

Labyrinth Education

College Behaviour Policy and Procedure

Date of Issue: April 2025

Next Review Date: April 2027

Distribution: All staff and stakeholders

Owner: Senior Leadership Team

Policy Lead: Head of College

Introduction

Good behaviour is central to a positive learning environment. Our institution aims to create a culture where learners and staff flourish in safety and dignity, fostering an educational experience that is structured yet flexible, offering multiple pathways to growth and understanding.

In alignment with our commitment to inclusive education, our approach recognises the diverse needs of learners, including those with severe learning disabilities and autism. We employ proactive strategies to help learners regulate effectively and respond appropriately in varied contexts.

Scope

This behaviour policy applies to all staff and learners, including those in regulated activities and auxiliary support roles. It provides a structured yet adaptable framework, ensuring that all individuals navigate their educational journey with the necessary support.

Definitions

- **Learners:** Individuals supported by an EHCP, ranging from 16-25 years old.
- **Behaviours of Concern:** Emotional responses indicating distress, requiring trauma-informed interventions.
- **Restrictive Practices & Interventions:** Actions limiting a learner's freedom, employed only when necessary for safety.
- **Emotion Coaching & Co-Regulation:** Methods to guide learners in understanding and managing their emotions constructively.

Roles and Responsibilities

Leadership and Governance

- The **Head of College** ensures the creation and reinforcement of a positive behavioural culture.
- **Senior Management and Therapy Teams** oversee the policy's implementation and ensure all staff are adequately trained.
- **Directors and Executive Leadership** maintain the behaviour support model and ensure best practices are consistent throughout all areas of the college.
- **Governance Structures** monitor data trends to refine interventions and improve learner experiences.

Staff Responsibilities

- **All Staff** model positive behaviour and provide supportive interventions.
- **Therapeutic and Educational Teams** ensure strategies are learner-centred, evidence-based, and minimally restrictive.

Policy

Our behaviour management reflects an understanding of learners' complex needs. We believe:

- **Behaviour is a form of communication**, often the primary means for some learners.
- A **"Labyrinthine" approach**—structured flexibility—supports varied learning pathways, emphasising individualised strategies.
- **Co-regulation and emotional coaching** are essential in developing self-regulation skills.
- **Promoting Independence of our learners** through allowing learners to make choices, supporting with empathy and not judging with criticism.

Preventative Measures

- A structured yet adaptive curriculum encouraging self-directed learning.
- Highly trained staff implementing proactive support strategies.
- A commitment to reducing restrictive interventions through personalised, trauma-informed support.

Bullying Prevention and Response

Staff will:

1. Promote a **no-bullying culture** through vigilance and positive reinforcement.
2. Provide **immediate support** to victims and guidance to perpetrators.

3. Ensure **serious incidents** are escalated appropriately.
4. Foster **respectful, inclusive relationships** across the curriculum.

Health and Safety

The college is committed to:

- Risk assessments for all interventions.
- Ensuring restrictive interventions are last-resort measures.
- Providing ongoing staff training in safe intervention techniques.

Training Requirements

Our institution adheres to **DfE and Restraint Reduction Network Training Standards**, ensuring:

- Staff receive comprehensive **induction and refresher training**.
- Training emphasises **communication, autism awareness, and trauma-informed approaches**.
- A culture of **continuous improvement** through debriefs and reflection.

Monitoring Outcomes

To ensure learners experience a supportive environment, we commit to:

- **Celebrating positive behaviours** while addressing concerns proactively.
- Encouraging learners to develop **self-regulation and awareness**.
- **Structuring the environment** to reduce behavioural incidents.
- **Embedding learning from behavioural incidents** into our ongoing educational practice.
- Ensuring that **restrictive interventions are rare, last-resort actions**.
- **Eliminating unnecessary interventions** through continuous refinement.

Leaders will review implementation through curriculum alignment and incident evaluations, ensuring a culture of learning and improvement.

Associated Documents and References

This policy aligns with:

- DfE Behaviour in Schools (2022)

- Reducing the Need for Restraint and Restrictive Intervention (2019)
- Keeping Children Safe in Education (Updated Annually)