

Positive Behaviour Policy

Academic year 2026–2027



LIMISHA

TRAINING ACADEMY

Hair • Beauty • SEND Provision

Contents

1. Purpose	3
2. Scope.....	3
3. Policy statement and principles	3
4. Core values and professional behaviours	4
5. Roles and responsibilities: staff	4
6. Expectations for learners and positive culture	4
7. Informal and early interventions	4
8. Individual behaviour support planning	4
9. Formal staged procedure	5
10. Serious and gross misconduct.....	5
11. Child-on-child abuse, bullying and harassment	5
12. SEND and additional needs	6
13. Suspension, temporary exclusion and reintegration	6
14. Rewards and recognition	7
15. Appeals and complaints	7
16. Recording and information sharing.....	7
17. Monitoring and review	7
18. Links to other policies and related documents	7

Positive Behaviour Policy

1. Purpose

This policy sets out how Limisha Training Academy, as an alternative provision provider, promotes, models and maintains positive behaviour within a SEND-inclusive, trauma-informed and restorative learning environment. It provides a clear framework for consistency, fairness, safety, high expectations and lawful practice across the Academy and reflects statutory guidance, Local Authority expectations and commissioner requirements for alternative provision, where applicable.

The aim of this policy is to create a safe, respectful and aspirational culture in which learners develop the professional behaviours, attitudes and personal skills required for progression into employment, further education, training and independent living.

2. Scope

This policy applies to all learners placed with or enrolled at Limisha Training Academy, including learners attending through a Local Authority, home school, commissioner, parent/carer or other referral route. It applies to all staff, volunteers, contractors and visitors, and to all behaviour occurring on-site, during off-site activities, work experience, Academy-arranged transport, community projects, online learning and any activity where a learner is representing or associated with the Academy.

3. Policy statement and principles

Limisha Training Academy recognises that behaviour is a form of communication and that some learners may have experienced trauma, have SEND, mental-health needs or disrupted education. The Academy's approach is therefore supportive, restorative and developmental, while maintaining clear boundaries and high expectations. Practice will be lawful, proportionate, non-discriminatory and focused on education, safety, wellbeing and successful inclusion. Reasonable adjustments will be made under the Equality Act 2010, and safeguarding concerns will take precedence over disciplinary processes.

Where a learner is placed with Limisha, the Academy will work in partnership with the referring school, relevant Local Authority, commissioners and parents/carers to support suitable education, reduce the risk of suspension or exclusion, maintain safeguarding oversight and promote successful reintegration, transition or onward progression.

- Maintain high expectations for all learners.
- Respond to behaviour with consistency, fairness and empathy.
- Teach, model and reinforce positive behaviour.
- Celebrate progress, effort and improvement.
- Work in partnership with parents/carers, Local Authorities, commissioners, home schools and external agencies.
- Ensure reasonable adjustments for SEND learners and learners with additional needs.
- Comply with placement, safeguarding, information-sharing and review expectations agreed with the relevant Local Authority, referring school or commissioner.

4. Core values and professional behaviours

All members of the Academy community are expected to demonstrate respect, responsibility, professionalism, kindness, resilience and honesty. Learners should attend punctually, engage positively with learning, communicate appropriately, follow instructions and health and safety guidance, respect people, property and equipment, take responsibility for their actions and choices, and work towards agreed learning and personal-development targets. These values underpin all expectations, interventions and rewards.

5. Roles and responsibilities: staff

Staff must model professional behaviour at all times, build predictable and respectful relationships with learners, use trauma-informed and SEND-inclusive strategies, complete wellbeing check-ins where appropriate, establish clear routines, praise effort and improvement, address concerns swiftly, calmly and consistently, make reasonable adjustments, communicate with parents/carers and external agencies when appropriate, record concerns and interventions accurately, and treat every day as a fresh start. Staff must consider whether behaviour signals unmet need, exploitation, abuse, neglect, bullying or mental-health difficulty and refer safeguarding concerns immediately. For learners attending, staff must maintain timely communication with the named contact at the referring school, relevant Local Authority or commissioner, particularly where there are significant incidents, attendance concerns, safeguarding concerns, risk changes, suspension or temporary exclusion, reintegration planning or possible placement breakdown.

6. Expectations for learners and positive culture

Learners are expected to attend all sessions punctually and prepared to learn, engage positively with staff and peers, use appropriate language and communication, follow instructions and health and safety guidance, respect the Academy environment and equipment, take responsibility for their actions and choices, and work towards agreed personal-development targets. Positive behaviour is promoted through induction, learner agreements, clear classroom expectations, accessible teaching, structured routines, learner voice, pastoral support, social-skills development and recognition of progress.

7. Informal and early interventions

Most low-level concerns should be managed informally through calm reminders, redirection, positive conversations, restorative discussion, task or environmental adjustment, sensory or regulation breaks, supportive check-ins, and timely liaison with parents/carers, commissioners or external agencies where appropriate. Patterns must be recorded and reviewed. A short cooling-off period may be used only to support regulation and safe re-engagement; it must not be used as an unrecorded exclusion.

8. Individual behaviour support planning

Where behaviour is repeated, complex or linked to SEND, trauma or unmet need, staff will develop an individual behaviour support plan with the learner and, where appropriate, parents/carers, the SEND team, home school, commissioner and relevant professionals. The plan should identify triggers, strengths, communication needs, preventive strategies, reasonable adjustments, de-

escalation approaches, risk controls, targets, review dates and arrangements for sharing information.

For Local Authority or school-commissioned placements, the support plan will be shared with the relevant named contact where appropriate, reviewed at agreed intervals and used to evidence the support, adaptations and risk controls in place before escalation is considered.

9. Formal staged procedure

- **Stage 1 – Support and Partnership Meeting:** used to understand the causes of the concern, hear the learner's views, agree support strategies and set clear improvement targets. The meeting will normally include the learner, tutor, wellbeing staff where appropriate, and the parent/carer where relevant. Actions and a review date, normally within ten working days or two weeks, will be recorded.
- **Stage 2 – Formal Warning:** used where concerns continue following Stage 1, or where behaviour is more serious. The meeting will normally include the Learning Manager, tutor, wellbeing staff where appropriate, the learner, and the parent/carer where relevant. Previous actions will be reviewed, further strategies agreed and a three-month warning recorded on the learner file.
- **Stage 3 – Final Warning:** used where behaviour remains a significant concern or where a serious incident has occurred. The meeting will normally include the Director of Training and Curriculum, Executive Manager, wellbeing staff where appropriate, the learner, the parent/carer where relevant, and the EHCP case officer if removal from the programme may be a potential outcome. Expectations for improvement will be set, a final warning of four to six weeks recorded and behaviours that may trigger Stage 4.
- **Stage 4 – Inclusion Panel:** convened where there are persistent or serious concerns and the Academy must consider whether the learner's placement can continue safely and appropriately. The panel will normally include senior leaders, the Learning Manager, wellbeing staff where appropriate, the learner, and the parent/carer where relevant. Outcomes may include continuation with a strict action plan, amended provision, time-limited suspension or temporary exclusion, managed transition, referral to the Local Authority, commissioner or relevant external agency, or permanent withdrawal only after all reasonable steps and alternatives have been considered.

10. Serious and gross misconduct

Examples of serious or gross misconduct include bullying, harassment or discriminatory behaviour, sexual harassment, child-on-child abuse, physical aggression or threats, possession or use of drugs or alcohol, theft, damage to property, dangerous behaviour or refusal to follow safety instructions, weapons, serious online abuse, conduct that places a person at significant risk, or behaviour that brings the Academy into disrepute. Serious or gross misconduct may result in escalation directly to Stage 3 or Stage 4, depending on the nature and severity of the incident and any associated safeguarding or safety concerns. Safeguarding, police, LADO, Local Authority or commissioner notification will occur where required.

11. Child-on-child abuse, bullying and harassment

Bullying, sexual violence, sexual harassment, harmful sexual behaviour, discriminatory abuse and online abuse are never dismissed as banter or an inevitable part of growing up. Reports will be taken

seriously, recorded, risk assessed and referred to the DSL. Victims and alleged perpetrators will receive appropriate support. Information will be shared promptly with the home school or commissioner where required.

12. SEND and additional needs

The Academy recognises that behaviour may be linked to SEND, trauma, communication needs, safeguarding concerns, mental-health difficulty or unmet need. Behaviour concerns will not be dismissed; however, responses will be adapted to reflect individual needs, reasonable adjustments and the learner's support plan where applicable. The SEND team will be involved in formal stages where relevant, strategies will be personalised and external agencies may be consulted.

Before any decision is made to suspend, temporarily exclude or permanently withdraw a learner with SEND or known additional needs, the Academy will consider whether the behaviour may be linked to unmet need, disability, trauma, safeguarding concerns or the effectiveness of existing support. Where appropriate, the Academy will review the learner's support plan, seek specialist advice, consider further reasonable adjustments and involve relevant external agencies.

13. Suspension, temporary exclusion and reintegration

Suspension or temporary exclusion may be used only where necessary, proportionate and time-limited, such as where there is a safety risk, behaviour prevents safe learning, an investigation is required, or time is needed to plan appropriate support. The decision must be consistent with the learner's placement agreement and any relevant Hampshire County Council, Local Authority or commissioner requirements. Parents/carers and the referring school or commissioner will be informed as soon as reasonably practicable, and the decision will be confirmed in writing with the reason, expected duration, review arrangements and support to be provided. A reintegration meeting will normally take place before return. Permanent withdrawal will be considered only as a last resort, taking account of SEND, safeguarding, equality duties, commissioner involvement and transition arrangements.

Where a learner's placement is commissioned by a Local Authority, school or other commissioner, any suspension or temporary exclusion will be for a fixed period only and will not be indefinite. It will be for the shortest time necessary to secure safety, complete an investigation or plan support.

Before making a suspension, temporary exclusion or permanent withdrawal decision, the Academy will carry out a proportionate investigation, consider available evidence, seek the learner's account where safe and practicable, review relevant behaviour records, risk assessments, SEND information, support plans and reasonable adjustments, and consider whether further support could safely prevent exclusion.

Where behaviour raises a safeguarding concern, the Academy may take immediate steps to keep learners safely separated while concerns are assessed. Any safeguarding action will be managed in line with the Safeguarding and Child Protection Policy and will not be used as a substitute for the behaviour process where disciplinary action is required.

Limisha will not use informal, unrecorded or indefinite exclusion, reduced timetables, cooling-off periods or placement pauses as a way of avoiding the agreed behaviour, safeguarding, suspension or placement-review process. Any reduced timetable or temporary adjustment to attendance must be agreed with the learner, parent/carer and relevant commissioner or referring school, be time-limited, recorded, regularly reviewed and used only where it is in the learner's best interests.

14. Rewards and recognition

Positive behaviour is celebrated through verbal praise, certificates, phone calls home, achievement boards, termly celebration events and progress milestones. The Academy recognises that improvement, effort and progress are as important as consistently positive behaviour. Rewards and recognition will be applied fairly and used to reinforce the Academy's core values.

15. Appeals and complaints

Learners may appeal decisions, including a temporary exclusion or permanent withdrawal decision. Appeals must be submitted in writing within five working days of the decision. The appeal will be reviewed by a senior leader who has not previously been involved in the case. The learner and parent/carer, where relevant, will be given the opportunity to provide information for consideration. The outcome of the appeal will be communicated in writing and will normally be final within the Academy's internal process. Concerns about how the policy was applied may be raised under the Academy complaints procedure.

16. Recording and information sharing

All behaviour interventions must be recorded on the learner's file where significant, repeated or part of a formal process. Records should include the date and time, context, staff involved, people affected, summary of behaviour, antecedents where known, impact, actions taken, learner views, reasonable adjustments, notifications and review dates. Accurate records support safeguarding, consistency, accountability and transparency. Records must be factual, stored securely and handled in accordance with relevant data-protection requirements. Relevant information will be shared lawfully and promptly with parents/carers, the home school, commissioner, Local Authority or safeguarding agencies where appropriate.

For alternative provision placements, records will also evidence communication with the referring school, relevant Local Authority or commissioner, including significant incidents, agreed support actions, placement reviews, safeguarding referrals, risk assessments, suspension or temporary exclusion decisions, reintegration planning and any agreed changes to the provision.

17. Monitoring and review

The Director of Training and Curriculum will monitor patterns by learner, protected characteristic, programme, location and type of incident; review the use of suspension, temporary exclusion and withdrawal; sample records; obtain learner voice; and report themes and actions to senior leadership. This policy will be reviewed annually and approved by the Senior Leadership Team. It may be reviewed earlier where there are changes to legislation, statutory guidance, organisational practice, safeguarding requirements, learner need, serious incidents or learning from complaints or safeguarding reviews.

Where Local Authority or school-commissioned placements are in place, monitoring will also consider placement stability, reintegration progress, attendance, engagement, safeguarding themes, use of temporary suspension or exclusion, and whether the provision remains suitable for the learner's age, ability, aptitude, SEND and wider needs.

18. Links to other policies and related documents

- Child Protection and Adults at Risk Safeguarding Policy

- Attendance Policy
- Health and Safety Policy
- Complaints Policy
- Data Protection Policy
- Online Safety and Acceptable Use Policy
- Restrictive Physical Intervention Policy
- Equality, Diversity and Inclusion Policy
- Staff Code of Conduct
- Learners code of conduct