



PUBLIC POLICY

Behaviour and Relationships Policy

Belong • Grow • Achieve • Thrive

Organisation	Lighthouse Learning Provision Ltd
Policy owner	Board of Directors
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Policy at a glance

Behaviour is understood as communication. Lighthouse uses calm, relational, restorative and trauma-informed practice, with regulation and safety before reflection, consequence or repair.

1. Purpose and scope

This policy explains how Lighthouse promotes safe behaviour, positive relationships and meaningful engagement. It applies to all learners, adults, activities, transport, community learning, online activity and other settings connected with Lighthouse.

2. Core approach

- Relationships, emotional safety and predictable adult responses are the foundation for learning.
- Adults seek to understand triggers, unmet need, sensory pressure, communication differences, anxiety, trauma and environmental stress.
- Co-regulation and de-escalation come before demands, sanctions, reflection or restorative discussion.
- Progress is recognised through engagement, confidence, communication, independence, repair and learning - not compliance alone.
- Expectations are communicated through the values Safe, Kind and Respectful.

3. Adult practice expectations

- Use calm tone, simple language, respectful choices and clear boundaries.
- Avoid shouting, sarcasm, humiliation, threats, public confrontation, unnecessary touch and power struggles.
- Adjust pace, demand, space, sensory load and communication according to the learner's needs and support plan.
- Notice early signs of distress and use agreed regulation strategies before risk escalates.
- Record significant events factually and update support plans and risk assessments when patterns change.

4. Individual planning

Each learner has an individual profile and, where needed, a Behaviour Support Plan, Regulation Plan and risk assessment. Plans identify strengths, communication needs, triggers, early warning signs, protective factors, trusted adults, proactive

support, de-escalation strategies, known risks and post-incident needs. Plans are developed with the learner, family and commissioner as appropriate and reviewed after incidents or significant change.

5. Positive support and curriculum

- Provide meaningful, practical activity matched to interest and emotional readiness.
- Use clear routines, visual supports, movement, sensory regulation, safe spaces, creative expression and outdoor learning where appropriate.
- Teach emotional literacy, problem solving, communication, consent, boundaries, community expectations and repair.
- Use specific praise and feedback that recognises effort, regulation, honesty, kindness and progress.

6. Responding to dysregulation or unsafe behaviour

- Prioritise immediate safety and reduce stimulation, demands and audience.
- Offer time, space, co-regulation and agreed choices; avoid attempting detailed reflection while the learner is distressed.
- Remove or secure hazards and seek additional support according to the risk assessment.
- Contact emergency services where there is an immediate serious risk that cannot be safely managed.
- Afterwards, provide recovery time, check wellbeing, record the event and review what can be changed to reduce recurrence.

7. Consequences and restorative practice

Consequences must be proportionate, educational and directly linked to safety, learning or repair. They must not be humiliating, punitive, exclusionary for convenience or unrelated to the behaviour. Restorative conversations take place only when the learner is regulated and able to participate. Repair may include making an area safe, replacing or repairing property where appropriate, reflecting on impact, practising an alternative response or rebuilding trust.

8. Bullying and discriminatory behaviour

Bullying, intimidation, sexual harassment, prejudice-based abuse and discriminatory language are not tolerated. Concerns are recorded, investigated proportionately and managed through behaviour and safeguarding systems. The harmed learner is listened to and protected; the learner causing harm is supported to understand impact and change behaviour. Patterns are shared with families and commissioners where appropriate.

9. Restrictive physical intervention

Restrictive physical intervention is not a routine behaviour management strategy and may be used only as a last resort where it is lawful, necessary, reasonable and proportionate to prevent immediate harm. It is never used as punishment, to force learning, to secure routine compliance or for staff convenience.

Adults prioritise prevention, de-escalation, space and removal of triggers. Where intervention is unavoidable, the minimum force for the shortest time is used. Every intervention is reported, recorded and reviewed; the learner and adults receive post-incident support; and parents/carers and commissioners are informed according to the placement agreement and safeguarding advice.

10. Missing or leaving supervision

If a learner leaves supervision, cannot be accounted for or fails to arrive as expected, staff follow the Missing Child / Absconding Procedure. The response is guided by known vulnerability, location, age, communication, exploitation risk and individual assessment. Police are contacted without delay where risk is significant or unknown.

11. Placement review and serious incidents

Repeated or serious incidents trigger a multi-agency placement review rather than an automatic punitive response. Lighthouse will consider whether needs, staffing, environment, timetable, ratios, transport or support arrangements must change. Where safety cannot be maintained within agreed resources, Lighthouse will work with the commissioner on a safe transition or revised package; emergency suspension of a session may be used only to manage immediate risk.

12. Monitoring and review

Incident, bullying, missing and physical-intervention records are reviewed for patterns, disproportionality and learning. Learner voice, family feedback and commissioner review inform improvement. The policy is reviewed annually or sooner following a significant incident or guidance change.

Records and forms: Learner Profile, Behaviour Support Plan, Regulation Plan, Individual Risk Assessment, Incident Report, Bullying Concern Record, Post-Incident Review, Placement Review Form.

Reference framework

This policy should be read with the current versions of the following legislation, guidance and local procedures. References are applied according to Lighthouse's status as a non-school alternative provision provider.

- [Non-school alternative provision: voluntary national standards](#)
- [Keeping Children Safe in Education](#)
- [Equality Act 2010: advice for schools and education providers](#)
- [Use of reasonable force in schools - guidance adopted as relevant good practice](#)

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