



EmpowerEd Behaviour Policy

Date adopted: 1st September 2025

Review date: 1st September 2026

1. Legal and Policy Framework

This policy is informed by: Behaviour in Schools: Advice for headteachers and school staff (DfE, Feb 2024); Alternative Provision: Statutory Guidance (DfE, Feb 2025); Suspension and Permanent Exclusion (DfE, Sept 2023); Reducing the Need for Restraint and Restrictive Intervention (DfE/DoHSC, 2019); Equality Act 2010; SEND Code of Practice (2015); Keeping Children Safe in Education (Sept 2024).

2. Purpose and Scope

This policy sets out EmpowerEd's approach to supporting positive behaviour and providing safe, inclusive environments. It applies to all EmpowerEd staff, volunteers, and visiting professionals; all students, parents/carers, and visitors; and all EmpowerEd settings, including on-site learning, off-site activities (community learning, work experience, enrichment), and transport provided or arranged by EmpowerEd.

Our aim is to understand behaviour as communication; safeguard learners and staff; reduce restrictive practices and improve quality of life; promote proactive, non-aversive strategies; and ensure compliance with statutory guidance.

3. Guiding Principles

We believe behaviour reflects needs, strengths, and experiences. Our values guide our practice:

- Trust – safe, consistent relationships;
- Respect – dignity, voice, and individuality;

- Kindness – compassion in all interactions;
- Meaningful Outcomes – skills and progress that matter.

We commit to proactive and preventative approaches; sensory- and communication-friendly environments; least-restrictive practice; and partnership with families and professionals.

4. Trauma-Informed Practice

Many learners may have experienced trauma, including events others might consider minor but which are significant for them (e.g., sudden routine changes, loud alarms, bereavement). Staff will identify potential triggers and adapt support accordingly; maintain attunement to learners' emotional states; avoid shame-based responses; and use debrief and reflection to restore safety and trust.

5. Definitions

- **Positive Behaviour** – actions supporting safe, respectful, purposeful engagement.
- **Behaviour of Concern** – actions posing risk to safety or wellbeing, or disrupting learning.
- **Regulation** – managing emotional, sensory, and behavioural responses.
- **Positive Behaviour Support (PBS)** – person-centred, evidence-based approach focused on quality of life and skill-building.

6. Proactive Strategies

- **Environment:** predictable routines and structured spaces; clear visual cues/schedules; adjusted sensory environment (noise, lighting, clutter).
- **Sensory Regulation:** sensory breaks and movement opportunities; access to calming spaces and tools.
- **Communication:** at a level appropriate to the learner (including speech, signs, visual support, Autism-specific strategies, AAC); SCERTS-based strategies; processing time before responses.
- **Skills Development:** teaching coping and regulation; social and life skills; gradual exposure to challenges when these present as a barrier to wellbeing.

7. Behaviour Planning & Risk Assessment

Where appropriate, learners will have:

Individual Risk Assessment (reviewed termly or after significant change);

Positive Behaviour Support Plan (personalised strategies, triggers, proactive and reactive approaches, motivators, environmental adjustments).

Plans will be co-produced with learners (where possible), parents/carers, and relevant professionals; linked to EHCP outcomes; and updated based on incident data.

8. Responding to Behaviour of Concern

When behaviour of concern occurs, staff will: maintain safety; use de-escalation; offer regulation tools or activities; remove/reduce triggers where possible; use Restrictive Physical Intervention (RPI) only as a last resort; and support post-incident recovery through restorative approaches.

9. Restrictive Physical Intervention (RPI)

Used only when necessary to prevent immediate harm, by trained and authorised staff, with health/medical contraindications considered. Must be recorded and reported on the same day; learner and staff debriefs within 24 hours; reviewed by Senior Management Team.

10. Debrief and Reflection

Learner Debrief: calm, supportive, non-judgemental; led by trusted staff; may use visual aids; aim to restore trust.

Staff Debrief: reflect on lessons learned; agree steps to reduce future incidents; adjust environment, strategies, or plans as needed.

11. Consequences

Consequences will be linked to the function of the behaviour, proportionate, and focused on learning alternative strategies.

12. Roles and Responsibilities

- **All Staff:** implement proactive strategies; follow agreed plan; speak to Senior Leadership Team as soon as possible; record incidents within 24 hours; maintain high standards of consistency.
- **Senior Leadership Team:** ensure training and policy implementation; review incidents; ensure incidents are reported appropriately; monitor trends / patterns
- **Parents/Carers:** share relevant information; work with EmpowerEd on consistent approaches.

13. Data Monitoring

Incident data will be reviewed half-termly by the Senior Leadership Team to identify trends. RPI usage will be monitored for patterns and reduction, and findings will be shared with all staff to adapt practice. Behaviour data will be handled in accordance with the EmpowerEd Data Protection Policy and UK GDPR requirements.

14. Staff Training and Wellbeing

Induction and refresher training in PBS, sensory regulation, communication support, and accredited RPI will be provided. RPI refresher training will take place at least every two years or sooner if required by legislative or best practice changes. Post-incident wellbeing checks and emotional support will be available for staff.

15. Links to Other Policies

Safeguarding; Anti-Bullying Policy; Health and Safety; Data Protection Policy.

16. Review

Reviewed annually or sooner if legislation or guidance changes. Concerns or complaints about the implementation of this policy should be raised via the EmpowerEd Complaints Procedure.