



Evergreen Education and Therapy - Behaviour Policy 2026-7

This policy aims to provide clear guidance on the ethos of Evergreen Education and Therapy with regards to the expectations of behaviour.

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Evergreen Education and Therapy aims to create and maintain a safe, positive and inclusive learning environment so all children have the best opportunity to strive for excellence and reach their potential.

Respectful behaviour is critical to creating and maintaining a safe, inclusive and supportive learning environment. Evergreen Education and Therapy works in a shared partnership with the child's school community and parents / carers/ guardians to model and promote supportive, positive behaviour and establish clear behavioural expectations. The teaching of personal and social capabilities, and ethical behaviour is integrated into the delivery of therapeutic education. Evergreen Education and Therapy will provide opportunities for pupils to learn how to self-regulate, demonstrate safe and responsible behaviours, and treat others and themselves with respect.

Evergreen Education and Therapy has an overarching expectation of everyone involved, this includes staff, children, parents / carers, other professionals. The community of Evergreen is expected to behave safely, acting with courtesy and mutual respect to others and the physical environment thereby allowing an atmosphere where everyone can feel safe, make progress and work towards fulfilling their potential.

All staff at Evergreen understand that all behaviour is communication.

Further to this holistic expectation, individual learners will have a specific behaviour contract that will be designed, with the learner, on their initial visit. This contract will be signed by the learner, key staff and reviewed half termly or if the terms of the contract need to be revisited in order to ensure that all those involved understand the behaviour targets that have been set and agreed. Any incidents of negative behaviours will be logged, but will be considered as a learning opportunity, dealt with positively without shame and without raised voices.

Intensive support sessions will be offered if child is struggling to manage their behaviour and these will be with a psychologist or psychotherapist. Parents/carers may be present. A report will be written as evidence of the emotional learning taken place.

This policy is based upon positive reinforcement where the focus will be on praising good choices and getting this right. This policy seeks to promote children making positive decisions which will have a sustained impact on their own progression.

Emerald Rewards recognise socially positive behaviour and promote the building of community and prosocial behaviour.



Child on Child Abuse

Evergreen Education and Therapy is committed to meeting our responsibilities under the Equality Act 2010 that requires all settings to have due regard for the need to eliminate discrimination, foster good relations between pupils and advance equality of opportunity for all. This guidance for staff should be read in conjunction with the child protection and safeguarding policy. 'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.' DFE Preventing and tackling Bullying, July 2017

Any abuse of pupils will be taken seriously and reported to the DSL as a safeguarding matter. We do not tolerate prejudice, and we always uphold the highest standards of respect for others. We will actively teach our pupils about diversity and the richness of our community, and we will ask colleagues in other agencies to support us with this where necessary.

Managing allegations against pupils

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a safeguarding concern and passed to the designated safeguarding lead immediately. If staff feel that an offence may have been committed, they should seek assistance from the DSL who will seek advice from the police. If a bullying concern is identified, parents will always be informed, and staff will record the incident using a high-level incident form and report to the DSL as necessary.

Pupils who are being bullied may show changes in behaviour, appearance or attendance. There may be evidence of changes in work patterns, lacking concentration or truanting. All staff will be vigilant to any changes and report this if they have any concerns. Any allegations may be monitored over time and any patterns will be identified. Key staff will be made aware of any issues so that appropriate adjustments can be made in order to protect pupils further.

Sexual Violence, harassment and sexually harmful behaviour

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Any allegations of sexually harmful behaviours either in person or online should be reported to the DSL as a safeguarding and welfare concern. The DSL will assess the concern and pass on to statutory services if there is evidence of significant harm or a criminal offence has been committed. A sexual harmful behaviour risk assessment may be completed and an action plan put into place. We will use the following guidance and tools when working with sexually harmful behaviour and consult specialist services as necessary.

Racist incidents

All incidents of racist abuse towards pupils or staff will also be reported to the DSL and the LA via the racist incident reporting form. The police may be contacted and or other organisations may be asked to support with any particular issues regarding racism in our provision. However these incidents will also be learning opportunities for children and staff will help and guide children to deeper understanding of the effect racism has on people and communities and help to change behaviour.



Online Abuse

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices (Department for Education, 2018; Department of Health, 2017; Scottish Government, 2021; Welsh Assembly Government, 2018). It can happen anywhere online that allows digital communication, such as:

- social networks
- text messages and messaging apps
- email and private messaging
- online chats
- comments on live streaming sites
- voice chat in games.

Pupils can be revictimised (experience further abuse) when abusive content is recorded, uploaded or shared by others online. This can happen if the original abuse happened online or offline.

Any inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the safeguarding policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Pupils are not allowed to record staff and post recordings online or share these through messaging services. Parents/carers will be informed, and recordings will be removed by parents/carers and evidence of this given to the directors. Children recording staff will receive support to understand data protection.

Mobile phones

Mobile phones should not be brought to education. They are a distraction and some children are not allowed to have free access to the internet for their safety. However, in certain circumstances when they are, mobile phones should be tuned off and remain in bags or with a member of staff throughout the contact period. If parents/carers wish to contact their child, then they can message the Lead at the Centre.

Phones should be turned off in therapy.