

Behaviour Management Policy

Mending Lines

1. Statement of Intent

Our

Mending Lines is committed to a behaviour management approach that is therapeutic, trauma-informed, and relational. We recognise that all behaviour is a form of communication and that a safe and supportive environment is the foundation for learning. Our aim is to equip pupils with the skills to manage their emotions and behaviour, enabling them to build positive relationships, develop self-regulation, and feel a sense of belonging.

Commitment:

Legal

This policy is written in line with statutory guidance, including:

Framework:

- Keeping Children Safe in Education (KCSIE)
- Behaviour in Schools: Advice for headteachers and school staff
- The Equality Act 2010
- The Health and Safety at Work etc. Act 1974

2. Principles of Our Approach

- **Behaviour as Communication:** Behaviour is a message that helps staff understand a pupil's needs. Underlying causes, such as unmet special educational needs, social-emotional needs, or trauma, will always be considered.
- **Positive and Proactive:** Prevention is prioritised through proactive strategies that reduce the likelihood of challenging behaviour.
- **Relationships are Key:** Respect, trust, and empathy are central. Staff model positive relationships and provide a safe, consistent base for pupils.
- **Consistency with Flexibility:** Approaches are consistent across staff but tailored to meet individual pupil needs.
- **De-escalation First:** Staff use trained de-escalation strategies before any other intervention. Physical intervention is a last resort, in line with statutory guidance.



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3. Roles and Responsibilities

Head of Provision

- Ensure effective implementation and regular review of this policy.
- Maintains oversight of behaviour management and monitoring of incidents.

Designated Safeguarding Lead (DSL)

- Ensures behaviour management is understood as part of safeguarding procedures.
- Oversee incident reporting and escalation.

All

Staff

All staff are expected to:

- Build and maintain positive professional relationships with pupils.
- Model respectful, calm, and kind behaviour.
- Follow de-escalation strategies and individual intervention plans.
- Record and report all incidents promptly and accurately.

Pupils

- Understand behaviour expectations.
- Take responsibility for actions.
- Communicate needs and feelings safely.

Safeguarding Escalation – Head of Provision/DSL

- In any situation where the Head of Provision is also the Designated Safeguarding Lead (DSL), staff must report safeguarding concerns involving the Head of Provision directly to:
 - The nominated Deputy DSL (if appointed), or
 - The organisation's safeguarding Director/Trustee, or
 - The Local Authority Designated Officer (LADO).
- Contact details for all escalation points are provided to staff in safeguarding guidance documents.



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4. Behaviour Management Strategies

4.1 Proactive Strategies

- **Individualised Support Plans:** Personalised plans outlining needs, triggers, and strategies for each pupil.
- **Relational Support:** Each pupil has a key worker or designated staff member for relationship-building.
- **Environmental Adaptations:** Safe spaces and calm, structured environments available for regulation.
- **Clear Routines:** Predictable daily routines to reduce anxiety and create stability.
- **Flexible Learning Spaces:** Sessions primarily take place outdoors, but indoor spaces (hired or designated) may be used in adverse weather, always risk-assessed for suitability and safeguarding.

4.2 Reactive Strategies

- **Low-Level Intervention:** Gentle redirection, quiet reminders, and supportive conversations to explore the needs behind behaviour.
- **Time to Regulate:** Pupils may use safe spaces to regulate; this is supportive, not punitive.
- **Physical Intervention (Positive Handling):**
 - Only used as a last resort to prevent harm or serious damage.
 - Staff are trained in approved methods (e.g., Team Teach, MAPA).
 - All incidents are recorded in detail, with post-incident debriefs for staff and pupils.
- **Temporary Exclusions / Managed Moves:** For serious cases posing a risk, temporary exclusion may be used as a last resort, in consultation with parents/carers and referring schools, aiming for managed moves or a return with revised support plans.



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5. Reporting and Monitoring

- **Incident Reporting:** All incidents, including minor breaches, must be documented in the central reporting system.
- **Monitoring:** The Head of Provision and DSL review reports regularly to identify patterns, assess effectiveness, and update strategies.
- **Safeguarding Link:** Patterns or concerns indicating wider safeguarding risks are escalated in line with the Safeguarding and Child Protection Policy.

6. Training

All staff will receive regular training in:

- Trauma-informed practice
- De-escalation and positive handling techniques
- Child protection and safeguarding procedures

7. Policy Review

This policy will be reviewed at least annually, or in response to significant changes to provision or statutory guidance.

