

Elevate-Ed Behaviour & Relationships Policy 2025–2026

Last Updated: September 2025

Next Review Due: September 2026

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1. Introduction

Elevate-Ed is committed to fostering a positive, inclusive, and respectful learning environment where learners feel safe, valued, and supported.

This policy aligns with:

- Safeguarding Policy 2025–2026
- Health & Safety Policy
- Online Safety Policy
- Lone Working Policy
- Equality, Diversity & Inclusion (EDI) Policy

Our behaviour approach prioritises **trauma-informed practice, restorative relationships, and safeguarding-first responses.**

2. Guiding Principles

- **Respect & Dignity** – Every learner is valued as an individual.
 - **Restorative & Trauma-Informed Practice** – Behaviour is seen in context; focus is on understanding root causes and supporting accountability.
 - **High Expectations with Flexibility** – Behaviour expectations are clear, consistent, and adapted to individual needs.
 - **Safe Environments** – Staff and learners work together to maintain physical, emotional, and digital safety.
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3. Behaviour Expectations

All learners are expected to:

- Engage positively with learning and peers.
 - Respect personal boundaries and community guidelines.
 - Communicate their needs appropriately and seek support when needed.
 - Follow the Acceptable Use Policy (AUP) when using devices and online platforms.
 - Take responsibility for their actions, both online and offline.
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4. Safeguarding & Risk Assessments

- Behaviour strategies are tailored to each learner's **risk assessment** and **Personal Learning & Development Plan (PLDP)**.
- Any behaviour presenting a safeguarding concern is immediately reported to the **DSL**.
- Following significant incidents, risk assessments are reviewed with commissioners to ensure safety and support are maintained.

Peer-on-Peer Abuse

Elevate-Ed recognises that learners can be vulnerable to **peer-on-peer abuse, including sexual violence and sexual harassment**. All such concerns are treated as safeguarding matters. Incidents will be recorded, escalated to the DSL, and shared with the commissioning school/LA the same day. Support for both the learner harmed and the learner responsible will be managed in line with Elevate-Ed's Safeguarding Policy and in partnership with commissioners.

5. Use of Physical Contact

Elevate-Ed does **not** use restrictive physical intervention.

However, staff may use low-level, proportionate contact in rare circumstances where immediate action is needed to:

- prevent significant harm to the learner or others
- prevent serious damage to property
- guide a learner away from danger (e.g., road, unsafe equipment).

Any such contact must always be:

- accompanied by clear verbal communication
- used as a last resort, after de-escalation attempts
- recorded on an **Incident Record Form** and reviewed by the DSL.

Staff are trained to exercise professional judgement and ensure any physical contact remains appropriate, proportionate, and safeguarding-led.

6. Technology Use

- Learners must follow the **Acceptable Use Policy (AUP)** when using Elevate-Ed or personal devices.
 - Internet access during sessions is **strictly supervised by staff**, with filtering/monitoring in place via agreed software and adult oversight.
 - Inappropriate or unsafe digital conduct will be addressed as a behaviour concern and may result in restricted access to devices.
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7. Responding to Behaviour Concerns

- **De-escalation & Mediation** – Using calm, non-confrontational, trauma-informed strategies.
 - **Restorative Conversations** – Supporting reflection, accountability, and repairing relationships.
 - **Risk Review** – Persistent or serious concerns trigger a review of risk assessments and support plans.
 - **Escalation** – In extreme cases, participation in certain activities may be limited, or placement suitability reviewed with commissioners.
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8. Staff Training & CPD

All staff, freelance practitioners, and volunteers receive training in:

- Trauma-informed behaviour management

- Conflict resolution & restorative practice
 - Safe and appropriate physical contact
 - Digital safety & online behaviour
 - Lone working and 1:1 delivery protocols
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9. 1:1 & Lone Working Protocols

- **Pre-session checks** are required for all 1:1 delivery.
 - **Visibility must be maintained** (doors open, windows, or public spaces).
 - **Regular check-ins** with the DSL or designated contact are required.
 - **Travel and off-site delivery** must be risk assessed and approved in line with the Lone Working Policy.
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10. Monitoring & Review

This policy will be reviewed annually or sooner if:

- there are significant changes in legislation or guidance,
 - commissioner requirements change, or
 - a serious incident prompts early review.
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11. Suspension or Withdrawal of Placement

Elevate-Ed does not have the authority to issue Fixed Term Exclusions (FTE) or Permanent Exclusions (PEX). These remain the statutory responsibility of the learner's home school.

If a learner's behaviour presents significant risk — for example, if their needs would require physical restraint (which Elevate-Ed does not use) — Elevate-Ed may **pause the placement** pending a joint review.

In such cases:

- The incident will be recorded and shared with the commissioning school/LA the same day.
- Elevate-Ed will request an urgent review meeting with the school/LA (and parents/carers where appropriate).
- Decisions about continuation, adaptation, or withdrawal of the placement will be made **in agreement with the commissioning school/LA**, ensuring statutory duties remain with them.

This process ensures learner safety, commissioner oversight, and transparency in decision-making.

Signed:

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Date: September 2025