



BEHAVIOUR MANAGEMENT POLICY

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Introduction

At Skylark Plus, we believe that positive behaviour is best achieved through strong relationships, clear boundaries, consistency and mutual respect. Our behaviour management approach is trauma-informed, restorative in nature and underpinned by the belief that all behaviour is a form of communication.

This policy sets out how we support young people to regulate their behaviour, learn social responsibility and build skills that prepare them for adulthood.

Aims

- To promote a calm, safe and respectful learning environment
- To support students in understanding and managing their own behaviour
- To intervene early when behaviours become a barrier to learning or safety
- To use restorative and relational practices over punitive measures
- To foster personal responsibility, self-regulation, and resilience

Our Approach

We recognise that many of our learners may have experienced trauma, disrupted education, or unmet needs. Our approach includes:

- **Clear expectations** for behaviour, shared with students
- **Positive reinforcement** and praise for effort, growth and engagement
- **Restorative conversations** following incidents or conflict
- **Individualised support** to help students manage emotions and triggers
- **Collaborative planning** with parents, carers and professionals
- **Key Worker support** for consistent relationship-based mentoring

Expectations for Behaviour

We encourage students to:

- Respect themselves, staff, peers and the environment
- Engage positively with learning opportunities
- Communicate their needs in safe and appropriate ways
- Take responsibility for their actions where possible

Staff model respectful behaviour and help students understand expectations through conversation, structure and consistent routines.

Unacceptable Behaviour

Behaviours that may need intervention include:

- Verbal or physical aggression
- Refusal to engage or leaving site without permission
- Unsafe behaviour (e.g. misuse of tools, threats, vandalism)
- Bullying, discriminatory or abusive language
- Damage to property

Each incident is treated individually, with consideration of the student's needs and context.

Responses to Behaviour

We do not operate a rigid sanctions system. Instead, responses are:

- Proportionate
- Individualised
- Rooted in de-escalation and emotional regulation
- Aimed at restoring trust and repairing harm

Possible responses include:

- Time-out or movement break
- Restorative conversation with staff and peers
- Reflection task or supported re-entry plan
- Review of risk assessments or behaviour support plans
- Involvement of external professionals if needed
- In rare cases, temporary time away from provision (last resort and with LA involvement)

Physical Intervention

Physical intervention is only used as a **last resort**, in line with *DfE guidance* and our safeguarding policy. It will only occur when necessary to prevent:

- Injury to self or others
- Serious damage to property
- A student from committing a criminal offence

All incidents of physical intervention are recorded and shared with parents/carers and relevant professionals.

Support Plans and Risk Assessments

Where required, students will have:

- A **Behaviour Support Plan (BSP)** with agreed strategies and goals
- A **Risk Assessment** for behaviours that may pose danger to self or others

These are reviewed regularly and shared with all relevant staff.

Staff Training and Support

All staff receive regular training in:

- Positive behaviour support
- De-escalation and conflict resolution
- Trauma-informed practice
- Restorative approaches
- Safeguarding and legal responsibilities

Working with Families and Agencies

We believe strong partnerships with parents, carers and external professionals are vital. We will:

- Inform families of significant behavioural incidents
- Involve families in behaviour support planning
- Work alongside CAMHS, Social Care and SEND professionals as needed