



REACHING OUTCOMES USING TAILORED EDUCATION & SKILLS

BEHAVIOUR MANAGEMENT POLICY 2026-27

Approved by:	Mr Daniel Luford (Director)	Date: 01/04/23	
	Mr Nick Lyons (Director)		
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Purpose

Routes Learning is committed to supporting the varied needs of the young people our tutors and mentors work with. We strive to enable and empower young people to learn the skills they need to regulate their emotions as independently as possible. This is achieved through the promotion of strong, trusting relationships with a shared understanding of how to manage the differing behaviours we are likely to see amongst the students we support.

Legislation, statutory requirements and guidance

Legislation relevant to this policy:

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Aims

- To create a happy, respectful, and caring environment where young people and staff feel safe, secure, valued and respected
- To work with young people to develop strategies to regulate and manage their emotions.
- To support young peoples' self-esteem, emotional wellbeing, and mental health
- To provide clear expectations and consistent boundaries for young people with regards to their behaviour
- To ensure that the provisions set out in a young person's Educational Health and Care Plan are secured and upheld, working where relevant in co-operation and co-ordination with the Local Authority, schools and other agencies
- To promote anti-bullying and the expectations for staff to manage bullying incidents safely, proactively, and compassionately
- To provide staff with a clear strategy of dealing with challenging behaviour, how to manage crisis situations and the appropriate use of rewards and sanctions

Unacceptable behaviours and the strategies to deal with them

Unacceptable behaviours

- Threatening or offensive language or behaviour.
- Absconding.
- Refusal to comply with safety instructions.
- Intimidation.
- Physical abuse
- Bullying & harassment, including racist, sexist, or homophobic abuse.
- Smoking at inappropriate times (dependent on legal age and permissions from primary carers).
- Use of personal electoral equipment (such as mobiles) at inappropriate times.

Strategies

a. Challenge, Ignore, divert

- Challenge behaviour
- Ignore behaviour
- Divert attention away from behaviour.

b. Use of sanctions

Explain what behaviour was unacceptable and why. Sanction behaviour proportionately and appropriately.

Sanctions may include;

- Loss of preferred activity
- A verbal reprimand and reminder of the expectations of behaviour
- Setting a session plan around de-escalation of behaviour
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a Young Person on an improvement plan
- Permanent end of placement, in the most serious of circumstances
- Personal circumstances of the Young people will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

c. Rewards

When a young person has behaved exceptionally well, the use of rewards can be very positive in motivating that behaviour. Rewards include, but are not limited to:

- Verbal praise
- Positive feedback to parent or carer
- Increased autonomy and privileges
- Certificates
- Vouchers
- An individual and personal trip out, such as to a café.

d. Physical restraint

This would only be used to prevent the real and imminent threat of physical harm to a young person, member of staff, member of public or property.

Physical Restraint

Routes Learning have a hands-off policy towards the young people being supported and will only use physical restraint to prevent the real and imminent threat of physical harm to a young person, member of staff, or property. In a case where physical restraint is deemed necessary:

- Restraint techniques will be performed.
- Staff will, as far as reasonably possible, use the least restraint possible to resolve the situation.
- Staff will not use the young person's joints as points of contact, limiting contact to the long bones of the arms and legs.
- Staff will maintain the privacy and dignity of the young person at all times.
- Staff will maintain verbal communication with the young person, explaining the reasons for restraint.
- Restraint must always be used as a means to keep a young person safe, and not to cause injury or establish authority.
- Restraint will always take place for the minimum time reasonable to keep a young person safe and the hold will be released at the earliest opportunity.

If a young person requires physical restraint for longer than one minute, staff must call the police. The staff member involved in the restraint must complete a report as soon as possible but no later than the end of the next working day; this report will be kept on file as well as a copy sent to the referring agency. The staff member involved in the restraint must have a debrief with a senior member of staff at the earliest opportunity. Any use of physical restraint in any situation other than to keep a young person safe from harm will lead to disciplinary action.

Procedure for a child absconding within the session

We have two different sets of procedures outlined below;

- a. Young person is vulnerable and cannot make their own way back to a safe environment.**
- b. A young person that is independent in the community (as agreed by parent/ carer).**

a. Vulnerable and cannot make their own way back to a safe environment

Young person has voluntarily left session location.

1. Follow at a safe distance and keep within eye sight.
2. Try to identify the issue but keep communication to a minimum to avoid overloading/escalating behaviours of young person.
3. Offer reassurance and other activity options (break, drink, snack etc).
4. If young person stops but tells you to go away (or a version of that), provide them with space but still within eye sight. If appropriate, explain to them that you need to see where they are for safety reasons.
5. If young person continues to refuse, contact parent/ carer/ school and advise of the situation. Please contact Nick or Dan to seek further advice or guidance.

b. A young person that is independent in the community (as agreed by parent/ carer/ school)

Young person has voluntarily left the session location.

1. Approach them initially, if appropriate, to ask if something can be altered/ done to help them reengage. If young person is agitated/ aggravated but in a safe environment, then leave making a mental note of the last location that you saw them in.
2. Contact parent/ carer and school (if young person was due to be attending that day) to explain the situation.
3. Please also let Nick Lyons or Dan Luford know by phone call and if no response, please leave a message.
4. If young person responds and is willing to reengage, then attempt to either continue with the session or engage them in an alternative activity.

Bullying

Tutors and mentors working for Routes Learning will generally support on a 1:1 basis. However, there may be circumstances where a staff member will be supporting more than 1 young person. This is only done after careful consideration and when all parties involved have agreed this. Therefore, we ensure all staff are very aware of the different forms of bullying that exist and the measures that should be taken to prevent these.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Lotus mentoring session are 1-1 and if conflict happens between young people mentors would look to separate the young people. If a mentor suspects a young person is bullying someone it would be reported to their social workers.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

If mentors or tutors believe that any of the young people being supported through Routes Learning are initiating or being subjected to any forms of bullying, they are expected to escalate this to one of the directors (Dan Luford and Nick Lyons). At this point, the concern is formally documented in a bullying chronology for the young person involved. A decision is then made on the action required and the third parties that may need to be contacted.

Behaviour leading to the end of Placement

Routes Learning reserve the right to end a placement if expectations around behaviour are not met. This would be as a last resort and may occur for any of the reasons below (but not limited to);

- Serious violence towards staff or public
- Criminal behaviour
- Continued inappropriate behaviour within a session, this will be reviewed following a review of incidents
- Unable to meet the needs of a young person

Records and reporting

An overview of behaviour, positive or negative, will be included in the young person's session report. Any incidences of sanctions and physical restraint must be reported to senior management as soon as reasonably possible and recorded.