Behaviour Management Policy

Effective Date: September 2026

Review Date: April 2027

Introduction

Life Journey Academy Ltd is dedicated to creating a safe, supportive, and inclusive environment where all children, young people or adults can achieve their potential. We recognise that many of our individuals may have experienced challenges in mainstream settings and may exhibit behaviours linked to unmet needs, trauma, or SEMH difficulties. This Behaviour Management Policy aims to promote positive behaviour, foster resilience, and support children, young people or adults in developing self-regulation and social skills, while ensuring the safety and well-being of everyone in our community.

Purpose

The purpose of this policy is to:

- Establish clear expectations for behaviour across all aspects of our provision.
- Provide a consistent, fair, and trauma-informed approach to managing behaviour.
- Support children, young people or adults in understanding and managing their emotions and actions.
- Ensure staff are equipped to respond effectively to behavioural challenges.
- Work collaboratively with children, young people or adults, families, and commissioners to achieve positive outcomes.

Scope

This policy applies to:

- All children, young people or adults enrolled with Life Journey Academy Ltd, whether on-site, off-site, or during transport/activities.
- All staff (permanent, temporary, or contracted), volunteers, and visitors.
- Interactions with commissioning schools, local authorities, and parents/carers.

Legal Framework

This policy is informed by:

- *Equality Act 2010* – Ensures reasonable adjustments for children, young people or adults with disabilities.
- *Keeping Children Safe in Education (KCSIE) 2026* – Links behaviour to safeguarding.
- DfE Alternative Provision Statutory Guidance (updated 2025) and relevant non-school AP guidance – Outlines best practices for behaviour management.
- *Children Act 1989* – Prioritises the welfare of the child.
- Local Safeguarding Children Partnership (LSCP) procedures.

Our Approach

We adopt a positive behaviour support (PBS) and restorative practice model, which:

- Focuses on understanding the causes of behaviour rather than just the symptoms.
- Emphasises prevention through strong relationships, clear boundaries, and tailored support.
- Uses consequences constructively to encourage reflection and growth, rather than solely punishment.
- Recognises that behaviour is a form of communication, especially for children, young people or adults with SEND or SEMH needs.

Changes in behaviour must not automatically be attributed to SEND, SEMH, trauma or a known diagnosis. Staff remain alert to the possibility that behaviour may indicate abuse, neglect, exploitation, bullying, harmful sexual behaviour or another safeguarding concern. Where this is suspected, LJA's Safeguarding Policy takes precedence and the concern is reported to the DSL.

Roles and Responsibilities

Lee Johnson and Natalia Krasnianska (Directors)

Both directors are responsible for setting the tone for a positive behaviour culture, monitoring the implementation and effectiveness of this policy, and ensuring all staff complete behaviour management and de-escalation training.

Designated Behaviour Lead

- Lee Johnson, Director oversees behaviour management strategies and supports staff in complex cases.
- Coordinates individual behaviour plans (IBPs) and liaises with external agencies.

All Staff

- Model positive behaviour and build trusting relationships with children, young people or adults.
- Apply this policy consistently and fairly, making reasonable adjustments as needed.
- Record and report incidents using behaviour logs.

Children, Young People and Adults

- Are supported to meet behaviour expectations and take responsibility for their actions.
- Are encouraged to contribute to their own behaviour plans where appropriate.

Parents/Carers and Commissioners

- Collaborate with Life Journey Academy Ltd to reinforce positive behaviour and address concerns.
- Provide relevant information (e.g., EHCPs, risk assessments) to inform behaviour strategies.

Behaviour Expectations

Behaviour expectations are agreed individually with children, young people and adults as part of their Personalised Provision Plan, taking into account their needs, communication style, and capacity for self-regulation at any given time.

Promoting Positive Behaviour

Rewards and Recognition

Positive behaviour is celebrated through:

- Verbal praise and encouragement.
- Certificates, points, or tokens (tailored to children, young people's preferences).
- Regular feedback to parents/carers and commissioners.
- Rewards are meaningful, consistent, and linked to effort and progress, not just compliance.

For adults, recognition focuses on verbal acknowledgement of progress, reflection on achievements within sessions, and feedback shared with the individual directly. Certificates or formal recognition are used only where the adult has expressed this as meaningful to them.

Preventative Strategies

Staff use:

- Individual behaviour plans (IBPs) based on children, young people or adults' needs and input from EHCPs/risk assessments.
- De-escalation techniques (e.g., calm tone, distraction, safe space).
- Structured routines and clear boundaries to provide stability.
- Activities that build self-esteem and resilience (e.g., outdoor learning, mentoring).

Responding to Challenging Behaviour

Low-Level Disruption

Examples: Talking over staff, refusing minor tasks.

Response: Verbal reminders, redirection, or a short supported break.

Persistent or Serious Incidents

Examples: Verbal abuse, physical aggression, property damage, absconding.

Response:

- LJA does not operate fixed calm rooms or withdrawal spaces. De-escalation is relational and in situ. In school settings, Lee works alongside the school's existing pastoral provision. In external settings, the focus is on co-regulation, reducing demands, and where necessary, ending the session safely and planning re-engagement. All decisions are made in the individual's best interests and recorded.
- Restorative conversation to explore triggers and agree on solutions.
- Consequences (e.g., proportionate consequences linked to reflection, repair, and learning outcomes, repair of damage) linked to learning outcomes.

Child-on-child abuse

Behaviour that may constitute child-on-child abuse, sexual harassment, sexual violence or harmful sexual behaviour is not managed solely as a behaviour incident. It is reported immediately to the DSL and managed in accordance with the Safeguarding Policy and Child-on-Child Abuse, Sexual Violence and Harassment Policy.

Use of Physical Intervention

- Physical intervention is a last resort, used only to prevent harm, and delivered only by staff with appropriate training, in line with *DfE Use of Reasonable Force Guidance (2013)*.
- Staff involved in physical intervention receive appropriate training.
- All incidents are recorded, reported to parents/carers and commissioners, and reviewed.

Temporary Withdrawal from Sessions and Termination

- Temporary withdrawal from sessions or review of placement arrangements may be considered following serious incidents where safety concerns cannot be managed appropriately.

Any decision will involve discussion with families, commissioners, and relevant professionals, with support options considered before ending provision.

- Termination of placement is a last resort, decided in consultation with commissioners, and only after all support options are exhausted.
- For adults, any decision to pause or end provision is made in discussion with the individual themselves as the primary party, alongside their support network or commissioning body where relevant.

Discriminatory and Prejudice-based Behaviour

Racist, sexist, misogynistic, homophobic, transphobic, ableist or other discriminatory language or behaviour is challenged appropriately and is not dismissed as banter. Where such behaviour indicates a safeguarding concern, child-on-child abuse, exploitation or risk of harm, it is reported to the DSL and managed under the relevant safeguarding procedure.

Individualised Support

Children, young people with SEND, SEMH, or trauma histories receive tailored support via:

- Individual Behaviour Plans (IBPs) co-developed with children, young people or adults, families, and professionals.
- Liaison with external agencies (e.g., CAMHS, educational psychologists).

Reasonable adjustments are made under the *Equality Act 2010* (e.g., sensory breaks, modified expectations).

Adults

For adults accessing LJA's mentoring, behaviour management principles are applied in the context of agreed boundaries, mutual respect, and the individual's autonomy and capacity. Where behaviour gives rise to concern, this is addressed through direct conversation with the individual and, where relevant, their support network or commissioning body. Individual behaviour plans for adults are developed collaboratively and reflect the adult's goals, circumstances, and any relevant support needs.

Recording and Reporting

All incidents are logged in behaviour logs with:

- Date, time, location, and individuals involved.
- Description of behaviour and staff response.
- Outcomes and follow-up actions.

Serious incidents are reported to parents/carers and commissioners within 24 hours, and to safeguarding authorities if linked to welfare concerns (see Safeguarding Policy).

Training

All staff complete:

- Annual behaviour management training, including de-escalation and positive handling (if applicable).
- Induction on this policy and trauma-informed practice.

The Lead Mentor undertakes advanced training to support complex cases.

Partnership Working

We collaborate with commissioning schools and local authorities to:

- Share behaviour data and strategies.
- Support transition and engagement planning where appropriate.
- Review IBPs regularly (e.g., on a termly basis or as needed).

Monitoring and Review

- This policy is reviewed annually, with input from staff, children, young people or adults, and commissioners.
- Behaviour trends are analysed termly to inform training and interventions.
- Feedback from quality assurance activity, commissioners, and professional review processes informs improvements.

Contact Details

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