

Learn with Confidence

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Behaviour Management Policy v1.2

1. Purpose

This Behaviour Management Policy sets out Learn With Confidence's (LwC) approach to supporting learner behaviour in a safe, respectful, trauma-informed, and legally compliant manner. It aims to:

- Promote positive behaviour and emotional wellbeing.
- Ensure the safety of learners, staff, and visitors.
- Provide clear guidance on de-escalation, restrictive intervention, and physical restraint.
- Ensure behaviour responses are individualised, respectful, and rooted in understanding of need.
- Clarify expectations for the Director, SENCO, teaching staff, pastoral staff, and the Student Support Administrator.
- Outline information-sharing responsibilities with families, schools, Local Authorities, and professionals.

This policy reflects:

- Keeping Children Safe in Education (KCSIE) 2024
- DfE Alternative Provision: Statutory and Operational Guidance (Voluntary)
- Equality Act 2010
- SEND Code of Practice (2015)
- LwC's Safeguarding and Child Protection Policy

2. Scope

This policy applies to all staff, volunteers, and learners. It covers all on-site and off-site activities under LwC's supervision.

3. Principles

3.1 Trauma-Informed, Needs-Led Practice

Many learners at LwC may have:

- Trauma histories
- SEMH needs
- School avoidance / EBSA
- Prior exclusions
- Placement breakdowns
- SEND or disabilities

Trauma-informed practice is embedded in LwC's ethos, interview process, induction, and daily interactions. Behaviour is understood as communication, and responses must be compassionate, individualised, and supportive.

3.2 Positive Behaviour Support

We prioritise proactive strategies:

- Clear expectations and routines
- Predictable environments
- Praise and recognition
- Individualised Behaviour Support Plans
- Reasonable adjustments under the Equality Act 2010

3.3 Safety First

Any intervention must be:

- Necessary
- Proportionate
- Reasonable
- In the best interests of the learner

3.4 Prohibited Practices

LwC explicitly prohibits:

- Physical punishment
- Humiliation
- Shaming
- Collective punishment
- Withdrawal of food, drink, or basic needs
- Behaviour responses that ignore SEND or trauma-related needs

3.5 Legal and Ethical Compliance

All behaviour management follows:

- Safeguarding legislation
- Equality Act duties
- SEND Code of Practice
- GDPR and safeguarding-balanced information sharing

3.6 Non-Acceptance of High-Risk Learners

LwC does not accept learners with a known history of severe physical aggression or violence that poses a high risk to others. Risk assessments are completed for all prospective learners.

4. Behaviour Expectations

Learners are expected to:

- Treat others with respect.
- Follow staff instructions.
- Avoid actions that endanger themselves or others.

Staff will:

- Model respectful behaviour.
- Use trauma-informed approaches.
- Apply positive reinforcement.
- Use de-escalation techniques.
- Escalate concerns appropriately.

5. Behaviour Management Strategies

5.1 Preventative Strategies

- Clear rules and expectations.
- Structured routines.
- Predictable environments.

- Individual Behaviour Support Plans.
- Reasonable adjustments for SEND.
- Pastoral support including:
 - ELSA support (qualified, supervised by a clinical educational psychologist)
 - Art Therapy (clinically trained, supervised by clinical psychologists)
 - Drawing & Talking Therapy (supervised by clinical psychologist)
 - Mentoring and SEND-trained teachers

5.2 De-Escalation Techniques

All staff receive de-escalation training as part of LwC's restraint training cycle (every 3 years).

Techniques include:

- Calm, low-arousal communication
- Offering space or time
- Reducing demands
- Sensory regulation strategies
- Grounding techniques
- Use of safe spaces
- Supportive language
- Co-regulation

5.3 Restrictive Intervention

Restrictive interventions may only be used when:

- There is an immediate risk of harm
- All de-escalation strategies have been exhausted
- The intervention is proportionate and necessary

All incidents must be logged immediately on the learner record, and safeguarding report form if appropriate.

5.4 Physical Intervention and Restraint

LwC does not accept learners who require planned physical restraint, except where:

- The learner attends with a trained parent/carer
- The parent/carer remains responsible for restraint at all times

A risk assessment is completed before admission where any risks have been identified.

6. Incident Reporting and Review

All restrictive, physical, or restraint interventions must be recorded using the Incident Report Form, including:

- Date, time, location
- Description of incident
- Actions taken
- Staff involved
- Outcome and follow-up

The Director and SENCO review all incidents to identify patterns, safeguarding concerns, or required adjustments.

Behaviour changes may indicate safeguarding concerns and must be escalated to the DSL (Director).

7. Information Sharing and Escalation

7.1 Information Sharing

Behaviour concerns may be shared with:

- Families
- DSL (Director)
- SENCO
- Commissioning schools
- Local Authorities
- Social workers
- Mental health professionals
- Other relevant agencies

Information sharing follows:

- UK GDPR
- Safeguarding legislation
- "Necessary and proportionate" principles

7.2 Escalation

Staff must escalate:

- Safeguarding concerns → DSL
- Serious behaviour incidents → Director and SENCO
- Attendance-linked behaviour → Student Support Administrator
- Concerns affecting placement → Commissioning school/LA

Behaviour, attendance, and wellbeing are closely linked and monitored together.

8. Admissions and Behaviour Risk Assessment

- Risk assessments are completed for all prospective learners.
- SEND, trauma history, EBSA, exclusions, and placement breakdowns are considered.
- LwC may decline placements where risk cannot be safely managed.

9. Pastoral Support

LwC provides extensive pastoral support:

- ELSA support
- Art Therapy
- Drawing and Talking Therapy
- Mentoring and SEND-trained teachers
- Trauma-informed ethos embedded across staff

Behaviour support plans may include pastoral interventions.

10. Staff Training and Responsibilities

10.1 Director (DSL)

- Oversees safeguarding concerns linked to behaviour.
- Coordinates multi-agency responses.
- Ensures information sharing is lawful and appropriate.
- Reviews incident logs and patterns.

10.2 SENCO

- Supports staff with SEND-related behaviour needs.
- Contributes to Behaviour Support Plans.
- Liaises with families and external professionals.

- Supports risk assessments.

10.3 Teaching Staff

- Implement de-escalation strategies.
- Follow Behaviour Support Plans.
- Record incidents promptly.
- Escalate concerns to the Director/SENCO.

10.4 Student Support Administrator

- Records attendance and DNA.
- Supports communication with families and schools.
- Assists with information sharing and documentation.

10.5 Training

All staff receive:

- Induction training
- Safeguarding training
- SEND awareness
- Trauma-informed ethos training (embedded through induction and ongoing practice)
- De-escalation and restraint training (every 3 years)

11. Governance Oversight

The Director oversees:

- Incident logs
- Behaviour patterns
- Safeguarding concerns
- Risk assessments
- Policy compliance

Annual review ensures the policy continues to reflect legislation and best practice. best practice.

12. Monitoring and Review

This policy is reviewed annually or following a serious incident. Feedback from staff, learners, families, and commissioning bodies informs updates.

Version Control			
Version No.	Date	Author	Notes
1.0	7 th October 2024	K Perry	Initial Draft
1.1	01.09.2025	KP	
1.2	5 th August 2026	KP	Updates made