Educ8 Training Group of Companies

Learner Behaviour Management Policy

Alternative Education Provision

Document version control

Document title:	Learner Behaviour Management Policy – Alternative Education Provision
Document status:	Final
Version number:	2.0
Date:	01.09.2025
Author:	Alternative Provision/EHCP Lead - Haddon
Approved by:	Board
Review date:	September 2025

1. INTRODUCTION

Educ8 Training Group **("ETG")** is one of the largest independent training providers in England and Wales. All companies within the ETG group uphold the same company Vision, Mission and Core Values and follow our group policies and procedures.

At the date of this policy these companies are:

- Educ8 Training Group Limited, registered number 10865705.
- Haddon Training Limited, registered number 04773490.
- Aspire and Learn Ltd, registered number 08784755.
- Educ8 Ltd, registered number 05059754.

Any reference to "ETG" throughout this policy includes all the companies named above.

For the purpose of this policy any reference to **"Funding Bodies"** includes, but is not restricted to, the Welsh Government, DfE/Education Skills Funding Agency (ESFA), and local authorities.

2. PURPOSE and AIMS:

The purpose of this document is to outline our policy and process for promoting positive behaviour and managing behavioural challenges within our alternative education provision. We are committed to creating a safe, respectful, and supportive learning environment where all learners are treated fairly, with dignity and respect. This policy aligns with statutory guidance from Funding Bodies expectations regarding behaviour, safeguarding, and learner wellbeing.

The ETG aims to:

➢ Establish clear, consistent expectations of learner behaviour across all settings.

➢ Provide a structured, fair, and supportive approach to behaviour management.

➢ Support learners to develop honesty, care, respect, and social responsibility.

➢ Promote confidence, self-discipline, and self-esteem within an atmosphere of mutual respect.

➢ Ensure behaviour management strategies are trauma-informed and responsive to individual needs.

➢ Embed positive behaviour management practices aligned with DfE guidance and local authority expectations.

3. EXPECTED LEARNER BEHAVIOURS

All learners are expected to:
- Show respect towards peers, staff, visitors, and the learning environment.

- Follow staff instructions and site rules.
- Attend regularly and engage positively in lessons and activities.
- Take responsibility for their own actions and behaviour.
- Adhere to agreed behaviour expectations outlined in the Participant Code of Conduct.
- These expectations are introduced at induction and are revisited regularly during learning sessions, pastoral meetings, and reviews.

4. BEHAVIOURAL DEVELOPMENT AND SUPPORT

The ETG recognises that behaviour is a form of communication and that many learners may have experienced previous barriers to education.

Our staff are committed to:
- Building strong, trusting relationships.
- Using restorative practices to resolve conflict.
- Actively listening to learners to understand the causes of behaviour.
- Providing targeted interventions through pastoral or therapeutic support where necessary.
- Working collaboratively with parents, carers, and external agencies to support learner development.

5. BEHAVIOUR MANAGEMENT PROCESS AND RESPONSIBILITIES

Trainer Coaches
- Model positive behaviour and use consistent approaches.
- Promote positive behaviour through praise, encouragement, and rewards.
- Address low-level behaviours through calm, restorative conversations.
- Record behavioural incidents and monitor patterns.
- Communicate behaviour concerns early with parents/carers and funding organisations where appropriate.

6. SENIOR MANAGEMENT AND SAFEGUARDING TEAM

- Monitor and review behaviour trends across the provision.
- Provide staff CPD and ensure behaviour strategies are updated.
- Lead behaviour interventions and coordinate with external professionals if needed.
- Oversee the application of the Participant Code of Conduct.

7. BEHAVIOUR MANAGEMENT STRATEGIES

- Positive behaviours are reinforced with praise, encouragement, and appropriate rewards.
- Disruptive or negative behaviours are addressed calmly, assertively, and consistently.
- Staff set a positive example by demonstrating respect, care, and courtesy.
- Clear distinctions are made between disengaged, disruptive, and unacceptable behaviours.
- Regular open discussions help learners understand the impact of their behaviour and contribute to rule-setting processes.

8. STAGES OF BEHAVIOUR INTERVENTION

- Verbal Reminder – Reminder of expected behaviour and opportunity for self-correction.
- Restorative Conversation – Exploring behaviour causes and agreeing next steps.
- Participant Meeting (using a Participant Meeting Form) – Structured review with a senior staff member.
- Behaviour Support Plan – Targeted strategy development for consistent behavioural concerns.
- Parent/Carer Involvement – Meetings to ensure consistent support between home and education.
- Escalation – Persistent unacceptable behaviour may result in suspension, referral to external agencies, or managed move, always in consultation with the commissioning authority.

9. POSITIVE DE-ESCALATION AND PHYSICAL INTERVENTION

- Physical intervention is only used as a last resort to prevent serious harm or damage, following attempts at verbal de-escalation.
- All interventions are proportionate to the age, size, and strength of the learner.
- All physical interventions are reported promptly using the Accident and Incident Record Form and logged appropriately.
- Parents/carers and referring organisations are informed the same day of any incident involving physical intervention.

10. POSITIVE REINFORCEMENT

- Learners are recognised and rewarded for positive behaviour and progress.
- Certificates, praise, and celebration events reinforce positive engagement.
- Opportunities for leadership and responsibility are offered to learners who demonstrate positive behaviour consistently.

11. MONITORING AND EVALUATION

- Behaviour trends are monitored through incident logs, staff briefings, and progress reviews. Policies and practices are reviewed annually or in response to significant changes in DfE or local authority guidance.

12. LINKED POLICIES

- Safeguarding and Child Protection Policy
- SEND and Additional Support Policy
- Attendance Policy
- Curriculum and Personal Development Policy
- Complaints and Exclusions Policy