



Outside the Box Education Person-Centred Behaviour Policy

1. Policy Statement

This policy sets out how behaviour is understood, supported, and developed within our Alternative Provision. We are committed to a **person-centred, trauma-informed, and relational approach** that recognises behaviour as communication. Our aim is to create a safe, inclusive, and respectful environment where all learners feel valued, understood, and supported to succeed socially, emotionally, and academically.

We prioritise **connection over control**, and focus on a relationship based approach with all the children and young people we work with.

2. Aims of the Policy

- To promote positive relationships between our children, their families, and external professionals
- To support our children to develop self-regulation, emotional literacy, and personal responsibility
- To reduce barriers to learning caused by unmet needs, trauma, or adverse experiences
- To ensure behaviour support is consistent, fair, and individualised
- To maintain a safe environment for all members of the provision

3. Our Values and Principles

Our approach to behaviour is underpinned by the following principles:

- **Person-centred:** Every young person is unique; behaviour support is tailored to individual needs, strengths, and circumstances
- **Trauma-informed:** We recognise the impact of trauma, attachment difficulties, and adverse experiences on behaviour



- **Relational:** Positive behaviour grows from trusting, respectful relationships
- **Restorative:** We focus on repairing harm and rebuilding relationships rather than assigning blame
- **Inclusive:** We promote equity, dignity, and respect for all

4. Understanding Behaviour

We believe that:

- Behaviour is a form of communication
- All behaviour serves a purpose
- Challenging behaviour often reflects unmet needs, emotional distress, or skill deficits

Rather than asking *“What’s wrong with this person?”* we ask *“What has happened to them, and what do they need now?”*

5. Creating the Right Environment

Positive behaviour is supported by:

- Clear, predictable routines and boundaries
- A calm, safe, and nurturing environment
- High expectations paired with high levels of support
- Opportunities for movement, regulation, and choice
- Staff who model respectful communication and emotional regulation

6. Positive Behaviour Support Strategies

We actively encourage and reinforce positive behaviour through:



- Building strong, consistent relationships
- Emotion coaching and co-regulation
- Praise that is specific, genuine, and meaningful
- Choice-making and learner voice
- Teaching social, emotional, and life skills explicitly

Rewards and recognition are used carefully and never replace relationships or intrinsic motivation.

7. Responding to Behaviour That Challenges

When behaviour becomes challenging, staff will:

1. **Remain calm and regulated**
2. **Use de-escalation strategies** (space, time, supportive language)
3. **Focus on safety first** for everyone involved
4. **Avoid shaming, confrontation, or power struggles**

9. Restorative Approaches

Restorative practice is central to our behaviour policy. This may include:

- Restorative conversations
- Supported reflection
- Repairing harm through agreed actions

The focus is on accountability, empathy, and rebuilding trust.

10. Equality and Inclusion



This policy aligns with our commitment to equality and inclusion. Behaviour responses take into account:

- Special educational needs and disabilities (SEND)
- Mental health needs
- Cultural background and lived experience

We ensure that behaviour support does not discriminate or disadvantage any learner.

11. Roles and Responsibilities

Staff

- Build positive, consistent relationships
- Apply this policy fairly and consistently
- Reflect on practice and seek support when needed

Young people

- Are supported to understand expectations
- Are encouraged to express their views and needs

Leadership

- Ensure training, support, and supervision for staff
- Monitor behaviour data to inform practice

12. Monitoring and Review

This policy is reviewed regularly to ensure it:

- Reflects best practice
- Meets the needs of our learners
- Aligns with statutory guidance



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Learner and staff voice are central to this process.

13. Conclusion

Our person-centred behaviour policy reflects our belief that **every learner can thrive when they feel safe, understood, and supported**. Through empathy, consistency, and collaboration, we aim to empower young people to develop positive behaviours that support lifelong learning and wellbeing.