

Remedicare Education

Behaviour, Regulation, Crisis Response and Support Policy

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Introduction

Remedicare Education provides high-quality, bespoke Alternative Provision for children and young people with Severe Learning Disabilities (SLD), Profound and Multiple Learning Disabilities (PMLD), Social, Emotional and Mental Health needs (SEMH), and Moderate Learning Difficulties (MLD).

Our learners present with a wide range of complex needs, including developmental delay, trauma histories, attachment disruption, sensory processing differences, school-based trauma, anxiety, emotional dysregulation, and communication needs. Many learners have experienced exclusion, unmet needs, instability, and repeated relational breakdowns within education.

At Remedicare Education, behaviour is understood as communication.

It is viewed as an expression of need, emotional state, sensory experience, developmental difference, trauma response, or lack of felt safety.

Our approach is therapeutic, trauma-informed, relational, structured, and safeguarding-led.

Purpose of the Policy

This policy exists to:

- promote emotional and physical safety
- support regulation and wellbeing
- provide consistent and predictable responses
- prevent escalation and crisis
- protect learners and staff
- strengthen relationships
- promote inclusion
- ensure safeguarding compliance
- support staff wellbeing
- embed trauma-informed practice
- provide operational clarity
- ensure accountability
- maintain high professional standards
- meet commissioning and regulatory expectations

Core Principles

This policy is underpinned by the following principles:

- Behaviour is communication
- Regulation precedes learning
- Safety comes before compliance
- Emotional safety is safeguarding
- Relationships drive change
- Trauma shapes behaviour
- Consistency creates security
- Prevention is protection
- Repair supports recovery
- Connection reduces crisis
- Inclusion is non-negotiable
- Staff wellbeing is essential

Trauma-Informed and Demand-Avoidant Practice

Remedicare Education recognises that many learners present with trauma responses, anxiety-based behaviours, demand avoidance profiles, and protective avoidance patterns.

Our approach includes:

- low-arousal environments
- reduced-demand models
- indirect communication strategies
- autonomy-supportive practice
- choice-based engagement
- relational safety building
- flexible expectations
- co-regulation strategies
- trust-building before task-building
- safety-based boundaries
- graduated engagement models

Refusal is understood as communication, not defiance.

Continuum Provision Model

Remedicare Education operates a continuum of provision model, recognising that a learner's capacity to access education is directly linked to their emotional safety, trust, and regulation.

Provision may include:

- home-based engagement
- community-based learning
- outreach provision
- off-site education
- phased reintegration
- flexible timetabling
- micro-attendance models
- relationship-based contact
- sensory-based engagement

- gradual exposure approaches

Education is delivered in the context of relationship, trust, and emotional safety, not solely within physical buildings.

Engagement Plans

Where learners are unable to access provision due to trauma, anxiety, dysregulation, or school-based trauma, structured Engagement Plans are implemented.

Engagement Plans focus on:

- relationship development
- trust building
- emotional safety
- consistent staffing
- predictability
- low-pressure contact
- phased engagement
- flexible goals
- non-academic connection
- gradual reintegration

The purpose is therapeutic engagement, not compliance-based attendance.

Behaviour & Support Team

Remedicare Education operates a specialist Behaviour & Support Team working across all pathways and sites.

The team's responsibilities include:

- development of Behaviour Support Plans (BSPs) and Behaviour Intervention Plans (BIPs)
- preventative intervention and early support
- staff coaching and mentoring
- de-escalation support
- embedding trauma-informed practice
- reflective supervision
- post-incident debrief leadership
- targeted learner interventions
- emotional literacy and resilience programmes
- family and multi-agency collaboration
- behaviour data analysis
- inclusion and wellbeing promotion
- staff wellbeing leadership

The team functions as a support and capacity-building service, not an enforcement structure.

Crisis Development Model (CDM) Framework

Remedicare Education formally embeds the Crisis Development Model (CDM) across all provision.

All staff receive training in verbal intervention, de-escalation, and crisis prevention, ensuring consistent, safe, and professional responses to escalating behaviour.

The CDM provides a structured framework for:

- understanding behavioural escalation
- matching staff responses to emotional states
- preventing escalation
- supporting regulation
- maintaining safety
- enabling recovery
- supporting relational repair

The CDM is embedded within:

- staff training programmes
- Behaviour Intervention Plans
- risk assessments
- crisis planning
- safeguarding systems
- operational procedures

Internal Behaviour Communication Framework

Blue / Amber / Red System

To ensure clarity, safety, and consistent operational response, Remedicare Education uses a structured internal **Blue / Amber / Red** framework.

Blue – Defensive / Refusal

Low-level dysregulation, refusal, verbal/non-verbal resistance, disengagement.

Response:

Support team check-in, Behaviour & Support Team involvement, regulation strategies, relational support, preventative intervention.

Amber – Defensive / Emerging Risk

Escalating dysregulation, absconding insight, low-level physical behaviours, increasing risk presentation.

Response:

Behaviour & Support Team leadership, SLT guidance, proactive de-escalation, safety planning, environmental adaptation, increased support.

Red – High Risk / Crisis

High-risk incidents including serious physical behaviour, self-harm, absconding, life-at-risk situations.

Response:

Crisis Plan activation, Senior Leadership onsite, Behaviour & Support Team leadership, safeguarding procedures, emergency protocols, parental/school/LA communication, external agency involvement if required, staffing redeployment, reduced ratios across provision to ensure safety.

Crisis Response Plan

Remedicare Education operates a formal Crisis Response Plan for high-risk incidents.

This includes:

- immediate safety management
- environmental risk control
- safeguarding leadership
- role clarity
- communication protocols
- emergency service liaison where required
- parental and commissioner communication
- staffing redeployment
- ratio management
- operational continuity planning
- multi-agency coordination
- post-crisis recovery planning

Crisis response is protective, structured, and safeguarding-led.

Post-Incident Support and Debrief

Post-incident support and debriefing is a mandatory, structured, safeguarding-led process.

Its purpose is to:

- support emotional recovery
- prevent retraumatisation
- identify learning
- improve systems
- strengthen practice
- protect staff wellbeing
- reduce recurrence
- promote reflective practice
- enhance safeguarding

The process includes:

- immediate support
- leadership oversight
- structured debrief
- reflective discussion

- learner-centred reflection where appropriate
- plan updates
- prevention planning
- staff wellbeing support
- documentation
- governance oversight

This process is learning-focused, not disciplinary.

Safeguarding Integration

Behaviour support at Remedicare Education is safeguarding practice and is fully integrated with:

- CPOMS systems
- DSL oversight
- safeguarding referrals
- risk assessments
- multi-agency working
- information sharing protocols
- child protection procedures
- duty of care responsibilities

Staff Wellbeing and Professional Support

Remedicare Education recognises the emotional demands of specialist Alternative Provision work.

We provide:

- reflective supervision
- post-incident debriefs
- emotional support structures
- leadership access
- wellbeing initiatives
- professional development
- psychological safety
- supportive culture
- non-blame practice

Staff wellbeing is recognised as a core safeguarding responsibility.

Final Statement

At Remedicare Education, behaviour support is delivered through a balanced, professional, structured and compassionate framework.

We combine:

- care with control
- compassion with boundaries
- flexibility with structure
- trauma-informed practice with safeguarding governance
- relational practice with professional accountability
- therapeutic support with operational systems

Every learner is entitled to provision that meets them where they are, supports their regulation, protects their dignity, and enables their development.

Remedicare Education is committed to delivering behaviour support that is:

- safe
- structured
- ethical
- inclusive
- regulated
- trauma-informed
- relational
- professional
- accountable
- compassionate
- consistent
- effective

This policy reflects who we are as an organisation, how we operate as a provision, and the standards we hold ourselves to.

This is Remedicare Education.

This is our framework.

This is our commitment.

This is us.