



Behaviour Policy – SPaCE (Specialist Provision and Cohesive Education)

Including Outreach, Tutoring, and Short Break Care Support

1. Aims

This policy aims to:

- Provide a clear framework for expected behaviour across all SPaCE services, including outreach, tutoring, and short break care support.
 - Foster a safe, nurturing, and inclusive environment for all young people and families accessing our provision.
 - Support individuals in developing self-regulation, social awareness, and positive relationships.
 - Ensure consistency in behaviour expectations and compassionate responses.
 - Promote strong collaboration between staff, young people, families, and external professionals.
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2. Legislation and Guidance

This policy aligns with relevant UK legislation and best practice in care and support settings, including:

- The Equality Act 2010
 - The Children and Families Act 2014
 - The Children Act 1989 & 2004
 - The SEND Code of Practice 2015
 - The Human Rights Act 1998
 - The United Nations Convention on the Rights of the Child (UNCRC)
 - Guidance from Ofsted and the Care Quality Commission (CQC), where applicable
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3. SPaCE Approach to Behaviour

SPaCE uses a trauma-informed, relational approach centred on emotional safety and wellbeing:

- Prioritising psychological safety for all young people.
 - Building and maintaining positive relationships through restorative practice.
 - Using proactive and preventative strategies to reduce behaviour incidents.
 - Tailoring emotional literacy and regulation support to individual needs.
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4. Definitions

- **Misbehaviour:** Challenges relating to emotional regulation, engagement, or interaction with others.
 - **Serious misbehaviour:** Persistent disruption, physical aggression, or actions likely to cause harm to self or others.
 - **Bullying:** Repeated, intentional harm, whether in person or online, that causes distress or fear.
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5. Bullying

SPaCE responds to bullying using:

- Trauma-informed, non-punitive interventions.
 - Individual or group therapeutic support.
 - Restorative approaches to rebuild relationships and understanding.
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6. Roles and Responsibilities

- **Leadership Team:** Oversees behaviour strategy and policy implementation.
 - **Staff:** Respond compassionately and consistently to behaviour, upholding a trauma-informed approach.
 - **Young People:** Are supported to understand and manage their emotions.
 - **Parents/Carers:** Engage collaboratively with staff to reinforce positive behaviour support.
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7. Provision Behaviour Curriculum

SPaCE provides structured learning around behaviour and emotional wellbeing, including:

- Direct teaching of regulation and coping strategies.
 - Social skills development through group work and individual activities.
 - Personalised approaches to match individual learning and behavioural needs.
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8. Responding to Behaviour

- **Low-level behaviours** are managed through de-escalation and positive redirection.
 - **Serious behaviours** prompt restorative discussions and intervention planning.
 - Responses avoid punitive measures in favour of therapeutic and relational supports.
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9. Serious Sanctions

While sanctions are rarely used, they may include:

- Restorative conversations to rebuild trust and accountability.
 - Individualised intervention plans developed with multidisciplinary input.
 - Fixed-term exclusions only as a last resort, with comprehensive reintegration planning.
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10. Responding to Behaviour from Young People with SEND

- Behaviour is viewed through a SEND- and trauma-informed lens.
 - Reasonable adjustments are made to ensure inclusion and accessibility.
 - Close collaboration with families, therapists, and other professionals ensures tailored support.
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11. Supporting Young People Following a Sanction

- Reintegration is managed through structured, supportive planning.
 - Access to therapeutic input and mentoring is provided where needed.
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12. Transitions

- Individual transition plans are developed for young people moving between settings or services.
 - Planning is collaborative, involving families and professionals to ensure consistency and reassurance.
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13. Staff Training

- Regular training in trauma-informed care, de-escalation, and SEND-specific strategies.
 - Ongoing CPD in restorative approaches, safeguarding, and behaviour support.
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14. Monitoring and Review

- Behavioural data and incident records are reviewed regularly to inform practice.
 - Feedback from young people, families, and staff contributes to continuous improvement.
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15. Linked Policies

- Safeguarding Policy
 - SEND Policy
 - Anti-Bullying Policy
 - Mental Health and Wellbeing Policy
 - Whistleblowing Policy
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16. Additional Staff Guidance

- Clear procedures and scripts for managing challenging behaviour compassionately.
 - Access to supervision, debriefs, and emotional support following incidents.
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Appendix 1: Written Statement of Behaviour Principles

- Every young person has the right to feel safe, respected, and understood.
 - Behaviour is a form of communication and should be met with curiosity and compassion.
 - Consistent boundaries, trust, and support form the foundation for positive behaviour.
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Appendix 2: Behaviour Support Plans

- Personalised documents created for young people who require ongoing or targeted support.
 - Developed in collaboration with the young person, their family, and professionals.
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