, or serious threats of violence.
- Possession of unauthorised legal or illegal drugs.
- Sexual harassment - unwanted behaviour of a sexual nature, such as sexual comments, sexual jokes or taunting

- Physical behaviour (such as interfering with clothes),
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media),
- sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), online or in-person.
- sharing of any unwanted explicit content, online or in-person.
- Sexual violence - rape, assault by penetration, or sexual assault (defined as intentional sexual touching without consent)
- Discrimination – defined as not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. This can happen online as well as in-person. This includes verbal or written abuse, including racist, sexist, homophobic or transphobic remarks.
- Harassment – defined as behaviour towards others which is unwanted, offensive and affects the dignity of the individual, or a group of individuals. This can happen online as well as in-person.
- Bullying – defined as behaviour that involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean an individual. This can happen online (cyberbullying) as well as in-person. Please refer to ABLE’s Anti-Bullying Policy
- Use of a mobile phone or online device that goes against ABLE’s expectations, particularly filming or photographing staff, contractors, or members of the public without permission.
- Deliberate disruption, unauthorised access, infiltration or cyber-attacks on ABLE’s IT or digital information systems.
- Significant or repeated acts of vandalism
- Refusal to comply with sanctions or restrictions

It is worth noting that some behaviours listed as lower-level here may be escalated to the next level of consequence depending on the specific context, severity and impact on others of the particular behaviour. The rationale and judgement for this escalation must be clearly stated when the behaviours are addressed.

Whilst various staff or contractors may have to deal with any unacceptable behaviour displayed at the time, the Head of Provision will always be directly involved in the decision and rationale for appropriately addressing all of these types of behaviours.

Responses to Unacceptable Behaviour may include, but are not limited to:

- A time-based ban on in-person attendance, with remote education arrangements put in place as an alternative.
- A reasonable change in the timetable of student(s) to avoid conflict.
- An Emergency Annual Review for the student.
- Alerting the Police to illegal actions or behaviours.

7. Supporting students following a behavioural incident

Following any behavioural consequence, ABLE will consider strategies to help the student to understand how to improve or manage their behaviour, and meet the expectations of the provision.

ABLE will continue to offer all existing school-wide support options to the student, although the format or timings of these may need to be adjusted, dependent on any appropriate behavioural consequences.

Additional support options, including those that operate outside of school time, will be consistently considered and offered, including:

- Reintegration meetings
- Reflection sessions

- Daily contact with a trusted staff member, School Counsellor or other staff where appropriate.
- Personalised behaviour goals in an appropriate format.

8. Mobile phones and online devices

The term "devices" is used here and includes all items such as mobile phones, smart watches, tablets, but extends to any portable device that facilitates digital or online communications or activity.

ABLE recognises that there are useful roles that these devices can play in young peoples' lives, but also that our provision has a responsibility to prevent these devices from becoming a distraction, or barrier to students' education and learning. Each tutor may need to vary their practical approach depending on the level of disruption that devices are generally causing, but they will all work towards this same aim - not allowing students' devices to distract them from their education. Hence, the stance below is taken by ABLE with regards to such devices.

"Not seen, Not heard, Not used" (students self-manage their own devices)

- Students are permitted to keep their devices on their person, but it should not be seen, not be heard, and not be used during lessons or activities.
- If a student is distracted by their phone, the tutor will ask them to put their device on silent, place it in a resealable envelope or other appropriate container so that it cannot be viewed or used.
- The container may be kept within sight if the student is anxious about its whereabouts.

In exceptional circumstances, and only with students where existing approaches have consistently failed, and their device-use is not itself resulting in any other issues, a specific device-management plan may be required. This may impact on the location of the students' education, or involve specific consultation with the family and wider professionals.

9. Malicious allegations

Where a student makes an allegation against a staff member or contractor, and that allegation is shown to have been deliberately invented or malicious, the provision will consider whether the consequences for the student will be treated as a behavioural incident, and therefore in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the provision (in collaboration with the Local Authority Designated Officer (LADO), if or where relevant) will consider whether the student who made the allegation is in need of support, or if the allegation may have been a 'cry for help'. If so, a referral to an external organisation (e.g. counselling, children's social care) may be appropriate.

The school will also consider the pastoral needs of staff member or contractor accused of misconduct. Please refer to our child protection and safeguarding policy.

10. Monitoring and review

This policy is reviewed annually and monitored on an ongoing basis to evaluate its effectiveness and ensure it is kept up-to-date and appropriate for the needs of our young people and staff and contractors.

If you have any suggestions or comments regarding this policy, please email admin@able-education.co.uk.