

lexia
Education Services
Changing the lives of young people



Behaviour Policy

Lexia Education Services Ltd
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Nailsea
Bristol
BS48 1AW

Date of Implementation: 1st April 2021
Date of Review: 2nd September 2026 (reviewed annually)
Date of Next Review: 2nd September 2027

Policy Statement

At Lexia Education Services, we are committed to delivering a high-quality service in which our tutors and mentors are empowered to set clear and appropriate boundaries that help guide and support positive behaviour. Our aim is to help young people develop respectful attitudes and positive behaviours that will serve them both throughout their education and in the wider world.

We recognise that perceptions of unacceptable behaviour can vary between individuals. As such, we promote a consistent, fair, and reflective approach to behaviour management that considers the context and needs of each young person.

Aim and Scope

Our aim is to provide a clear, practical behaviour policy that supports students in managing their own behaviour and encourages them to take responsibility for treating themselves and others with respect – regardless of race, gender, class, or disability. Staff are expected to guide students in developing a strong sense of self-confidence and self-worth, fostering a positive and inclusive environment for all.

Related Policies and Procedures

- Anti Bullying policy
- Sex and relationships policy
- Online safety policy
- Safeguarding policy

How should Lexia tutor's and mentors positively manage student's behaviours?

- Focus on delivering a child centred approach using a calm demeanour.

- Seek to support by de-escalating negative feelings, emotions, and behaviours.
- Build a strong rapport and establishing common ground and a trusting relationship with the student. Exploring the students interests and how they like to learn.
- Allowing students to take movement and sensory breaks in between tasks to encourage the 'right mindset.'
- Use lots of positive praise and reinforcement and have confidence to support students in reflection and reconciliation, where incidents have occurred.
- Manage challenging behaviour in an assertive, non-confrontational way. Ensure fairness and transparency.

We recognise that what may be seen as 'challenging behaviour' is often a reflection of a child's underlying feelings, emotions, or past and current experiences. We also understand that some children may face communication barriers or other needs that contribute to behaviours which are not always avoidable, nor within the tutor's sole capacity to prevent.

In these situations where a child's needs additional support to ensure safety and stability, we may implement a 2:1 support arrangement to safeguard both the tutor and the child.

While most lower-level behaviours can be managed effectively by the tutor, any serious or persistent incidents must be reported to the Designated Safeguarding Lead (DSL). This may prompt a review of the child's placement to ensure it remains appropriate and safe for all involved.

'High-level behaviours' that may result in a formal review of the suitability of our provision include, but are not limited to, the following:

- Verbal abuse
- Physical abuse
- Walking off-site / leaving the session unaccompanied
- Damaging property
- Theft

Online Safety

Online behaviour is treated with the same importance as behaviour in face-to-face sessions. Young people are expected to use technology, devices, online platforms, and communication respectfully, safely, and responsibly during all sessions and interactions linked to Lexia.

- This includes communicating appropriately with staff and peers, following instructions around device use, respecting privacy, and not accessing, sharing, or engaging with inappropriate, harmful, or discriminatory content. Any behaviour involving cyberbullying, online harassment, threatening language, sharing inappropriate material, or misuse of technology may be treated as a safeguarding concern and responded to in line with behaviour and safeguarding procedures.
- Lexia aims to support young people in developing positive digital behaviour and understanding how to stay safe online both within and outside of educational settings.

Physical Intervention

Our tutors have a duty of care to ensure the safety and wellbeing of the children they support. In rare and exceptional circumstances, physical intervention may be considered appropriate, reasonable, and necessary – particularly where a student is at risk of causing harm to themselves, to others, or is significantly damaging property.

In such situations, and following a dynamic risk assessment, the tutor or mentor may apply a physical intervention aimed at de-escalating the incident and preventing injury. Any intervention must involve the minimum necessary force, be used for the shortest possible duration, and always prioritise the child's safety and dignity.

Lexia Education Services will provide access to Team Teach training in positive behaviour management techniques for tutors and mentors working with children who may be at risk of displaying physically challenging behaviour.

Child on child abuse:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Drug and Substance Misuse

Lexia Education Services maintains a strict zero-tolerance policy regarding the possession, use, distribution, or sale of illegal drugs and substances. Tutors and mentors play a crucial role in

providing a safe, supportive environment where young people can socialise, learn, and develop essential life skills.

Any concerns or suspicions relating to drug or substance use must be reported immediately to Lexia's Designated Safeguarding Lead (DSL), or to the DSL within the specific setting. Tutors and mentors must not attempt to manage these situations independently.

As part of our preventative approach, staff are encouraged to engage young people in open and informative conversations about the risks and consequences associated with substance misuse. Tutors and mentors should actively promote healthy and constructive alternatives – such as sport, creative arts, educational enrichment, and community-based projects – to help young people build positive identities and avoid harmful behaviours.

This policy will be reviewed regularly and updated to reflect emerging trends, challenges, and best practices. We are committed to striking a balance between clear, consistent enforcement and a compassionate, non-judgemental approach that encourages young people to seek support where needed.

Ultimately, our aim is to provide a safe, nurturing environment in which young people can thrive – equipped with the knowledge, confidence, and resilience to make informed choices and lead healthy, fulfilling lives.

Any concerns relating to behaviour, bullying, child-on-child abuse, online safety, safeguarding, discrimination, or the welfare of a young person must be reported promptly through the appropriate reporting process.

Reporting Process

- Know who and how to contact the DSL and any deputies (listed below)
- Information or concerns about learners will be shared with the DSL in a timely manner (within 24 hours).
- A Cause for Concern Form will be submitted within 24 hours of incident
- The Local Authority and/or school DSL will be informed of the concern for them to escalate further.
- The Local Authority and/or school DSL will keep Lexia updated on any appropriate developments.
- Where there is an immediate risk of harm, emergency services should be contacted immediately.

Designated Safeguarding Lead
Mandy Brightman 07842536173
safeguarding@lexiaeducation.co.uk
0117 427 4267

Deputy Designated Safeguarding Lead's
Sophia Hughes, Shannon Lear, Belle Wallace
0117 427 4267

safeguarding@lexiaeducation.co.uk
In an out of office hours emergency please contact Sophia Hughes - 07809725501