

Behaviour Policy for Illuminate You, Learning for Life Lodge

Policy Name: Behaviour Policy

School Name: Illuminate You, Learning for Life Lodge

Policy Date: 09.10.2025

Policy Lead: Headteacher

Approved by: Committee

1. Introduction

At **Illuminate You, Learning for Life Lodge**, we are committed to creating a safe, supportive, and nurturing environment where students with Social, Emotional, and Mental Health (SEMH) needs can thrive. Our **Behaviour Policy** is rooted in the principles of our **T.R.I.B.E.** ethos—**Trust, Respect, Impact, Belonging, and Enable**—and is designed to promote positive behaviour while recognizing the unique challenges faced by our students.

This policy outlines our approach to behaviour management, which focuses on promoting positive relationships, building emotional regulation skills, and using restorative practices to address challenging behaviour. We aim to support students in understanding the impact of their behaviour on themselves and others, helping them develop the social and emotional skills necessary to succeed in school and life.

2. Aims of the Behaviour Policy

The aims of this policy are to:

- Promote positive behaviour through a culture of respect, empathy, and understanding.
- Ensure that students feel safe, valued, and supported in a trauma-informed environment.
- Help students develop self-regulation, emotional resilience, and social responsibility.
- Provide clear, consistent expectations for behaviour while recognizing the individual needs of each student.
- Use restorative approaches to resolve conflicts and repair relationships.

3. Principles of Behaviour Management

At **Illuminate You**, behaviour management is based on the following principles:

- **Positive Relationships:** We believe that strong, trusting relationships between staff and students are the foundation for positive behaviour.
- **Individualized Support:** We recognize that each student has unique emotional and behavioural needs, and we tailor our approach accordingly.
- **Emotional Regulation:** We use therapeutic interventions and life skills education to help students manage their emotions and behaviour.
- **Restorative Practices:** When conflicts arise, we focus on repairing harm and rebuilding relationships rather than punitive measures.

4. Promoting Positive Behaviour

We promote positive behaviour through:

- **The T.R.I.B.E. Ethos:** By embedding the values of Trust, Respect, Impact, Belonging, and Enable into our daily practice, we create a culture where positive behaviour is modelled and encouraged.
- **Recognition and Rewards:** Positive behaviour is celebrated through praise, rewards, and recognition. Students are encouraged to set personal goals and work toward achieving them, with support from staff.
- **Life Skills Education:** Through our life skills program, students learn essential social, emotional, and practical skills that help them navigate relationships, manage stress, and make positive choices.
- **Clear Expectations:** We set clear, consistent expectations for behaviour that are communicated to students in a way that is accessible and appropriate for their developmental level.

5. Managing Challenging Behaviour

We understand that many of our students have experienced trauma or face emotional and behavioural challenges. When managing challenging behaviour, we use a trauma-informed approach that emphasizes understanding the root causes of behaviour and providing support to help students regulate their emotions.

Strategies for Managing Challenging Behaviour:

- **Therapeutic Crisis Intervention (TCI):** TCI is used to de-escalate situations, prevent crises, and provide emotional support to students during times of distress.
- **Emotional Check-ins:** Staff regularly check in with students to monitor their emotional well-being and provide support before behaviour escalates.
- **Calm Down Spaces:** Students have access to designated calm down areas where they can take time to regulate their emotions and reflect on their behaviour.
- **Restorative Conversations:** When incidents occur, staff facilitate restorative conversations between students to help them understand the impact of their behaviour and work together to repair harm.

6. Consequences and Restorative Approaches

While we focus on positive behaviour and emotional support, we recognize that clear boundaries and consequences are necessary to ensure a safe and respectful learning environment. However, our approach to consequences is restorative rather than punitive.

Restorative Approaches:

- **Restorative Meetings:** Following incidents of challenging behavior, students participate in restorative meetings where they have the opportunity to reflect on their actions, discuss the impact on others, and work toward repairing relationships.
- **Apology and Accountability:** Students are encouraged to take responsibility for their actions by offering apologies and engaging in actions that contribute to repairing harm.
- **Restorative Actions:** Rather than traditional punishments, students may be asked to complete restorative actions, such as helping around the school or supporting a peer.

Consequences:

For serious or repeated instances of inappropriate behaviour, consequences may be applied in a manner that is consistent, fair, and proportionate to the behaviour. These consequences may include:

- **Loss of Privileges:** Temporary loss of privileges such as participation in certain activities or outings.
- **Reflection Time:** Time away from the classroom to reflect on behaviour, followed by a restorative conversation with staff.
- **Individual Behaviour Plans:** For students who struggle with persistent challenging behaviour, individualised behaviour plans will be developed in collaboration with the student, parents, and staff.

7. Supporting Students with Specific Needs

Many of our students have SEMH needs that impact their behaviour. As such, we offer individualized support to ensure they have the tools they need to succeed. This may include:

- **One-to-One Support:** Some students may require additional support from staff to help them manage their behaviour and regulate their emotions.
- **Therapeutic Interventions:** Students have access to therapies such as CBT, Music Therapy, and TCI, which are integrated into their daily routines.
- **Individualised Learning and Behaviour Plans:** Tailored plans that include specific strategies and goals to support students in managing their behaviour and making progress both academically and emotionally.

8. Involving Parents and Carers

We believe that collaboration with parents and carers is essential to supporting positive behaviour. We keep parents informed about their child's behaviour and progress, and we work together to create consistent expectations and support both at home and in school.

Parent/Carer Involvement:

- **Regular Communication:** We maintain regular contact with parents and carers, sharing updates on behaviour, well-being, and progress.

- **Behaviour Plans:** For students with individual behaviour plans, parents are involved in developing and reviewing these plans to ensure they align with the student's needs.
- **Workshops and Support:** Illuminate You offers workshops and resources for parents to help them understand and support their child's SEMH needs.

9. Safeguarding and Behaviour

All behaviour management practices at Illuminate You are conducted with the safety and well-being of students as the highest priority. Our staff are trained in safeguarding procedures and are vigilant in identifying and responding to any concerns that arise through behaviour management. All behaviour incidents that raise safeguarding concerns are dealt with in accordance with the school's **Safeguarding Policy**.

10. Monitoring and Review

The effectiveness of the Behaviour Policy is monitored through:

- **Behaviour Logs:** Incidents of challenging behaviour are recorded and reviewed regularly by the Senior Leadership Team (SLT) to identify patterns and inform interventions.
- **Student Feedback:** We seek feedback from students on the behaviour management strategies and restorative approaches used in the school.
- **Policy Review:** This policy is reviewed annually by the Headteacher and the committee to ensure it remains effective and responsive to the needs of our students.

11. Conclusion

At **Illuminate You, Learning for Life Lodge**, we are committed to creating an environment where positive behaviour is celebrated, emotional regulation is supported, and students are empowered to take responsibility for their actions. Our approach to behaviour management is rooted in empathy, respect, and the understanding that every student is on a unique journey of growth and development.

Policy Review Record

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