

Behaviour and Positive Engagement Policy

A Different Approach Tutoring and Therapy Services Ltd

(hereafter referred to as 'ADA Ltd')

Version: 1.0 | **Reviewed:** April 2026 | **Next Review:** April 2027

1. Policy Philosophy: "Behaviour is Communication"

At **ADA Ltd**, we believe that all behaviour is a form of communication. Many of our learners have faced significant barriers in mainstream settings; therefore, this policy focuses on relational consistency, trauma-informed practice, and emotional regulation rather than punitive measures. We align with the DfE guidance: '**Behaviour in Schools**' and the **SEND Code of Practice 2015**.

2. The Specialist Approach (SENDCO / Team-Teach)

As a qualified teacher and **SENDCO**, the Director applies a specialist lens to engagement. We recognise that pupils with SEND, medical needs, or those who have been excluded often operate from a state of high anxiety. Our role is to:

- Identify triggers through the **Assess-Plan-Do-Review** model.
- Co-produce **Positive Handling Plans (PHP)** or **Behaviour Support Plans** for high-needs pupils in collaboration with the commissioning school.
- Utilise **PIVATS SEMH Assessment Ladders** to track improvements in social awareness and emotional regulation if appropriate.
- We integrate the principles of **The Zones of Regulation®** framework to help students identify their emotional states and develop a bespoke toolkit of self-regulation strategies.

3. De-escalation & Physical Intervention

The Director is **Team-Teach Accredited**, emphasising 95% de-escalation and 5% physical intervention as a last resort.

- **De-escalation:** We use positive phrasing, limited choice, "take-up time," and planned ignoring to maintain a safe environment.
- **Physical Intervention:** In line with **Section 93 of the Education and Inspections Act 2006**, physical intervention is only used if there is an immediate risk of harm. As a **Lone Worker**, the Director prioritises the "Withdrawal and Space" technique to ensure the safety of all parties.
- **Reporting:** Any significant behavioural incidents or uses of restrictive physical intervention are recorded in the **ADA Ltd Incident Log** and reported to parents and the commissioning body within **24 hours**.

4. Positive Reinforcement & Structured Choice

- **Structured Choice:** We utilise "**Short Choose Times**" between high-demand tasks. By allowing the student to select a preferred activity from a limited range of options, we reduce demand-avoidance, foster autonomy, and maintain engagement.
- **Incentives:** We celebrate "small wins" using "Now-and-Next" charts and personalised reinforcement tailored to the pupil's interests (e.g. **LEGO® brick** rewards).
- **Restorative Practice:** When a "rupture" occurs, we use restorative techniques (once the pupil is regulated) to discuss what happened and how to "make it right," preserving the therapeutic relationship.

Lead Director: Jennie Jepps (**Team-Teach Accredited / SENDCO 2003**)

Zones of Regulation® is a trademark of Leah Kuypers and Think Social Publishing, Inc. ADA Ltd uses this framework as a tool to support emotional regulation and is not an officially licensed training provider.



Beyond the Books: A holistic path to progress

A Different Approach Tutoring and Therapy Services Ltd

Registered in England and Wales | Company Number: 16996832

Registered Office: Ayton House, 33 Wootton Road,

Kempston Rural, Bedfordshire, MK43 9BH

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