

BEHAVIOUR POLICY





BEHAVIOUR POLICY

Thrive Lincs Ltd

Organisation	Thrive Lincs Ltd
Document writer	Mark Haggis
Policy owner	Mark Haggis, Director
Original issue date	20 August 2023
Reviewed and rewritten	19 August 2026
Next review date	19 August 2027, or sooner following changes to legislation, guidance, commissioning requirements or identified learning
Approved by	Director

1. Policy Statement

Thrive Lincs Ltd recognises that positive behaviour, safe relationships and emotional wellbeing are essential to effective learning. We aim to provide an environment in which children and young people feel safe, respected, understood and able to engage positively with education and support.

Thrive Lincs works with children and young people who may have Special Educational Needs and Disabilities (SEND), social, emotional and mental health (SEMH) needs, neurodevelopmental differences, trauma or adverse experiences, difficulties with emotional regulation, disrupted educational experiences, emotionally based school avoidance and other barriers to engagement.

We recognise that behaviour can communicate an unmet need, emotion, difficulty or experience. Staff will seek to understand what may be contributing to behaviour while maintaining clear, appropriate boundaries and protecting the safety, dignity and wellbeing of children, young people, staff and others.

Understanding the reasons for behaviour does not mean that unsafe, harmful, abusive, discriminatory or intimidating behaviour will be accepted. Responses will be proportionate, child-centred and informed by safeguarding, SEND and individual circumstances.

2. Scope

This policy applies to all children and young people receiving provision from Thrive Lincs Ltd and to all employees, tutors, mentors, agency staff, volunteers, contractors and other adults working for or on behalf of Thrive Lincs.

It applies across Thrive Lincs premises and offices, learners' homes, schools, community venues, transport arrangements, educational visits and activities, online provision and other locations in which Thrive Lincs delivers or supervises provision.

Behaviour occurring outside a Thrive Lincs session may also require action where it creates a safeguarding concern, affects the safety or welfare of a learner or staff member, or has a significant impact on the delivery of provision.



3. Aims

- create safe, calm, respectful and supportive learning environments;
- promote positive relationships and mutual respect;
- help children and young people understand expectations, choices and consequences;
- support emotional regulation and the development of social and communication skills;
- respond consistently and proportionately to behaviour;
- identify and address underlying needs and triggers;
- prevent bullying, harassment, discrimination and child-on-child abuse;
- reduce the need for restrictive intervention through prevention and de-escalation;
- ensure behaviour concerns are recorded, reviewed and escalated appropriately; and
- work collaboratively with learners, parents/carers, commissioners and relevant professionals.

4. Legal and Guidance Framework

This policy is informed by relevant legislation and guidance, including:

- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Department for Education Alternative Provision statutory guidance;
- Department for Education guidance on behaviour and preventing bullying, where relevant;
- Restrictive interventions, including the use of reasonable force, in schools guidance effective from 1 April 2026, where applicable and relevant to the circumstances;
- the Equality Act 2010;
- the Children Act 1989 and Children Act 2004;
- the Human Rights Act 1998;
- the Data Protection Act 2018 and UK GDPR; and
- relevant local safeguarding partnership and commissioning requirements.

Thrive Lincs is an alternative provision provider rather than a maintained school. Where guidance is directed specifically at schools, Thrive Lincs will apply relevant principles as good practice where appropriate to its provision, while complying with the legal duties that apply directly to the organisation.

5. Our Approach to Behaviour

Thrive Lincs uses a relational, trauma-informed and SEND-aware approach to behaviour. Staff should remain calm, curious and professionally boundaried and should avoid responses that unnecessarily escalate a situation.

Behaviour should be considered in context. Staff should take account of the learner's age, developmental level, communication needs, SEND, emotional state, known experiences, environmental factors, risk assessment and individual support plan.

Positive behaviour support does not remove accountability. Children and young people should be helped, according to their age and understanding, to recognise the impact of their behaviour, repair relationships where appropriate and develop safer ways of responding.



6. Expectations of Children and Young People

Children and young people are expected, according to their age, understanding, communication needs and individual circumstances, to:

- treat other people with dignity and respect;
- follow reasonable instructions from staff;
- respect the learning environment and other people's property;
- allow others to learn without unreasonable disruption;
- use appropriate and non-discriminatory language;
- behave in ways that support their own safety and the safety of others;
- avoid threatening, intimidating, aggressive or abusive behaviour;
- not bully, harass, sexually harass or discriminate against others;
- respect personal and physical boundaries;
- use technology and online services appropriately;
- tell a trusted adult if they feel unsafe or have a concern; and
- develop increasing responsibility for their behaviour, choices and relationships.

Expectations will be explained in a way that is accessible and appropriate for each learner. Reasonable adjustments will be considered where disability or SEND affects a learner's ability to understand or meet an expectation.

7. Positive Behaviour Support

Positive relationships are central to Thrive Lincs' approach. Staff will seek to encourage safe and constructive behaviour through:

- clear, realistic and consistent expectations;
- predictable routines and preparation for change;
- positive relationships with trusted adults;
- praise, encouragement and recognition of effort and progress;
- appropriate choices and achievable goals;
- calm and respectful communication;
- modelling appropriate behaviour;
- identifying triggers, patterns and early warning signs;
- supporting communication and emotional regulation;
- reasonable adjustments and sensory/environmental adaptations;
- individual behaviour or support strategies where required;
- planned movement or regulation breaks where appropriate; and
- collaborative working with parents/carers, commissioners and other professionals.

Staff should recognise progress and positive behaviour rather than focusing exclusively on incidents or difficulties.

8. De-escalation

Where behaviour begins to escalate, staff should use non-physical de-escalation strategies wherever safe and practicable. These may include reducing demands temporarily, offering space, using calm and concise language, reducing environmental stimulation, offering an appropriate choice, changing the activity or location, allowing



regulation time, seeking support from another member of staff and following the learner's individual risk or behaviour support plan.

Staff must consider their own safety and the safety of others. Where risk is increasing, unnecessary people should be moved away and additional assistance or emergency services sought where appropriate.

9. SEND, Disability and Reasonable Adjustments

Thrive Lincs recognises that behaviour may be affected by disability, communication difficulties, autism, ADHD, sensory processing differences, learning difficulties, SEMH needs or other SEND.

Staff must not assume that all learners can respond to behaviour expectations in the same way. Reasonable adjustments will be considered and responses should avoid penalising a learner for behaviour arising from disability without appropriate consideration of their needs and the circumstances.

Where patterns of behaviour indicate that existing support is insufficient, Thrive Lincs will consider reviewing the learner's support arrangements, risk assessment, environment, staffing, reasonable adjustments and commissioned provision with relevant parties.

10. Safeguarding and Child-on-Child Abuse

Behaviour concerns may also be safeguarding concerns. Staff must remain alert to the possibility that violence, bullying, sexual harassment, sexual violence, coercion, exploitation, discriminatory abuse, harmful online behaviour, controlling behaviour or other concerning conduct may constitute child-on-child abuse or indicate that a child is at risk.

Such behaviour must not be dismissed as banter, part of growing up or simply a behaviour-management matter.

Where there is a safeguarding concern, staff must act immediately and report it to the Designated Safeguarding Lead (DSL) or deputy in accordance with Thrive Lincs' Child Protection and Safeguarding Policy. If a child is in immediate danger or there is an emergency, staff must call 999.

11. Bullying, Harassment and Discrimination

Bullying, harassment, sexual harassment, discriminatory behaviour and prejudice-based abuse are not tolerated. Incidents will be managed in accordance with this policy, the Anti-Bullying Policy and safeguarding procedures where appropriate.

Discriminatory or derogatory language relating to protected characteristics, SEND or other personal circumstances will be challenged and recorded appropriately, including where an incident is a one-off rather than repeated bullying.

12. Consequences and Restorative Responses

Where behaviour falls below expectations, staff will respond proportionately and with regard to the learner's needs, the seriousness of the behaviour, any previous pattern, safeguarding considerations and the impact on others.

Responses may include:

- a calm reminder or redirection;
- discussion about what happened and its impact;



- temporary change of activity or environment;
- review of expectations or support strategies;
- repairing damage or relationships where appropriate;
- restorative work where safe, appropriate and genuinely voluntary;
- additional supervision or risk-management measures;
- contact with parents/carers and commissioners where appropriate;
- a review meeting or amendment to the learner's support plan;
- consequences proportionate to the behaviour; and
- review of whether the placement remains safe and suitable in serious or persistent circumstances.

Humiliating, degrading, frightening or discriminatory punishments are not permitted. Physical intervention must never be used as a punishment or simply to secure compliance.

13. Physical Intervention and Restrictive Intervention

Thrive Lincs seeks to prevent situations escalating to the point where physical intervention becomes necessary. Prevention, positive relationships, environmental planning and de-escalation should be used wherever safe and practicable.

Any use of physical intervention or reasonable force must be lawful, necessary, reasonable and proportionate to the circumstances. It must never be used as a punishment, to cause pain, to humiliate a child or merely because a child refuses to comply with an instruction.

Where physical intervention is necessary to prevent an immediate or significant risk of harm, staff should:

- use the minimum intervention reasonably necessary;
- use it for the shortest time necessary;
- take account of the child's age, size, SEND, communication needs, medical needs, trauma history and known vulnerabilities;
- seek to minimise distress, restriction and risk of injury;
- continually reassess whether the intervention remains necessary; and
- stop as soon as the immediate need for the intervention has passed.

Staff trained in an approved approach such as Team Teach should act within their training and Thrive Lincs procedures. Training does not itself justify an intervention; the action must still be lawful, necessary and proportionate in the individual circumstances.

In an unforeseen emergency, a member of staff may need to take immediate lawful and proportionate action to protect a child or another person even where the precise intervention has not formed part of planned training. Emergency services should be contacted where necessary.

Any form of seclusion, restraint or other restrictive practice must be treated as a serious intervention and managed, recorded, reviewed and reported in accordance with the legal requirements that apply to Thrive Lincs and relevant current guidance.

14. Recording Behavioural and Physical Intervention Incidents

Significant behavioural incidents and all significant uses of physical or restrictive intervention must be recorded promptly, accurately and factually.

Records should include, where relevant:



- date, time and location;
- children, young people and adults involved;
- witnesses;
- events and behaviour immediately preceding the incident;
- known triggers or antecedents;
- de-escalation or preventative strategies attempted;
- why intervention was considered necessary;
- the type of intervention used and approximate duration;
- any injury, damage or medical attention;
- a factual description of what occurred;
- the child's account, wishes and feelings where obtainable;
- relevant staff accounts;
- safeguarding considerations;
- action taken immediately afterwards;
- communication with parents/carers;
- communication with commissioners or other professionals;
- follow-up actions, reviews or changes to risk/support plans; and
- the name of the person completing the record.

Staff must distinguish clearly between fact, direct observation, professional judgement and information reported by another person.

Where the incident also constitutes a safeguarding concern, an appropriate safeguarding record must be made and the DSL informed without delay.

15. Reporting to Parents/Carers and Commissioners

Parents/carers should normally be informed of significant behavioural incidents and significant physical interventions on the same day or as soon as reasonably practicable, unless doing so would create or increase a safeguarding risk or compromise an investigation.

Where a placement has been commissioned by a local authority, school or other organisation, relevant incidents will be reported to the commissioner in accordance with the placement agreement, safeguarding responsibilities, contractual requirements and information-sharing principles.

Information will be shared proportionately and on a need-to-know basis.

16. Post-Incident Support and Review

Following a significant incident, Thrive Lincs will consider the wellbeing of everyone involved. The child or young person should be given an opportunity, when calm and able to participate, to share their account and views.

Staff involved should also have an opportunity to record their account and receive appropriate support. Any injury or welfare concern must be addressed.

Significant incidents should be reviewed to identify learning, including whether changes are required to risk assessments, support plans, staffing, environment, communication strategies, reasonable adjustments or commissioning arrangements.



Where restrictive intervention is used repeatedly, this should trigger management review and consideration of additional preventative strategies and professional or multi-agency input.

17. Parents and Carers

Thrive Lincs values collaborative relationships with parents and carers. Parents/carers are encouraged to share relevant information about changes or circumstances that may affect a child's wellbeing, engagement, regulation or behaviour.

Information will be handled sensitively and in accordance with safeguarding and data protection requirements.

Thrive Lincs may discuss significant or repeated behavioural concerns with parents/carers and work collaboratively to identify appropriate strategies. Where there is a safeguarding concern, however, the child's safety and Thrive Lincs' safeguarding duties take priority. Information will not be shared with a parent/carer where doing so may place a child at greater risk or compromise safeguarding action.

18. Commissioners and Multi-Agency Working

Where appropriate, Thrive Lincs will work with commissioning schools, local authorities, social care, health professionals, SEND services and other agencies to understand and respond to behaviour.

Where a learner's behaviour presents risks that cannot be safely managed within the existing placement arrangements, Thrive Lincs will request a review with the commissioner. This may result in additional staffing, revised hours, a change of location, additional professional input, revised risk-management arrangements or, where necessary, consideration of whether the placement remains suitable.

19. Staff Training and Responsibilities

Relevant staff will receive information, guidance and training appropriate to their role and the needs of learners they support. This may include:

- positive behaviour support and relational practice;
- de-escalation;
- safeguarding and child-on-child abuse;
- SEND, autism and neurodiversity;
- trauma-informed practice;
- equality, discrimination and harassment;
- online safety;
- risk assessment;
- physical or restrictive intervention training, such as Team Teach, where relevant; and
- incident recording, reporting and post-incident review.

All staff are responsible for applying this policy consistently, modelling respectful behaviour, responding to concerns, following individual plans and risk assessments, recording significant incidents and escalating safeguarding concerns appropriately.

20. Prohibited Practice

Staff must never use:



- corporal punishment;
- physical intervention as a punishment;
- pain deliberately inflicted as a behaviour-management strategy;
- humiliating, degrading or threatening treatment;
- discriminatory treatment;
- withholding of essential food, drink, medication, toilet access or necessary medical care as a punishment;
- unlawful confinement or restriction; or
- any intervention that is unreasonable, unnecessary or disproportionate.

Any concern that an adult has used inappropriate force or otherwise harmed or behaved inappropriately towards a child must be reported under Thrive Lincs' Managing Safeguarding Concerns and Allegations About Staff Policy rather than dealt with solely as a behaviour incident.

21. Recording, Monitoring and Quality Assurance

Thrive Lincs will monitor significant behaviour incidents and restrictive interventions to identify patterns, repeated concerns, safeguarding themes, discriminatory incidents and opportunities to improve practice.

Monitoring may consider the frequency and nature of incidents, individual learners, locations, activities, triggers, injuries, interventions used, effectiveness of preventative strategies and any disproportionate impact on learners with SEND or protected characteristics.

The Director and/or appropriate safeguarding lead will ensure that identified concerns result in appropriate action.

22. Information Sharing and Data Protection

Behaviour and incident records will be stored securely and managed in accordance with the Data Protection Act 2018, UK GDPR and Thrive Lincs' Data Protection Policy and record-retention arrangements.

Data protection law does not prevent necessary and proportionate information sharing for safeguarding purposes. Relevant information will be shared where necessary to protect a child or another person from harm.

23. Complaints

Children, young people, parents/carers or commissioners who are dissatisfied with the way a behavioural incident has been handled may raise their concerns with Thrive Lincs.

Complaints will be managed in accordance with the Thrive Lincs Complaints Policy. Safeguarding concerns will continue to be managed under safeguarding procedures regardless of whether a complaint has also been made.

24. Related Policies

- Child Protection and Safeguarding Policy;
- Anti-Bullying Policy;
- Managing Safeguarding Concerns and Allegations About Staff Policy;
- SEND Policy;
- Equality, Diversity and Inclusion Policy;
- Health and Safety Policy;
- Risk Assessment procedures;



- Online Safety Policy;
- Complaints Policy;
- Data Protection Policy;
- Whistleblowing Policy; and
- Staff Code of Conduct.

25. Monitoring and Review

The Director will monitor the implementation and effectiveness of this policy. Learning from incidents, complaints, safeguarding concerns, risk assessments, staff feedback and commissioner feedback will be used to improve practice.

This policy will be formally reviewed at least annually and sooner following significant incidents, changes to legislation or statutory guidance, changes to commissioning requirements or identified learning from practice.

26. Contact

Questions or concerns regarding this policy should be directed to Thrive Lincs Ltd.

Email: office@thrivelincs.co.uk

Where there is an immediate risk of serious harm, contact the emergency services on 999.