

# EMPOWERING FUTURES ALTERNATIVE PROVISION

## BEHAVIOUR MANAGEMENT & POSITIVE RELATIONSHIPS POLICY

**Issue Date:** December 2025

**Next Review:** December 2026

**Approved by:** Director, Empowering Futures Alternative Provision

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### 1. POLICY STATEMENT

Empowering Futures Alternative Provision (EFAP) is committed to creating a safe, supportive and respectful environment for **children, young people and adult learners**.

Our approach to behaviour is **trauma-informed, relationship-based**, and grounded in **Positive Behaviour Support (PBS)** and **restorative practice**.

We believe:

- Behaviour is a form of communication
- Learners thrive in predictable, safe, kind environments
- Adults model the behaviours we expect
- Respect and dignity are central to all interactions
- Clear boundaries contribute to emotional safety
- Behaviour must be understood within context, not punished in isolation

Our behaviour principles align with:

- KCSIE 2024/25
- Working Together 2023
- DfE Behaviour in Schools Guidance 2024
- SEND Code of Practice 2015
- Care Act 2014 (adult safeguarding)
- Equality Act 2010
- Prevent Duty 2015
- EFAP Safeguarding & Child/Adult Protection Policy
- EFAP Anti-Bullying Policy
- EFAP Online Safety Policy
- EFAP Admissions Policy
- EFAP Staff Code of Conduct

EFAP provides behaviour support across:

- On-site AP
  - Satellite delivery in Walsall & Birmingham
  - Community venues
  - Off-site vocational training
  - Online AP and adult remote delivery
  - Evening adult programmes
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## **2. TRAUMA-INFORMED PRINCIPLES**

EFAP's behaviour philosophy is grounded in:

### **2.1 Safety First**

Learners feel emotionally and physically safe when:

- Expectations are clear
- Staff respond calmly and consistently
- The environment is predictable
- Adults demonstrate unconditional positive regard

### **2.2 Relationships Matter**

Positive relationships between staff and learners underpin progress.

### **2.3 Behaviour is Communication**

Responses must consider:

- Trauma history
- Mental health
- SEND needs
- Environmental triggers
- Cultural context
- Peer dynamics

### **2.4 De-escalation Over Confrontation**

Staff use:

- Non-verbal calming strategies
- Emotion coaching
- Attuned responses
- Boundaries delivered with empathy

## **2.5 Fair, Consistent, Respectful Practice**

Sanctions are:

- Proportionate
  - Restorative
  - Transparent
  - Never humiliating or punitive
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## **3. SCOPE OF THIS POLICY**

This policy applies to:

- All EFAP learners (children, young people, adults)
  - All EFAP staff, tutors, assessors, contractors, volunteers, visitors
  - All EFAP sites and delivery models
  - All online and remote learning environments
  - All vocational training settings (beauty, nails, hair, sport, fitness, customer service)
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## **4. BEHAVIOUR EXPECTATIONS FOR LEARNERS**

### **4.1 Core Expectations**

All learners, regardless of age, are expected to:

- Treat others with respect
- Follow staff instructions
- Keep themselves and others safe
- Use kind language and behaviour
- Engage positively in learning
- Participate in restorative conversations when needed
- Follow online behaviour expectations

### **4.2 Additional Expectations for Adults**

Adult learners are expected to:

- Uphold professional standards
- Avoid discriminatory, abusive or intimidating behaviour

- Maintain respectful communication, including online
  - Comply with assessment and awarding body conduct rules
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## **5. STAFF EXPECTATIONS**

All staff must:

- Model respectful, calm behaviour
  - Follow the trauma-informed framework
  - Report safeguarding concerns immediately
  - Apply boundaries consistently
  - Avoid confrontation or escalation
  - Maintain professional distance and role clarity
  - Uphold EFAP's Safeguarding and Code of Conduct policies
  - Record significant behaviour incidents promptly
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## **6. POSITIVE BEHAVIOUR SUPPORT (PBS)**

### **6.1 Key features of PBS at EFAP**

- Proactive support rather than reactive punishment
  - Understanding root causes of behaviour
  - Personalised strategies and reasonable adjustments
  - Predictable routines and clear expectations
  - Learner voice and co-regulation
  - Reinforcement of positive behaviour
  - Collaborative problem-solving
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## **7. BEHAVIOUR IN VOCATIONAL PATHWAYS**

EFAP delivers practical learning in:

- Hair
- Beauty
- Nails
- Fitness
- Sports
- Customer Service

Additional expectations include:

- Respectful conduct in close-contact environments
- Safe use of tools, equipment and salon products
- No intimidation or appearance-based bullying
- Professional communication with peers and tutors
- Physical boundaries in sports and fitness settings

Unsafe behaviour may result in temporary removal from practical activity until a plan is in place.

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## **8. BEHAVIOUR IN ONLINE & REMOTE LEARNING**

All learners must:

- Keep cameras on when required (unless agreed otherwise)
- Use respectful language in chat and audio
- Not record sessions
- Not message or harass peers privately during lessons
- Follow tutor instructions at all times

EFAP may:

- Remove learners from online sessions
- Restrict access
- Implement digital behaviour plans

All incidents are treated as safeguarding concerns.

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## **9. RESPONDING TO BEHAVIOUR CONCERNS**

EFAP uses a **tiered response model**:

### **Tier 1 – Early Intervention**

- Redirection
- Private conversation
- Coaching conversation
- Reasonable adjustment
- Re-set opportunity

### **Tier 2 – Restorative Practice**

- Guided reflection
- Restorative conversation
- Relationship repair
- Learner support planning

### **Tier 3 – Behaviour Intervention Plan**

Implemented when concerns are ongoing or significant.

Plan may include:

- Personalised strategies
- Triggers and early warning signs
- Safety measures
- Multi-agency involvement
- Parent/carer / commissioner involvement

### **Tier 4 – Safety-Based Withdrawal**

If behaviour poses significant risk:

- Learner may be removed from a session temporarily
- The commissioner/LA is informed immediately
- Risk assessment updated
- Re-integration planned

EFAP **cannot** issue exclusions. Only the LA/school can.

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## **10. SANCTIONS (PROPORTIONATE & TRAUMA-INFORMED)**

Sanctions may include:

- Loss of privileges
- Removal from a specific activity
- Increased supervision
- Temporary withdrawal from practical sessions
- Additional reflective work
- Temporary online-only access
- Change of group
- Meetings with DSL or Senior Leadership

Sanctions must:

- Never humiliate
- Never be physically punitive
- Never involve deprivation of basic needs
- Be linked to behaviour, not personal characteristics

EFAP **does NOT** use:

- X Fines
  - X Forced apologies
  - X Public shaming
  - X Group confrontation sessions
  - X Physical punishment
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## 11. BULLYING, HARASSMENT & PEER ABUSE

Concerns involving:

- Bullying
- Discrimination
- Sexual harassment
- Harmful sexual behaviour
- Criminal exploitation
- Physical assault

Will always be treated as **safeguarding incidents** and handled under:

- EFAP Anti-Bullying Policy
  - EFAP Safeguarding Policy
  - LA partnership procedures
  - Police involvement where necessary
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## 12. SEND & REASONABLE ADJUSTMENTS

Behaviour must be considered in relation to:

- Communication difficulties
- Sensory needs
- Autism, ADHD
- Learning disabilities
- Mental health
- EHCP requirements

Adjustments may include:

- Modified expectations
  - Alternative communication methods
  - Reduced sensory demands
  - Additional support
  - Personalised behaviour plans
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## 13. PHYSICAL INTERVENTION (LAST RESORT)

EFAP follows **current DfE Reasonable Force Guidance**.

Physical intervention is only used:

- To prevent immediate harm
- As a last resort
- By trained staff only

All interventions require:

- DSL notification
- Body map completion
- Informing parent/carers and commissioner
- Incident form and safeguarding record

Physical intervention is **not used** for compliance, punishment or control.

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## 14. RECORDING & REPORTING

All significant behaviour incidents must be recorded, including:

- What happened
- Who was involved
- Immediate response
- Impact on learner
- Follow-up actions
- Safeguarding concerns
- Updates to risk assessments

Reports are shared with:

- Schools
  - LAs
  - Social workers
  - Commissioners
  - Parents/carers (where appropriate)
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## 15. PREVENT DUTY & BEHAVIOUR

Behaviour linked to:

- Extremism
- Radicalisation
- Hate incidents
- Ideological bullying

Must be reported immediately to the **DSL** and escalated through Prevent channels if required.

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## 16. MONITORING, REVIEW & QUALITY ASSURANCE

EFAP monitors:

- Behaviour trends
- Incident patterns
- SEND-related behaviour concerns

- Online behaviour patterns
- Safety risks in vocational settings

Reviews take place:

- Daily (operational)
- Weekly (DSL/Manager)
- Termly (Director oversight)

Policy effectiveness is reviewed annually.

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## 17. COMPLAINTS & APPEALS

Learners (including adults) or parents/carers may raise concerns under:

- EFAP Complaints Policy
- EFAP Appeals Policy

Serious concerns will trigger safeguarding procedures.

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## 18. POLICY REVIEW

This policy will be reviewed:

- Annually
- After significant incidents
- Following updated legislation
- After LA, Ofsted or awarding-body feedback

Approved by:

**Rhean White – Director & Lead DSL**

Empowering Futures Alternative Provision