

Remedicare Education Services**Positive Behaviour Policy****August 2025****Review: August 2026****Mission Statement**

We are here for any young people who need the help, guidance and support to get back into school, learn important life skills, need a loving roof above their heads or simply find confidence in themselves.

We will pave the way for our young people by offering the widest range of services, celebrating successes, always placing their needs above all else and ensuring that they have their own, achievable pathway.

Aims and Objectives of the Policy

Remedicare Provisions are committed to the emotional, mental health and wellbeing of its staff, students and parents/guardians. We wish to work towards this in all aspects of our community and provide an environment that supports the inclusion of all our students. We pride ourselves on being able to model positive behaviour for our students and understand that this can be taught through our own high professional standards. We recognise that changing behaviour does not take place overnight and so we celebrate behaviour successes while challenging those that need changing through a supportive environment. We understand that behaviours that challenge are a communication from our students and seek to find ways to support them without diluting our aims and expectations. We value everyone as an individual, capable of growth, change and development despite previous behaviours.

This policy aims to:

- Promote inclusion for all students.
- Enhance student's self-esteem and foster self-respect and respect for others.
- Encourage students to take responsibility for their own behaviour.
- Encourage students to develop independence and self-regulation skills.
- Develop student's interpersonal skills.
- Provide a consistent approach to behaviour management.

- To outline desirable behaviours and behaviours that challenge.
- To outline provision rewards and sanctions.
- Promote positive relationships and emotional wellbeing in all staff, students and parents/guardians.
- Have an awareness of each individual student's life experiences which contribute to their presenting behaviours.
- Recognise that behaviour is a form of communication.

This policy should be viewed in conjunction with other policies:

Anti Bullying Policy

Absconding Policy

Code of Conduct

Equality Policy

Offsite policy

Safeguarding Policy

Rights and Responsibilities

All members of Remedicare Provisions have rights and responsibilities.

Students Rights and Responsibilities

Students have a right to:

- Be a valued member of the provision community.
- Receive support and guidance.
- Have bullying addressed promptly and sympathetically.
- Be treated fairly, consistently and with respect.
- Develop their skills in all areas of their development.
- Have adults available to talk to.
- To have their individual needs identified and addressed.
- To be in a safe and well managed provision.

Students have a responsibility to:

- Arrive for their session on time.
- Respect the views, rights, and property of others.
- Co-operate with staff and seek help if they are in difficulty.
- Accept ownership for their behaviour.
- Behave safely inside and outside the provision.
- Engage with the activities to the best of their ability.
- Follow the provision routine.

Parents/guardians Rights and Responsibilities

Parents/guardians have a right to:

- A safe and well managed provision for their child.
- Reasonable access to staff.
- To have their concerns and queries dealt with promptly and sympathetically.
- To be informed about their child's progress, behaviour, and health.
- Be involved in key decisions for their child.
- A suitably resourced provision with well-maintained facilities.

Parents/guardians have a responsibility to:

- Ensure their child attends regularly and on time.
- Ensure their child is collected at the end of the day (if part of their agreed transport arrangement).
- Be aware of provision policies and encourage their children to abide by them.
- Show interest in their child's progress.
- Attend planned meetings.
- Provide the provision with all the necessary background information about their child and share any concerns or changes that impact their child.

Staff Rights and Responsibilities

Staff have a right to:

- Work in an environment where common courtesies and social conventions are respected.
- Express their views around policies and procedures that affect their work.
- A suitable career structure and professional development.
- Support and advice from senior colleagues and external bodies.
- Adequate provision facilities and resources.
- An environment free from threat and danger.
- Emotional support to manage stress and secondary trauma.

Staff have a responsibility to:

- Always behave in a professional manner.
- Ensure that activities are well prepared using available resources.
- Show enthusiasm and interest in their students.
- Foster positive relationships with their students and provide a personalised approach to specific behavioural needs.
- Value the contribution of students and respect their views.
- Be aware of the SEN code of Practice and Keeping Children Safe in Education.
- Share concerns with parents and professionals where appropriate.
- Pursue opportunities for professional development.
- Act in a manner in accordance with the company code of conduct.
- Be positive role models.
- Recording behaviour incidents.

The senior management team will support staff in responding to behaviour incidents.

Desirable Behaviours

We like to see our students thrive within our settings. To achieve the aims set out in our mission statement, there is a level of acceptable behaviour to ensure all students can be empowered to reach their potential. With this in mind, and with support and guidance from our staff, we expect our students to:

- Engage in all activities to the best of their ability.
- Show respect for the views, ideas, and property of others.
- Be courteous and well-mannered to all.
- Co-operate with the adults who are supporting them.
- Be aware of their rights and responsibilities.
- Treat everyone as they would wish to be treated themselves.
- Respond positively to staff.

Behaviours that Challenge.

We understand that our students have challenges, and this can sometimes lead to undesirable behaviours which are difficult for all. These behaviours include but are not limited to:

- Bullying and unkind behaviour to others.
- Aggressive and violent behaviour which causes harm to others or to property.
- Displaying an undesirable and negative approach to activities.
- Use of substances, including alcohol, drugs, tobacco, or vaping.
- Damaging and stealing property belonging to others or the provision.
- Abusive language.
- Absconding from site.
- Verbal abuse or threatening behaviour to others.
- Extreme defiance and refusal to co-operate with staff.
- Sexual harassment and sexual violence.
- Malicious allegations against staff members.

Remedicare is committed to supporting students with regulating their behaviours, including the undesirable behaviours, and aim to provide support and guidance for all students in accordance with their individual needs. We understand that many of our students have additional needs which have a significant impact on their presenting behaviours and each student has their own life experiences. Our staff continue to seek and engage in high level training to support them to manage student's needs across each provision. Our staff focus

on specific principles in their everyday practice in order to support students who display behaviours that challenge.

These principles are:

- Empathy.
- Connection.
- Attunement.
- Trust.
- Co-regulation.

Categories of behaviour and actions taken by Remedicare Education in the event of these:

Level 1 – Dysregulated Verbal Behaviour (including raised voice, inappropriate language, refusal to engage)

Action – Email /notification sent to parent/guardian to notify of incident.

Continued support given to support student and encourage positive strategies for managing emotions.

Level 2 – Dysregulated Verbal Behaviour and Damage to Property (including shouting, using inappropriate language, refusing to follow instructions, throwing objects, knocking over furniture)

Action – Email /notification sent to parent/guardian to notify of incident.

Continued support given to establish de-escalation strategies and encourage positive strategies to support regulation.

Level 3 – Dysregulated Behaviour, verbal and/or physical behaviours resulting in Damage to Property, and Injury to Staff/Students (including shouting and physical aggression, breaking objects or damage or harm caused to people or property).

Action – Urgent email/ Notification sent to alert of incident.

Intervention by staff using de-escalation techniques. Continued support given in regaining regulation, ensuring the safety of everyone involved.

Due to the severity of the incident the student will remain at home the following day to allow for a review their current timetable to allow appropriate adjustments to be made to support their safe return.

Next steps discussed with parent/guardian to collaboratively support the student moving forward.

Use of PACE.

Remedicare Staff are committed to ensuring the emotional wellbeing of our students and have a high level of training around trauma informed processes. This includes the use of PACE which has its roots in trauma and attachment theory. **PACE is an acronym for Playfulness, Acceptance, Curiosity and Empathy.** This is a principal by which all staff abide and is at the forefront of our communication strategy with young people. PACE aims to diffuse and regulate our students and support them to engage in all opportunities within our provisions.

Crisis Development Model (CDM)

At Remedicare, we recognise that behaviour is a form of communication. To support our students effectively, we adopt the Crisis Development Model (CDM). This framework helps staff understand the stages of behaviour escalation and match their responses appropriately. The model underpins our commitment to safe, consistent, and trauma-informed practice.

The 4 Stages of the CDM

Stage	What It Looks Like	Staff Response
Anxiety	Signs of stress, withdrawal, fidgeting, pacing, changes in communication or engagement.	Supportive: Provide reassurance, empathy, structure, and low-arousal strategies.
Defensive	Refusal, verbal/non-verbal resistance, louder vocalisations, challenging authority.	Directive: Set clear, calm limits using short instructions, visual cues, and limited choices.
Risk Behaviour	Aggression, self-harm, running away, damaging property.	Safety Interventions: Prioritise safety for all.
Tension Reduction	Crying, exhaustion, remorse, willingness to reconnect.	Therapeutic Rapport: Rebuild trust, support recovery, and engage in reflection where appropriate.

Principles of CDM Practice

- Prevention is key: Staff focus on recognising early signs of anxiety and intervening proactively.
- Consistency matters: All staff use agreed scripts, visuals, and strategies to ensure predictability for learners.
- Repair and reflection: Following incidents, staff support learners to re-regulate, reconnect, and move forward positively.

CDM in Action at Remedicare.

- Staff document learner-specific signs at each stage and update these regularly in Behaviour Support Plans.
- Debriefs take place after incidents to learn from practice and strengthen future support.
- Staff are trained to apply the CDM confidently and compassionately in all settings.

Rewards and Sanctions

Rewards

Staff at Remedicare are committed to raising student's self-esteem and achievement through encouragement, praise, and positive affirmations. Each provision operates a reward scheme and targets based upon each individual student's outcomes.

Rewards are given to acknowledge the contribution and achievement of students and are created with young people in mind. Our students are encouraged to achieve their set goals and to strive for targets that are specific, individual, and realistic. The type of reward offered to a student is scaled depending on age and accessibility.

Staff will keep an accurate record of rewards given to each individual student and will ensure that rewards are fair and proportionate.

Sanctions

Staff at Remedicare are committed to ensuring all our provisions are welcoming and safe environments for students. Our staff focus on restorative practices when managing any behaviour that challenges. All members of staff are responsible for supporting our students to regulate and learn about their own behaviours.

Senior Staff and management are responsible for engaging with student's host schools and sharing any concerns regarding a student's behaviour or conduct. Host schools may then choose to take further action in accordance with their behaviour policy.

Remedicare do not have the power to formally suspend or expel a student from our provisions. However, if students are considered unsafe, a period of time at home may be required to review the child's provision and timetable and look at the interventions being provided.

Any significant breaches of this policy will result in a placement review.

If a student is not achieving success within our provision, the reasons for this will be explored and student focussed discussions will be had with parents/guardians and the student's host school as to the ongoing appropriateness of the placement. These cases will be taken to the emerging needs panel for decision.

Substances

All substances are prohibited at Remedicare Provisions. This includes alcohol, drugs, tobacco products and vaping. Any young person who is found to be in possession of tobacco, drugs or alcohol will have these items confiscated and not returned to them.

Parents/guardians and host schools will be contacted and, if necessary and proportionate, the police may be contacted. If there are concerns around a student being under the influence of drugs or alcohol, precautions will be taken, and parents and host schools will be contacted. First Aid will be administered if required. If there are any safeguarding concerns these will be dealt with in accordance with the safeguarding policy.

All Remedicare provisions are smoke free sites, this includes vaping.

Mobile Phones

Students are allowed to bring mobile phones onto site as many of them will use them during their travel to and from school. However, students are permitted to keep their phones in their possession but are discouraged from using them during the day.

Staff are not permitted to use personal mobile phones during the working day within student areas and these are kept securely away from student access. Senior staff have their own mobile phone for work purposes. Mobile phones for work purposes should not be used by students at any time and should be locked with a PIN when not in use.

Students who need Additional Support

At Remedicare we understand that there are students within our provisions who will need additional support. We will work with these students and their families to identify any external services that may be available to support them. Senior management at Remedicare will ensure they attend any external meetings to ensure all students are represented and their voices are heard.

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