



**AP**  
**Education**

## Behaviour Policy

Version: 6

Version Date: 05/10/2026

### **BEHAVIOUR POLICY**

Date of Policy: 05/10/2026

This policy will be reviewed every 12 months (as a minimum).

Review Date: 05/10/2027



## Behaviour Policy

Version: 6

Version Date: 05/10/2026

### **AP Education Behaviour Policy**

AP Education recognise behaviour as a form of communication. This Behaviour Policy sets out our therapeutic, relationship-focused approach to behaviour. It is designed to align with our organisational values, the Department for Education's guidance, and the Voluntary National Standards for Non-School Alternative Provision (August 2025).

### **Introduction**

At AP Education, behaviour is never seen in isolation from the learner. We understand that learners in Alternative Provision often carry complex experiences, including trauma, anxiety, exclusion, disrupted education, and SEND. For these learners, behaviour is not simply a choice but often a signal of unmet need, anxiety, or emotional overwhelm.

This policy provides guidance for tutors, families, and Education Delivery Coordinators (ED-Co's) on how we respond to behaviour in a therapeutic and relational way. It highlights our commitment to creating calm, consistent environments where learners can feel safe and motivated to engage. Unlike traditional models of 'behaviour management, our approach avoids categorising or labelling learners. Instead, it prioritises empathy, communication, and personalised support.

### **Purpose of the Policy**

- To ensure behaviour is always separated from the learner's identity, reducing shame and blame.
- To replace punitive responses with therapeutic strategies and reduce the risk of exclusion.
- To support tutors with consistent guidance, resources, and CPD.
- To provide clear guidelines on expectations for our learners.
- To strengthen collaboration with families, commissioners, and external professionals.

We aim to establish a clear and practical code of conduct for staff, learners, and parents or carers. At AP Education, we recognise that an effective behaviour policy is fundamental to successful teaching and learning. By setting out these commitments, AP Education ensures our practice is aligned with national expectations, including the Equality Act 2010, DfE guidance on behaviour in schools (2022), and government priorities around reducing the need for restraint.

### **How this policy is made accessible**

AP Education makes this policy accessible to all via their company website. This policy, and any others, are available on request from the AP Education Team via email to [info@ap-education.com](mailto:info@ap-education.com)

### **Our Values in Action**



Our Values underpin all aspects of behaviour support. Each value translates into practical approaches for learners:

**Inclusion:** We remove barriers so every learner can thrive. This may involve scaffolding tasks, adapting resources, or creating bespoke timetables for learners with high anxiety.

**Relationships First:** Trust and respect are the foundations of progress. Tutors take time to build rapport before tackling academic content, recognising that relationships drive engagement.

**Therapeutic Practice:** We respond with curiosity, compassion, and consistency. If a learner walks out of a session, the tutor explores what lies beneath the action, rather than reacting with frustration.

**Voice & Empowerment:** Learners and families are actively involved in shaping plans. Tutors regularly ask learners how they want to be supported and adapt approaches based on feedback.

**Safety & Trust:** Predictability helps learners feel safe. Sessions follow a consistent rhythm, and clear boundaries are established without being punitive.

**Personalisation:** No two learners are the same. Tutors design bespoke plans that reflect the learner's strengths, needs, and interests.

**Compassion & Empathy:** Tutors meet learners where they are, recognising effort and progress rather than perfection.

**Safeguarding:** Always rigorous and embedded. Every behavioral response is considered through a safeguarding lens.

## Expectations and Roles

### What learners can expect:

- Respect, fairness, and a fresh start every session.
- A calm, safe, and consistent learning environment.
- Lessons adapted to their strengths, interests, and needs.
- Support and understanding in regulating their emotions.

### What tutors will do:

- Build strong, trusting relationships as a foundation for learning.
- Model the behaviours we want learners to develop.
- Plan sessions that are structured yet flexible, responding to changing needs.
- Use therapeutic strategies to support regulation (movement breaks, visual aids, grounding).



- Address challenges with empathy, curiosity, and patience.
- Restore relationships and provide a way back after difficulties.

Tutors receive CPD in safeguarding, therapeutic approaches, and the use of structured curriculum resources. This ensures they are confident in both academic and relational aspects of the role.

### What We Expect from Our Learners

At AP Education, we know that every learner is unique, and expectations should be realistic, respectful, and supportive.

We ask learners to:

- **Engage as best you can** – try, even when things feel difficult.
- **Show respect** – towards tutors, others, and property.
- **Arrive ready to learn** – on time and prepared for your session.
- **Listen and respond** – so that sessions are calm, safe, and productive.
- **Use positive and respectful language** – words help build trust and relationships.
- **Take part in reflection** – talk about what's going well and what could be different next time.

These expectations are not about perfection. They are about creating an environment of mutual respect where learners feel safe to take risks, make mistakes, and grow.

### Therapeutic Approach in Practice

This means we:

**Separate the behaviour from the learner:** Behaviour may be unhelpful, but the learner is never defined by it. By naming behaviours as unhelpful, rather than the child as 'bad,' we create opportunities for growth.

**Follow up on issues that matter:** Tutors always follow up on behavioral choices, reinforcing that boundaries are real and that learner's matter. Follow-up conversations focus on the future: What could we do to help? What could be different next time? What strategies can you try to help yourself?'

**Repair and restore relationships:** Learners must always have a way back. Tutors praise positive behaviours, remain patient during periods of stress, and continue to offer reconnection. Without restoration, both relationships and learning would founder.

For example, if a learner becomes distressed when asked to write, a tutor might pause the



activity, offer alternatives like verbal recording, and revisit the task later once regulation is restored.

### Responding to Behaviour

When difficulties arise, AP Education tutors follow a consistent staged approach:

1. Pause and reduce demands, using de-escalation strategies such as calm voice, offering choices, or movement breaks.
2. Provide reassurance, space, and time for the learner to regulate.
3. Record the incident factually, without judgement, and inform the Education Delivery Coordinator
4. Where patterns emerge, co-create or review a Behaviour Support Plan with input from the learner, family, and professionals.

#### De-escalation strategies include:

- Using non-confrontational language.
- Allowing adult-controlled choices.
- Redirecting to calming or grounding activities.
- Avoiding escalation by staying calm and consistent.

**Behaviour Support Plans** include personalised strategies, triggers to avoid, calming activities, and agreed actions. These are shared with families and reviewed regularly to ensure consistency across contexts.

### Partnership with Families

Families play a crucial role in shaping and sustaining behaviour support. AP Education values family voice and seeks to build strong partnerships. We encourage families to:

- Share strategies and approaches that work at home.
- Keep us updated on changes that may impact behaviour (e.g. sleep, medication, family circumstances).
- Reinforce our core attitudes of respect, kindness, and safety at home.
- Participate in co-producing Behaviour Support Plans and review meetings.

Regular communication is essential. Tutors provide weekly check-ins, and EDCos maintain ongoing dialogue with parents/carers. Urgent issues are shared promptly, ensuring families are fully informed and involved in finding solutions.

### Physical Intervention

AP Education does not use restrictive physical intervention or reasonable force. Tutors must not use physical intervention, even if they have been trained in it elsewhere. The full position, and

what tutors must do instead, is set out in the Code of Conduct (Physical Intervention and Reasonable Force). It reflects the DfE guidance “Restrictive interventions, including use of reasonable force, in schools” (April 2026).

#### Key Principles:

- De-escalation is always the response.
- Physical contact is never used for compliance or punishment.
- The only exception is the minimum contact any responsible adult would use to prevent immediate danger to life or serious injury. It is reported the same day to the Education Delivery Coordinator and the DSL, recorded in writing, and shared with the family and commissioner.
- Prevention planning follows any incident to minimise recurrence.

AP Education does not provide restrictive physical intervention training, because RPI is not authorised in our provision. Sometimes referral information shows a learner may need physical intervention to be kept safe. In those cases, AP Education tells the commissioning body before accepting the placement. We accept it only if the risk can be managed without restraint, for example through the choice of venue, a second adult, or tuition inside a school where the school’s own trained staff are present.

Training completion is recorded on the Single Central Record and monitored monthly.

### Responding to Behaviour and Next Steps

Our first response is always therapeutic: patience, curiosity, and strategies to support regulation. Where behaviour continues to create risk or prevent learning, we use a structured approach to ensure safety and consistency.

#### Our 3-Step Plan:

**Step 1 – Tutor and ED-Co:** The tutor reports concerns to their Education Delivery Coordinator, who works with parents/carers to plan strategies and next steps.

**Step 2 – Partnership Review:** If difficulties persist, AP Education will involve the commissioning body to agree further actions, create a Behaviour Support Plan, ensuring the learner’s needs are being met safely and appropriately.

**Step 3 – Escalation and Monitoring:** Serious or repeated incidents are recorded on our internal tracking system. They may trigger a review meeting, urgent family contact, and additional observations to adapt provision.

Where an incident has any safeguarding dimension — including suspected substance misuse, weapons, sexualised behaviour, disclosure of harm, or risk to any person — the tutor must



report to the Designated Safeguarding Lead immediately and directly, with the Education Delivery Coordinator informed in parallel for operational follow-up.

### **Placement Review or Suspension**

Most behavioural matters are resolved within sessions. In rare cases, serious or persistent behaviours (e.g. verbal/physical abuse, damage to property, leaving site unsafely, bringing dangerous items) may lead to a temporary suspension of tuition or a placement review. These decisions are made collaboratively with families and commissioners, with safety as the overriding concern.

### **Support After an Incident**

**Learners.** Once the learner is regulated (in the same session or the next), the tutor holds a short repair conversation focused on what happened, how the learner felt and what could help next time. The Education Delivery Coordinator informs the parent or carer the same day. The Behaviour Support Plan and Individual Risk Management Plan are reviewed within 5 working days.

**Tutors and staff.** Anyone harmed, threatened or distressed by a learner's behaviour is supported, and is never blamed for reporting an incident:

- The tutor may end the session and is not expected to continue working in an unsafe situation.
- The Education Delivery Coordinator contacts the tutor the same day, and offers a debrief within 2 working days.
- The tutor may ask for a pause, a change of venue or a change of placement. This is agreed with the commissioning body where needed.
- Any injury is recorded under the Health and Safety Policy (accident reporting, including RIDDOR where applicable). Staff who are assaulted or threatened are supported if they choose to report it to the police.

Learning from incidents is reviewed by Education Delivery Coordinators and the DSL, and feeds into training and risk assessment.

### **Serious Behaviour Incidents**

Examples include but are not limited to:

- Assault
- Threats
- Weapons
- Drugs
- Alcohol
- Sexualised behaviour

- Racism
- Hate incidents
- Criminal damage
- Serious safeguarding concerns

These incidents will always be referred immediately to the DSL and commissioning body and may result in suspension of tuition pending review.

Behaviour that may be child-on-child abuse — Where a learner's behaviour towards another child may constitute child-on-child abuse (including harassment and violence) — such as bullying, physical assault or threats (including with a weapon), harmful sexual behaviour, misogynistic abuse, sexual violence or harassment, or the sharing of nude or semi-nude images (including AI-generated images) — it will be managed under our Safeguarding Policy, not solely as a behaviour incident, and reported to the DSL immediately. Such behaviour will never be dismissed as ‘banter’ or ‘part of growing up’. Tutors actively challenge misogynistic and discriminatory language and attitudes in sessions and promote respectful relationships. We recognise that a child who harms another child may also be at risk; both children will be supported.

### Smoking and Vaping

AP Education is a no-smoking environment. All staff/ tutors should refrain from smoking/vaping in front of learners. Learners must not bring smoking or vaping materials (including matches, lighters, or e-cigarettes) to sessions. If smoking or vaping materials are used during the session, learners will be asked to stop. If the learner is non-compliant with this request, parents/carers will be informed, and the session will be terminated. This reflects our duty of care under the Health and Safety at Work Act (1974).

### Learners are also asked:

- Not use phones or devices during lessons unless instructed by tutor.
- If bringing food, it should be considered healthy e.g. fruit, *no energy drinks*
- Not to show inappropriate material i.e. *pictures/online images*
- Not to expose themselves in a way that could be deemed as inappropriate
- If online with tutors, not to use the online chat function to make inappropriate comments or use offensive language.

### Prohibited Items

Learners must not bring to sessions:

- Alcohol
- Illegal drugs
- Legal highs
- Drug paraphernalia
- Vapes (where prohibited)
- Tobacco

- Cigarettes
- Lighters
- Matches
- Knives
- Weapons
- Fireworks
- Any item capable of causing harm

Please note that the above list is not exhaustive.

If a learner is suspected of being under the influence of drugs or alcohol, the tutor must not continue the session if doing so places anyone at risk. The tutor must:

- Maintain their own safety.
- Contact the Education Delivery Coordinator immediately.
- Inform the Designated Safeguarding Lead.
- Record formally in writing within 24 hours to AP Education following their policies and recording procedures.
- Contact emergency services if immediate medical assistance is required.
- Notify the parent/carer and commissioning body where appropriate.

**Responding to prohibited items and weapons** — Tutors must never search a learner or their belongings. Where a tutor believes a learner is carrying a prohibited item, they should calmly ask the learner to hand it over or put it away; where the item is a weapon, or the learner refuses and risk remains, the tutor must prioritise their own safety and that of others and contact AP Education as soon as possible to do so. Every concern that a learner is using or carrying a weapon, or has expressed intent to do so, must be reported to the DSL (or Deputy) immediately; the DSL will assess the risk, inform the commissioning body and parents/carers as appropriate, and involve the police and Children's Social Care in line with local procedures. Items voluntarily surrendered will be handled in line with the DfE Searching, Screening and Confiscation guidance and, where illegal, passed to the police.

### **Raising a Concern About How Behaviour Has Been Managed**

Learners, parents and carers, commissioners and tutors can raise a concern about how behaviour has been managed, including decisions to end a session, suspend tuition or review a placement.

- **Informal:** Contact the Education Delivery Coordinator, who will aim to resolve the concern within 5 working days.

- **Formal:** Use the AP Education Complaints Policy, by email to [customercare@ap-education.com](mailto:customercare@ap-education.com) or by phone on 0800 488 0424, asking for the Operations and Compliance Manager. The Complaints Policy is on our website.
- **Safeguarding Concerns:** A concern about how a tutor or member of staff has treated a learner goes straight to the DSL ([safeguarding@ap-education.com](mailto:safeguarding@ap-education.com), 0203 761 0233). This includes any physical contact, shouting, humiliation or isolation. It is handled under our Safeguarding and Allegations policies, not the Complaints Policy, and may be referred to the LADO.

Learners can tell their tutor, their Education Delivery Coordinator, the DSL or another trusted adult. Staff will help a learner raise a concern in a way that suits their age and communication needs. No one will be treated less favourably for raising a concern.

### Monitoring and Review

Behaviour is carefully monitored at multiple levels:

- Tutors log observations, strategies, and incidents in weekly reports.
- ED-Cos review reports, identify patterns, and offer support.
- Behaviour Support Plans are reviewed every half-term or sooner if required.
- Organisational data is collated termly to identify trends and inform training.

This monitoring is also integrated into AP Education's wider quality assurance processes, ensuring consistency across safeguarding, staff wellbeing, and learner outcomes. Feedback from families and learners is actively sought and used to refine practice.

### Policy Statement

At AP Education, every learner has the right to feel safe, respected, and capable of success. Behaviour is understood as part of learning and development. Our role is to guide, support, and model therapeutic responses, not to categorise or punish. Through partnership with families, safeguarding-first practice, and personalisation, we create the conditions for learners to regulate, rebuild, and thrive.

This policy affirms our commitment to high standards of practice, rooted in compassion, empowerment, and safety. It will be reviewed annually to ensure it reflects current best practice in Alternative Provision and government guidance.



AP  
Education

## Behaviour Policy

Version: 3

Version Date: 03/09/2025