

Beyond Limits Learning & Wellbeing Behaviour Management Policy

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Policy Scope

This policy applies to all staff, freelance tutors, volunteers, and learners participating in sessions facilitated by Beyond Limits Learning & Wellbeing. It reflects our trauma-informed, therapeutic, and person-centred approach, particularly supporting children with SEMH, autism, ADHD, and PDA profiles.

Ethos and Vision

We believe that all behaviour is communication, and every young person has the capacity to grow, learn, and regulate in the right environment. Our ethos is rooted in unconditional positive regard, compassion, and clear boundaries. We seek to foster emotional safety, model respectful relationships, and enable all children to thrive with dignity.

This policy aligns with the DfE's *Behaviour in Schools (2022)* guidance, the SEND Code of Practice, and Equality Act 2010. It is designed to meet the needs of Alternative Provision (AP) learners who often face complex barriers to engagement.

Policy Aim

To promote a safe, respectful, and supportive environment where positive behaviour is modelled, encouraged, and understood. We are committed to responding with empathy, consistency, and restorative practice, not punishment.

Principles

- All behaviour is communication.
- Relationships, not sanctions, are at the heart of regulation.
- Consistency, empathy, and positive reinforcement underpin our approach.
- Learners need clear, predictable expectations and safe boundaries.

- Accountability and support go hand-in-hand.
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Tutor Responsibilities

- Model respectful and calm behaviour.
 - Set clear, age-appropriate expectations from the start.
 - Use de-escalation strategies before behaviour escalates.
 - Maintain regular communication with parents/carers and professionals.
 - Follow up behaviour with reflection and relational repair.
 - Escalate safeguarding concerns to the DSL.
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Learner Support Strategies

- All learners are treated with unconditional positive regard.
 - Sessions are adapted to individual regulation needs.
 - Reasonable adjustments are made for neurodivergence, sensory profiles, and trauma history.
 - Learners are supported to reflect on behaviour in non-shaming ways.
 - Emotional regulation tools, visuals, or sensory resources are made available.
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Encouraging Positive Behaviour

- Verbal praise and specific, descriptive feedback.
 - Recognition of effort, progress, self-regulation, and kindness.
 - Use of routines, visual timetables, and predictable transitions.
 - Personalised motivators and relational rewards where appropriate.
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Addressing Challenging Behaviour

We use a tiered response based on context, need, and risk:

- **Low-level:** Prompt, redirect, offer regulation support.
- **Medium-level:** Pause the activity, reflect with learner, adapt environment.
- **High-level:** End session safely, notify parents/carers and DSL. Risk assessment reviewed.

At all levels:

- Tutors respond calmly and consistently.
 - We avoid shaming, isolation, or removal as punishment.
 - Physical restraint is not used by Beyond Limits staff. Where risk to self or others is present, sessions may be ended and reviewed in partnership with families and professionals.
 - Every incident is followed by restorative reflection.
 - Patterns of concern may trigger a review of provision or staff match.
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Bullying (Including Cyberbullying)

We take all forms of bullying seriously — including name-calling, exclusion, intimidation, and online abuse. Any behaviour that targets protected characteristics (e.g. race, gender, disability) is treated as discriminatory and logged as a safeguarding concern. Support will be given to both parties through a restorative process.

Recording and Reporting

- All incidents that pose risk, distress, or disruption are logged.
 - Tutors complete an incident form and notify the Director within 24 hours.
 - DSL and parents/carers are informed as needed.
 - Commissioners or caseworkers are involved if part of the child's support plan.
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Consequences and Provision Review

We do not use sanctions. However, repeated or serious behaviour may lead to:

- Change in staff or venue.
- Temporary pause in sessions.
- Reassessment of provision or referral back to the commissioner.
- Involvement of other professionals (e.g. EHCP coordinator, CAMHS).

All changes are discussed openly with the learner (where appropriate) and their support network.

Working with External Professionals

We welcome collaboration with:

- SEND caseworkers, EHCP teams
- Educational Psychologists
- CAMHS and mental health teams
- SALT, OT, and SEMH specialists

All strategies are informed by a multi-agency, joined-up approach.

Training and Review

- All tutors receive induction on this policy and behaviour management.
 - Ongoing CPD includes trauma, neurodiversity, and relational approaches.
 - This policy is reviewed annually, or following serious incidents.
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Signed:

Simon Agius

Director, Beyond Limits Learning & Wellbeing

Date: 01/09/2025

This policy complies with: KCSIE 2024, SEND Code of Practice, Behaviour in Schools Guidance (2022), and Equality Act 2010.