



Behaviour Management Policy

At Connect-Ed Learning, we believe that **all behaviour is a form of communication**. Our approach to supporting children and young people is rooted in a relational, trauma-informed, and neurodiversity-affirming framework. We explicitly reject punitive, restrictive, or zero-tolerance behaviour models.

The majority of our learners present with complex Special Educational Needs and Disabilities (SEND) and Social, Emotional, and Mental Health (SEMH) needs. Often, a young person's behaviour reflects an underlying state of physiological stress or an unmet sensory or emotional need.

Our mission is to ensure every child feels **seen, heard, and understood**. We recognise that academic engagement and cognitive processing are entirely dependent on a foundation of **sensory and emotional regulation**.

Scope & Legal Framework

This policy applies to all staff, directors, associates, volunteers, and Young Person Guides (YPGs) working across all provisions delivered by Connect-Ed Learning, including placements commissioned by **Local Education Authorities** and individual schools.

This policy is written in accordance with statutory guidelines and local authority standards, including:

- The Children and Families Act 2014
- The Equality Act 2010 (Public Sector Equality Duty)
- DfE Guidance: *Mental Health and Behaviour in Schools* (2018)
- Lancashire Safeguarding Children Board (LSCB) guidelines.

Our Core Pillars of Support

Trauma-Informed Relational Approach: Our staff are trained to look past the "surface behaviour" to understand the driver behind it. We look at the child through a lens of "*What is the behaviour communicating?*" and "*What do you need right now?*". We use therapeutic principles to co-regulate with learners when they are in distress, establishing relational security and trust.

Sensory Regulation and the Central Nervous System

In line with the **Learning Pyramid (see appendix)**, we understand if a child's central nervous system is in a state of fight, flight, freeze, or fawn, they cannot access cognitive learning.

- **Proactive Environmental Scans:** Staff constantly monitor environmental triggers (noise, lighting, visual overwhelm, transitions).
- **Sensory Co-Regulation:** We work alongside professionals to implement personalised, proactive sensory regulation breaks, movement breaks, and somatic tools into every session to support the child's nervous system before dysregulation escalates.

High Expectations, High Support

We maintain high aspirations for our young people by establishing clear, predictable, and supportive boundaries. We do not lower our care; we raise our level of tailored support.

Proactive, Active, and Reactive Strategies (The Three-Tiered Model)

Connect-Ed Learning operates a tiered system for managing behavioural communication:

Stage	Focus	Staff Actions and Strategies
Tier 1: Proactive (Green)	Nervous System Regulation & Prevention	• Establish predictable, low-arousal learning routines, consider the use of visuals and now and next to support learners. • Implement proactive sensory breaks based on individual profiles and EHCP. • Utilise positive, neurodiversity-affirming reinforcement. • Focus on connection before correction.
Tier 2: Active (Amber)	Early De- escalation & Co- regulation	• Identify early physiological signs of stress (pacing, masking, withdrawal). • Reduce verbal demands; use visual supports or change the environment, use "I wonder..." statements as opposed to demands. • Offer co-regulation (calm voice, matching energy safely, giving physical space). • Validate feelings: <i>"I can see this feels overwhelming right now, I am here with you."</i>
Tier 3: Reactive (Red)	Crisis Support & Safety	• Prioritise immediate physical and emotional safety. • Drop all academic demands immediately. • Allow the student to retreat to a designated safe space. • Use minimal verbal communication to prevent cognitive overload.

Prohibited Sanctions & Physical Intervention

Connect-Ed Learning maintains a strict **non-restrictive, non-punitive** environment.

Prohibited Practices

The following practices are **strictly banned** across all Connect-Ed Learning provisions:

- Shaming, public reprimands, or isolation/seclusion rooms.
- The withdrawal of basic human needs (food, hydration, comfort, or access to the toilet).
- Mass punishments or arbitrary token-economy deductions that penalize SEND/SEMH symptoms.

Restraint and Physical Intervention

Our staff are **not** trained in restrictive physical interventions, and we operate a **no-restraint policy**.

- Physical intervention must only ever be used as an absolute last resort to prevent imminent, serious physical harm to the young person or others.
- It must use the absolute minimum force necessary for the shortest possible duration.
- If a crisis reaches a level where safety cannot be maintained via therapeutic de-escalation, staff will secure the safety of others, remove bystanders, and contact emergency services and the commissioning authority/parents immediately.

Post-Incident Support, Reflective Practice, and Learning

We view moments of dysregulation as critical learning points for our service, not opportunities for punishment.

1. Debriefing and Repair

Once a child's central nervous system has returned to a baseline state of safety (which may take hours or happen the following day), a relational repair process takes place. This is handled delicately through a restorative conversation or a child-led activity, ensuring the child knows the relationship is intact and they are safe.

2. Recording and Reporting

Every incident involving significant dysregulation or Tier 3 strategies must be recorded on a **Connect-Ed**

3. Learning Incident & Log Report within 24 hours. This log monitors:

- Antecedents, Triggers, Behaviour, and Consequence (ABC charts to identify sensory/environmental root causes).
- The de-escalation strategies utilized.
- Handovers to parents/carers and the LCC commissioning team.

Monitoring

This policy is dynamic and continuously reviewed to ensure local compliance.

- Connect-Ed Learning will share behaviour trends and incident logs transparently with professional if required.
- Safeguarding Integration: If a young person's behaviour indicates an escalation in safeguarding risk, mental health crisis, or changes at home, the matter will instantly be cross-referenced with our Safeguarding Policy and reported to the required professional services e.g. MASH.

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