



# **BEHAVIOUR AND LEARNING POLICY 2025-2026**

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Approved by the Senior Leadership Team



# Table of Contents

- 1. Introduction..... 2
- 2. Aims ..... 3
- 3. Scope ..... 3
- 4. Principles..... 3
- 5. Roles and Responsibilities..... 4
- 6. Behaviour Expectations ..... 4
- 7. Promoting Positive Behaviour ..... 4
- 8. Supporting Learning ..... 5
- 9. Managing Challenging Behaviour ..... 6
- 10. Serious Incidents ..... 6
- 11. Support for Learners with SEN/SEMH ..... 7
- 12. Recording and Monitoring..... 7
- 13. Training ..... 7
- 14. Collaboration with Stakeholders..... 7
- 15. Monitoring and Review ..... 8
- 16. Consequences of Non-Compliance..... 8
- 17. Legal Framework..... 8
- 18. Contact..... 8
- 19. Related Policies..... 9

## 1. Introduction

Bespoke Mentoring and Training Services Limited (“the Organisation”) is an alternative provision dedicated to supporting learners aged 6-25 with special educational needs (SEN) and social, emotional, and mental health (SEMH) needs. This Behaviour and Learning Policy outlines our expectations for learner behaviour and our strategies to foster an inclusive, engaging learning environment where all learners can thrive academically, socially, and emotionally.

This policy complies with the Education and Inspections Act 2006, the Equality Act 2010, and Department for Education (DfE) guidance, including “Behaviour in Schools” (2022) and “Keeping Children Safe in Education” (2024). It applies to all learners, staff (including mentors, teachers, and support staff), parents/carers, and external partners, with a focus on meeting the diverse needs of learners with SEN/SEMH in an alternative provision.

## 2. Aims

- To promote positive behaviour that supports learning, emotional well-being, and personal growth for learners with SEN/SEMH.
- To create a safe, inclusive environment where all learners feel valued and respected.
- To set clear, accessible behaviour expectations tailored to the developmental and emotional needs of learners aged 6-25.
- To provide individualised support for learners with SEN/SEMH, aligned with their Education, Health, and Care Plans (EHCPs).
- To foster a love of learning through engaging, personalised educational pathways.
- To use restorative and trauma-informed approaches to manage behaviour and build relationships.

## 3. Scope

This policy covers:

- Learner behaviour on Organisation premises, during off-site activities (e.g., educational trips, work placements), and online where it impacts the learning environment.
- Support for academic, vocational, and social learning, including tailored pathways for ages 6-25.
- Interactions between learners, staff, parents/carers, and external partners.
- Strategies to address SEN/SEMH needs, including sensory, emotional, or behavioural challenges.

## 4. Principles

- **Respect:** Learners and staff treat each other with dignity, valuing diversity and inclusion.
- **Empathy:** Behaviour and learning approaches consider the emotional and sensory needs of learners with SEN/SEMH.
- **Restoration:** Restorative practices are prioritised to repair harm and rebuild relationships.
- **Individualisations:** Support is tailored to each learner's SEN/SEMH needs, per EHCPs or SEN plans.
- **Aspiration:** High expectations inspire learners to achieve their potential.
- **Equity:** Barriers to positive behaviour and learning (e.g., anxiety, sensory issues) are addressed to ensure fairness.

## 5. Roles and Responsibilities

- **Senior Leadership Team:** Sets the vision for behaviour and learning, ensures policy implementation, and monitors outcomes.
- **Designated Safeguarding Lead (DSL):** Oversees behaviour incidents linked to safeguarding concerns.
- **SENCO (Special Educational Needs Coordinator):** Ensures behaviour and learning strategies align with EHCPs and SEMH needs.
- **Behaviour and Learning Coordinator:** A named staff member contact [laura.davis@bespokementoring.org](mailto:laura.davis@bespokementoring.org) supports policy implementation, coordinates interventions, and monitors progress.
- **Mentors and Teaching Staff:** Model positive behaviour, deliver engaging learning, and apply the policy consistently. Complete annual training on SEN/SEMH and behaviour management.
- **Learners:** Follow behaviour expectations, engage in learning, and report concerns, with support for SEN/SEMH needs.
- **Parents/Carers:** Support the policy, reinforce positive behaviour, and collaborate on interventions.
- **External Partners:** Work with local authorities, CAMHS, or other agencies to support learners' needs.

## 6. Behaviour Expectations

Learners are expected to:

- **Respect Others:** Treat peers, staff, and visitors with kindness, avoiding bullying, discrimination, or harmful behaviour.
- **Engage in Learning:** Attend sessions punctually, participate actively, and complete tasks to the best of their ability, with SEN/SEMH accommodations (e.g., sensory breaks).
- **Follow Guidance:** Comply with staff instructions to ensure safety and a productive environment.
- **Use Resources Safely:** Handle equipment, facilities, and digital tools responsibly, per the IT Acceptable Use Policy.
- **Contribute Positively:** Support an inclusive community through teamwork and empathy.

Expectations are communicated via:

- Learner handbooks in SEN-accessible formats (e.g., visuals, simplified text, audio).
- Induction sessions and regular mentoring.
- Visual reminders in learning spaces, tailored to sensory needs.

## 7. Promoting Positive Behaviour

We encourage positive behaviour through:

- **Positive Reinforcement:**

- Verbal praise, certificates, or rewards (e.g., vouchers, WOW activity days) for effort, kindness, or progress, adapted for SEMH sensitivities.
- Recognition boards or assemblies celebrating achievements, with accessible formats (e.g., verbal praise for anxious learners).
- **Restorative Practices:**
  - Encouraging apologies, mediation, or reflection to resolve conflicts, using SEN-appropriate methods (e.g., visual prompts, guided discussions).
  - Trauma-informed approaches to address underlying SEMH triggers.
- **Role Modelling:** Staff demonstrate empathy, respect, and resilience, tailored to SEN/SEMH contexts.
- **Personalised Support:**
  - Individual behaviour plans for learners with SEN/SEMH, aligned with EHCPs (e.g., de-escalation strategies, sensory tools).
  - Access to mentors, counsellors, or external support (e.g., CAMHS) to address emotional barriers.
- **Safe Environment:**
  - Sensory-friendly spaces (e.g., quiet rooms, low-stimulation areas) to reduce anxiety.
  - Small group settings to build trust and reduce social overwhelm.
- **Learner Voice:** Learner councils to co-create behaviour expectations and foster ownership.

## 8. Supporting Learning

We promote effective learning by:

- **Personalised Pathways:**
  - Flexible programs (e.g., CPD, life skills, doodle Maths/English national framework lessons) tailored to ages 6-25 and SEN/SEMH needs.
  - Vocational focus for ages 16-25, including work experience or apprenticeships.
- **Differentiated Instruction:**
  - Adapted teaching methods (e.g., visual aids, hands-on tasks) for SEN/SEMH, literacy levels, or emotional needs.
  - One-on-one mentoring to build confidence and engagement.
- **Small Group Settings:** Low learner-to-staff ratios to support emotional regulation and participation.
- **Progress Monitoring:**
  - Regular assessments and mentor feedback to set achievable, SEN-appropriate goals.
  - Termly reviews with learners and parents/carers to celebrate progress.
- **Transition Support:** Preparing learners for further education, employment, or independent living, with tailored plans for ages 16-25.
- **Enrichment Activities:** Workshops, trips, or creative projects to spark interest and build skills, adapted for sensory or emotional needs.

## 9. Managing Challenging Behaviour

When behaviour does not meet expectations:

1. **Immediate Response:**
  - a. Staff use de-escalation techniques (e.g., calm tone, sensory breaks) to address low-level issues (e.g., disruption).
  - b. Serious incidents (e.g., violence, discrimination) are reported to the Behaviour and Learning Coordinator and DSL immediately.
2. **Investigation:**
  - a. Conducted within 24 hours by the Coordinator, with SENCO input, using SEN-accessible methods (e.g., visual interviews).
  - b. Involves the learner, peers, and staff, considering SEN/SEMH triggers (e.g., anxiety, sensory overload).
  - c. Recorded in the behaviour log, with safeguarding concerns escalated per the Safeguarding Policy.
3. **Interventions:**
  - a. **Low-Level:** Verbal reminders, reflective tasks, or restorative conversations, adapted for SEN/SEMH (e.g., drawing feelings).
  - b. **Moderate:** Loss of privileges, parental meetings, or behaviour contracts, with SENCO oversight.
  - c. **Serious:** Suspension, alternative timetables, or, as a last resort, permanent exclusion, following DfE guidance.
  - d. Restorative approaches (e.g., mediated apologies) are prioritized where safe and agreed, using SEN-friendly formats.
4. **Support Plans:**
  - a. Individual behaviour plans for repeat issues, co-developed with learners, parents/carers, and SEN specialists (e.g., sensory strategies, SEMH interventions).
  - b. Access to counselling, anger management, or external support (e.g., educational psychologists).
5. **Communication:**
  - a. Parents/carers are informed of significant incidents in accessible formats and involved in solutions.
  - b. Learners receive clear, SEN-appropriate feedback on consequences and support.
6. **Follow-Up:**
  - a. Monitor behaviour weekly to prevent recurrence, with SENCO and mentor input.
  - b. Review plans termly or as needed, adjusting for SEN/SEMH progress.

## 10. Serious Incidents

Serious behaviours, such as:

- Physical violence or threats.
  - Bullying or hate crimes, per the Anti-Bullying and Hate Crime Policy.
  - Deliberate property damage or drug misuse.
- may lead to:
- **Suspension:** Temporary removal with a reintegration plan, including SEN/SEMH support.

- **Permanent Exclusion:** As a last resort, following DfE statutory guidance, with local authority involvement.
- **Police Involvement:** For criminal acts (e.g., assault, hate crimes), per safeguarding procedures.
- **Safeguarding Referral:** If linked to welfare concerns, per the Safeguarding Policy.

## 11. Support for Learners with SEN/SEMH

- **Adapted Expectations:** Behaviour standards are individualised per EHCPs, accounting for sensory, emotional, or cognitive needs (e.g., flexible rules for autistic learners).
- **Proactive Strategies:** Triggers (e.g., sensory overload, transitions) are identified and mitigated (e.g., sensory breaks, visual schedules).
- **De-Escalation:** Staff use trauma-informed techniques (e.g., Team Teach, low-arousal approaches) trained for SEN/SEMH.
- **Collaboration:** SENCO, mentors, parents/carers, and external agencies (e.g., CAMHS) ensure consistent support.
- **Therapeutic Support:** Access to counselling, art therapy, or SEMH interventions to address underlying issues.

## 12. Recording and Monitoring

- Behaviour incidents and interventions are logged securely, detailing SEN/SEMH factors, actions, and outcomes.
- Learning progress is tracked via assessments, mentor reports, and learner feedback, in SEN-accessible formats.
- The Behaviour and Learning Coordinator, with SENCO input, reviews logs termly to identify patterns (e.g., specific triggers, locations).
- Data complies with the Data Protection Policy and UK GDPR, with secure storage for SEN/SEMH records.
- Termly reports are shared with the Senior Leadership Team to inform training and policy updates.

## 13. Training

- **Staff:** Annual training on SEN/SEMH, challenging behaviour management, de-escalation, and restorative practices. New staff complete induction training.
- **Learners:** Workshops on self-regulation, conflict resolution, and goal-setting, tailored to SEN/SEMH needs (e.g., visual aids, role-plays).
- **Parents/Carers:** Guidance sessions on supporting behaviour and learning, with SEN-accessible resources (e.g., simplified guides).

## 14. Collaboration with Stakeholders

We work with:

- **Parents/Carers:** To reinforce expectations and co-develop support plans, using accessible communication.
- **Local Authorities:** For SEN/SEMH coordination, safeguarding, or exclusion processes.
- **External Agencies:** Such as CAMHS, social services, or youth offending teams for holistic support.
- **Learners:** Through feedback sessions and learner councils to shape the policy and environment.

## 15. Monitoring and Review

- This policy is reviewed every two years or following significant changes (e.g., new legislation, behaviour trends).
- The Behaviour and Learning Coordinator and SENCO gather input from staff, learners, and parents/carers, using SEN-accessible methods (e.g., visual surveys).
- Termly behaviour and learning reports inform updates and staff training.

## 16. Consequences of Non-Compliance

- Learners failing to meet behaviour expectations face interventions, up to exclusion for serious or persistent issues.
- Non-compliance undermines the Organisation's ability to maintain a safe, inclusive learning environment for SEN/SEMH learners.

## 17. Legal Framework

This policy complies with:

- **Education and Inspections Act 2006:** Duty to promote discipline and well-being.
- **Equality Act 2010:** Non-discrimination and reasonable adjustments for SEN/SEMH.
- **Children Act 1989:** Safeguarding duties.
- **DfE Guidance:** "Behaviour in Schools" (2022), "Keeping Children Safe in Education" (2024), "Suspension and Permanent Exclusion" (2022).
- **Public Sector Equality Duty:** Promoting equality and inclusion.

## 18. Contact

For concerns, support, or feedback:

**Behaviour and Learning Coordinator**

Email: [laura.davis@bespokementoring.org](mailto:laura.davis@bespokementoring.org)

Address: Bespoke Mentoring and Training Services, Regents Walk, Newerne Street, Lydney, Gloucester, GL15 5RF.

Complaints can be made via the Complaints Policy or to:

- **Ofsted:** [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

- **Local Authority:** For safeguarding or exclusion concerns.

## 19. Related Policies

- Anti-Bullying and Hate Crime Policy
- Safeguarding Policy
- Data Protection Policy
- IT Acceptable Use Policy
- Equality and Diversity Policy
- SEN Policy
- Attendance Policy

### Approval

This policy was approved by the Senior Leadership Team on April 28, 2025, and is effective immediately.

