

BEYOND BARRIERS CIC

Behaviour, SEMH & Positive Support Policy



Removing Barriers. Creating Futures.

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Approved by: Sarah Harris & Rebecca Cox, Directors

Alternative Provision | Supported Internship | Post-16 Provision (Ages 16–24)

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Policy Statement

Beyond Barriers CIC is committed to creating a safe, respectful, and emotionally supportive environment where all learners can engage positively in education, employability, and preparing for adulthood.

We recognise that many learners accessing our provision may present with:

- SEMH needs
- trauma and adverse childhood experiences
- anxiety / EBSA
- neurodiversity
- high-functioning autism
- social communication needs
- emotional dysregulation
- behaviour linked to unmet need

Our approach is trauma-informed, restorative, and relationship-based.

Behaviour is understood as a form of communication.

The purpose of this policy is to set clear expectations, promote positive conduct, and outline supportive responses where learners experience emotional dysregulation or behavioural incidents.

Our Behaviour Ethos

At Beyond Barriers CIC we focus on:

- relationships first
- dignity and respect
- clear boundaries
- consistency
- accountability
- emotional regulation support
- restorative conversations

We aim to understand:

“What is this behaviour communicating?”
rather than relying on punitive responses.

Learner Expectations

All learners are expected to:

- treat staff, peers, visitors, and employers with respect
- follow reasonable instructions
- use safe and appropriate language
- attend sessions punctually
- engage positively in learning and work-based activities
- respect shared premises and communal areas
- use equipment safely
- maintain professional behaviour in work placements

Staff Expectations

Staff will:

- remain calm and consistent
- model respectful communication
- use de-escalation strategies
- avoid confrontation
- respond proportionately
- record incidents appropriately
- maintain clear professional boundaries

SEMH & Emotional Regulation Support

Where learners experience SEMH needs, staff will provide support including:

- check-ins / emotional scaling
- safe space / calm room access
- movement breaks
- sensory / regulation strategies
- 1:1 mentoring
- adapted timetables where required

Individual SEMH support plans may be created.

De-escalation Procedure

Staff will use the following staged approach:

Stage 1 – Early Intervention

Signs may include:

- withdrawal
- frustration
- verbal agitation
- refusal
- visible anxiety

Response:

- calm verbal check-in
- reduced demands
- offer short break
- remove audience where possible
- use known regulation strategies

Stage 2 – Escalation

Signs may include:

- raised voice
- swearing
- verbal confrontation
- pacing
- emotional distress

Response:

- calm tone
- clear, short instructions
- space and time
- avoid arguing
- avoid public correction
- offer safe space

Stage 3 – Crisis / High Distress

Signs may include:

- shouting
- threatening behaviour
- unsafe actions
- attempts to leave site

Response:

- prioritise safety
- remove other learners if needed
- use calm, minimal language
- maintain safe distance
- call senior staff
- contact emergency services if required

Restorative Follow-Up

After any behavioural incident:

- learner must be emotionally regulated first
- restorative conversation held
- triggers explored
- impact discussed
- repair actions agreed
- support plan reviewed

Recording Incidents

All incidents must be recorded.

This includes:

- verbal aggression
- refusal
- absconding attempts
- damage to property
- threatening behaviour
- placement incidents

Records should include:

- factual account
- antecedent
- behaviour
- consequence / response
- follow-up action

Suspension / Temporary Removal Procedure

Suspension or removal will only be used where necessary to maintain safety.

Possible reasons:

- serious aggression
- repeated unsafe behaviour
- serious threats
- serious damage
- safeguarding risk
- behaviour posing significant risk to others

Procedure

1. Incident reviewed by Directors
2. Referrer / parent informed
3. written record produced
4. return meeting arranged
5. support plan reviewed

Suspension will be used as a last resort.

Permanent Removal / Placement Breakdown

A placement may be ended where:

- risk cannot be safely managed
- repeated serious incidents occur
- provision no longer meets need
- learner / others remain unsafe

This decision will always involve:

- leadership review
- safeguarding consideration
- referrer consultation
- onward signposting

Work Placement Behaviour Expectations

Learners must maintain:

- punctuality
- respectful conduct
- professional language
- safe workplace behaviour

Incidents at placement sites will be managed jointly with employers.

Review & Monitoring

This policy will be reviewed annually.

Behaviour themes and incidents will be reviewed termly.

Signed:

Sarah Harris – Director

Signed:

Rebecca Cox – Director

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