



Swallow Grange Alternative Provision

Behaviour and Relationships Policy

Policy Owner: Head of Provision

Approved By: Footsteps to Futures Education Ltd

Review Date: Annually

Next Review: 23rd June 2026

Statement of Intent

At Swallow Grange Alternative Provision, we believe that every child has the right to learn in a safe, nurturing and respectful environment where they can achieve their full potential.

We recognise that many of our pupils have experienced adverse childhood experiences (ACEs), trauma, disrupted educational journeys, attachment difficulties, SEND and social, emotional and mental health (SEMH) needs. As a result, some children may communicate distress, anxiety or unmet needs through behaviour.

Our approach is based upon the principles of:

- Positive relationships
- Trauma-informed practice
- Therapeutic support
- Consistency
- Inclusion
- Emotional regulation
- Restorative approaches
- Safeguarding

We seek to understand the reasons behind behaviour, teach positive alternatives and support pupils to develop self-regulation, resilience and social skills.

Aims

This policy aims to:

- Promote positive behaviour and relationships.
- Create a safe and inclusive learning environment.
- Support pupils to develop emotional regulation skills.
- Reduce barriers to learning.
- Foster independence and responsibility.
- Ensure consistent responses from staff.
- Protect the wellbeing of pupils and staff.
- Meet safeguarding obligations.

Legal Framework

This policy is informed by:

- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice 2015
- Keeping Children Safe in Education (KCSIE)
- Behaviour in Schools Guidance (DfE)
- Searching, Screening and Confiscation Guidance (DfE)
- Use of Reasonable Force Guidance (DfE)

Our Behaviour Principles

At Swallow Grange we believe:

- All behaviour is communication.
- Children do well when they can.
- Relationships are central to positive outcomes.
- Consistency creates safety.
- Emotional regulation must be taught and modelled.
- Consequences should be proportionate and restorative.
- Children should never be shamed or humiliated.
- Positive reinforcement is more effective than punishment.

Expectations

We encourage pupils to:

Be Safe

- Keep hands, feet and objects to themselves.
- Follow adult instructions.
- Make safe choices.

Be Respectful

- Use kind words.
- Respect differences.
- Care for property and the environment.

Be Ready to Learn

- Engage with activities.
- Try their best.
- Ask for help when needed.

Expectations are taught explicitly and reinforced consistently.

Positive Behaviour Support

Staff will promote positive behaviour through:

- Positive relationships.
- Predictable routines.
- Clear expectations.
- Positive praise and encouragement.
- Emotional coaching.
- Regulation support.
- Restorative conversations.
- Individual behaviour plans where required.

Positive reinforcement may include:

- Verbal praise.
- Recognition boards.
- Certificates.
- Responsibility roles.
- Celebration assemblies.

- Positive communication home.

Understanding Behaviour

Staff will seek to understand:

- Triggers.
- Communication needs.
- Sensory needs.
- Emotional state.
- Environmental factors.
- Underlying unmet needs.

Staff will use a curiosity-based approach and ask:

"What is this behaviour telling us?"

rather than

"How do we punish this behaviour?"

Supporting Emotional Regulation

Pupils will be supported through:

- Zones of Regulation.
- Emotion coaching.
- Safe regulation spaces.
- Visual supports.
- Sensory strategies.
- Therapeutic interventions.
- Individual regulation plans.

Staff will model calm, respectful interactions at all times.

Responding to Behaviour of Concern

When behaviour becomes challenging, staff will:

Stage 1 – Prevention

- Use positive relationships.
- Offer reassurance.

- Provide regulation support.
- Adjust demands where appropriate.

Stage 2 – Early Intervention

- Use calm verbal reminders.
- Offer choices.
- Reduce audience and attention.
- Redirect behaviour.

Stage 3 – De-escalation

- Use low-arousal approaches.
- Allow processing time.
- Reduce environmental triggers.
- Support regulation.

Stage 4 – Recovery and Repair

Following incidents:

- Support emotional recovery.
- Facilitate restorative conversations.
- Repair relationships.
- Identify preventative strategies.

Restorative Practice

Restorative approaches help children understand the impact of their actions.

Questions may include:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How can we make things right?
- What can we do differently next time?

The focus is on learning and repairing relationships.

Consequences

Consequences may be necessary to support learning and safety.

Consequences should be:

- Proportionate.
- Fair.
- Immediate where possible.
- Linked to the behaviour.
- Educational rather than punitive.

Examples include:

- Restorative actions.
- Repairing damaged property.
- Temporary removal from an activity.
- Increased supervision.
- Individual behaviour support plans.

Consequences will never include:

- Public humiliation.
- Withdrawal of food or drink.
- Restriction of toilet access.
- Corporal punishment.
- Deliberate isolation as punishment.

Individual Behaviour Support Plans

Some pupils may require personalised support.

Plans may include:

- Triggers.
- Early warning signs.
- Regulation strategies.
- Supportive responses.
- Risk management arrangements.
- Reward systems.

Plans will be developed in partnership with:

- Parents/carers.

- Referring schools.
- External professionals where appropriate.

Serious Incidents

Serious incidents may include:

- Violence towards others.
- Significant property damage.
- Serious threats.
- Dangerous behaviour.
- Behaviour placing others at risk.

Such incidents will:

- Be recorded.
- Be reviewed by senior leaders.
- Be communicated to parents/carers.
- Trigger risk assessment reviews where required.

Physical Intervention and Restrictive Practice

Swallow Grange seeks to minimise the use of restrictive practices.

Physical intervention will only be used:

- As a last resort.
- To prevent injury.
- To prevent serious damage to property.
- To maintain safety.

Any physical intervention must:

- Be reasonable.
- Be proportionate.
- Use the minimum force necessary.
- Be recorded and reviewed.

Parents/carers will be informed following any significant physical intervention.

Suspension and Permanent Exclusion

As an Alternative Provision supporting pupils with SEND and SEMH needs, Swallow Grange aims to avoid suspension wherever possible.

However, suspension may be considered where:

- Safety cannot be maintained.
- Serious incidents occur.
- Significant risk exists to others.

All decisions will follow statutory guidance and be made on an individual basis.

Permanent exclusion will only be considered in exceptional circumstances.

Bullying

Bullying is not tolerated.

Incidents will be addressed in accordance with the Swallow Grange Anti-Bullying Policy.

Searching, Screening and Confiscation

Where concerns exist regarding prohibited items, searches may be conducted in line with Department for Education guidance.

Parents/carers will be informed where appropriate.

Safeguarding

Some behaviours may indicate safeguarding concerns.

Examples include:

- Harmful sexual behaviour.
- Child-on-child abuse.
- Exploitation concerns.
- Self-harm.
- Significant aggression.

Staff must report concerns immediately to the Designated Safeguarding Lead (DSL).

Working with Parents and Carers

Positive partnerships with families are essential.

Swallow Grange will:

- Share successes.
- Communicate concerns promptly.
- Involve families in planning support.
- Work collaboratively to achieve positive outcomes.

Monitoring and Review

Behaviour data will be reviewed regularly to identify:

- Trends and patterns.
- Effectiveness of interventions.
- Equality considerations.
- Safeguarding concerns.

This policy will be reviewed annually or sooner if legislation or guidance changes.

Signed: Jayne Chudley – Managing Director – 23rd June 2026