Luccombe Hub

This document forms part of the policy handbook and is intended for use at Luccombe Hub

Title:	**Relationship and Regulation Guidance Policy (Behaviour Policy)**
Subject Area:	Behaviour
Applies:	Immediately
Issued:	11 February 2026
Next Review:	NLT 10 February 2027
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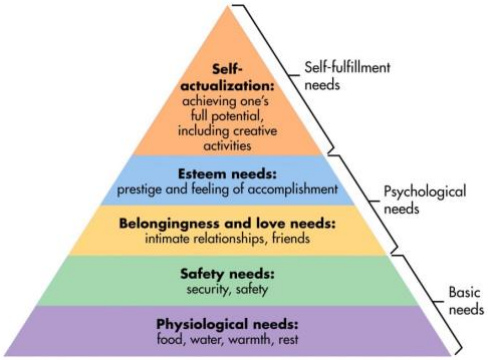
Statement of Intent

Luccombe Hub is committed to providing a safe, nurturing and inclusive environment in which every learner is understood, valued and supported to thrive. Our approach to behaviour is relational, restorative and therapeutic, underpinned by the belief that all behaviour is a form of communication. We recognise that behaviours often reflect unmet needs, experiences of stress or trauma, or difficulties in emotional regulation and communication. As such, our response prioritises understanding, connection and support over punishment.

Our practice is grounded in the principles of Thrive, trauma-informed care and Maslow's Hierarchy of Needs



and is delivered in full alignment with the Independent School Standards and relevant Department for Education statutory and non-statutory guidance. We are committed to ensuring that every learner feels safe, feels special and has their individual needs met. These core commitments guide all aspects of school life, shaping our expectations, relationships, routines and interventions.

We promote safety by establishing clear boundaries, consistent routines and transparent expectations, alongside robust safeguarding procedures, risk assessment processes and anti-bullying practices. We ensure that learners have access to trusted adults, structured regulation spaces and appropriate

supervision so that both physical and emotional safety are prioritised at all times. We actively cultivate a culture of belonging by celebrating individual strengths, amplifying learner voice and fostering positive, respectful relationships across the school community.

Luccombe Hub is dedicated to meeting the diverse and complex needs of its learners through access to therapeutic and pastoral support, including emotional and mental health provision, counselling, mentoring, family support and targeted interventions. Individual support plans and risk assessments are regularly reviewed to ensure that provision remains responsive, proportionate and appropriate.

Our restorative ethos is embedded in everyday practice. Through reflective dialogue, natural and logical consequences, emotional literacy development and structured regulation strategies, we support learners to understand impact, repair relationships and develop self-awareness. We are committed to equipping learners with the tools to recognise and manage their emotions, promoting regulation, resilience and personal responsibility.

We further recognise our legal and moral duty to safeguard all members of our community. In fulfilling this responsibility, we maintain clear procedures for risk management, incident recording and lawful searching in accordance with national legislation and guidance. Any use of restrictive intervention or reasonable force is strictly limited to situations where there is an immediate risk of serious harm, and only as a last resort. Such actions are always proportionate, time-limited, respectful of dignity, and subject to thorough recording, reporting and review. Prevention, de-escalation and therapeutic support remain our primary strategies, with the overarching aim of reducing the need for restrictive measures over time.

This policy applies to all learners, staff, volunteers and visitors. Leadership maintains oversight of implementation, training and review to ensure that practice remains consistent, equitable and compliant with statutory requirements. Through this comprehensive and values-led framework, Luccombe Hub seeks to create a community in which safety, belonging and wellbeing are not aspirational ideals but lived daily experiences for every learner.

1. INTRODUCTION.

Here at Luccombe we have a restorative and compassionate approach to behaviour management. Facilitators use the Thrive approach to ‘shine a light’ on behaviour. To do this we use mirroring and matching techniques also known as the 3 R's - Repeat Report Reflect.

When done with respect and discretion, emotional mirroring helps tune into the emotional state of a learner and reflect it back to a certain extent. This doesn't mean facilitators absorb the learner’s mood or becoming angry if the learners angry; rather, it means acknowledging their emotional state and adjusting their demeanour in some way to account for it. This means that facilitators may repeat what a learner has said, including explicit language with the intention of alerting the learner to their own behaviour, generating empathy and fostering a genuine connection.

1.1 **Aims**

The aim of this policy is to provide clear guidance on how The Luccombe Hub acknowledges and engages with a learner’s behaviour. This policy will provide The Luccombe Hub’s understanding to a learner’s behaviour as well as an informed therapeutic approach, used to aid best practice adopted by all facilitators. The Luccombe Hub promote positive learning behaviours by using a collaborative approach with each learner.

1.2 **Consultation**

The Luccombe Hub will communicate this behaviour policy to all staff, relevant professionals and learners through inductions, meetings, day to day communications, staff meetings and training.
We will ensure that parent/guardian(s) are fully informed of the behaviour policy by communicating it through: documentation provided at the start of the learner’s journey. A copy of this policy and all policies will be available on request or via the website.

1.3 **Legislation and guidance**
Government Guidelines for Physical Restraint

2. PROCEDURES AND PRACTICE
We see behaviour as the way in which one acts or conducts oneself towards others. All behaviour is a form of communication, and we recognise that behaviour can be a response to a particular situation and acknowledging adverse experiences (which could include trauma, mental health problems, learning and social needs) can lead to challenging behaviour (actions that hinder learning or have a detrimental impact on others well-being).

Positive experiences can lead to positive learning behaviour (conducting themselves in a way that is conducive to engaging in set activities); these are offered and interwoven into all that we do at The Luccombe Hub.

Each facilitator actively seeks to understand a learner's presenting behaviours alongside creating positive experiences to encourage positive learning behaviour.

We help learners to acknowledge and understand their feelings, by making links to their feelings, thoughts, and behaviours.

We encourage learners to take ownership of their actions and learn how to self-regulate. All facilitators use a non-judgmental style by working in a child centered approach; we demonstrate acceptance by practicing unconditional positive regard (UPR) to all learners.

The Luccombe Hub takes a therapeutic approach to education; we do not use punitive punishment systems to coerce behaviour, instead using natural and logical consequences which aid positive change in the learner (improved self-esteem, ability to take ownership of actions, honesty, and reduced incidents).

2.1 **Steps (chronology)**

Natural Consequences: Those things that naturally occur due to a child's behaviour e.g. If your child refuses to put on a coat (action/behaviour), the child feels cold (consequence).

Logical Consequences: Require input from the adult and builds understanding that actions have consequences. The consequence is linked to the action e.g. A learner waves scissors around (this could endanger self and others) they lose the use of the scissors until they are deemed safe to be able to use them again.

Self-Awareness: Considering what is going on for you in a holistic way (Physical, emotional, spiritual, intellectual), recognising what is needed to facilitate a positive session with learners.

Expectations & Boundaries: Establish clear boundaries with the learner for relationship, work, language, respect. Discuss the expectation of the learner and facilitator. Clearly communicate any breaking of boundaries.

Empathy & UPR: Work to understand the learners experience and stay with this by practising and staying as non-judgemental as possible.

Honesty & Genuineness: Be true to self and learner, by being open about behaviour, accepting and owning up to mistakes. Asking for help for other facilitators.

Evaluate: Collaborate with learners to reflect on actions, explore their feelings, recognize the positives. Opportunity to have restorative conversations.

Zones of Regulation: The Zones of Regulation are a framework to support an individual's understanding of emotions to categorise them into different coloured zones. Strategies are then identified for individuals to carry out to get back to the green zone to feel calm, focused, and ready to learn.

2.2 **Roles and responsibilities.**

Henri Monier-Williams (HMW): Principle/Centre Lead. Responsible for ensuring The Luccombe Hub is run in accordance with our core values and ethos.

Nita Dooley (ND): Responsible for overseeing behaviour management and pastoral care for all AP learners.

Lydia Bryant (LB): Behaviour/Pastoral Manager & Thrive Lead. Responsible for delivering THRIVE, writing support package and risk assessing learners.

2.3 **Aspects**

All staff support learners to build appropriate positive relationships by:

- role modelling positive learning behaviours.
- demonstrating consistent communication with positive language.
- use of scripts, routines, and visual aids (when appropriate for the learner).
- clear planning, enriching activities (positive experiences).
- acknowledgement of achievement appropriate to each learner.

Our approach considers each learner's needs in a holistic way (by engaging with the whole child, considering physical, social, spiritual and learning factors, rather than just the behaviour) so that we can fully acknowledge the learners needs and aid us to practicing in a child-centered way. Therefore, in regards our approach to behaviour management we adopt an understanding, that before we use any intervention to learner's behaviour, we apply these 5 actions throughout the time learners are with us.

3. CONCLUDING NOTES

Risk & Incident Management

All learners when starting at Luccombe Hub will undergo an Individual Risk Assessment (IRA) to explore if we can safely and appropriately meet their needs. This risk assessment will be conducted with the use of relevant documentation from professional that know the learner, their EHCP or recent review, communication from parent/guardian and observation from Luccombe Hub visits/taster days. In the event of a significant incident, repeated challenging behaviour or change to circumstance a learner's IRA may be reviewed to ensure we can safely meet the learners needs. In each case communication will be maintained and relevant parties will be informed.

Incidents will be logged by the facilitator who managed or observed the behaviours in a prompt timely manner. Using the software: My Concern and informing the Designated Safeguarding Lead (DSL) if there is a safeguarding concern linked to the incident (See Safeguarding Policy).

Different learning needs and mental health problems present challenges. When managing a learner with PDA it can be especially tiring for the facilitator; you are constantly vigilant for potential triggers or 'flash-point.' It is helpful to remember that when an incident occurs to seek support from other facilitators, use debriefs and supervision after the incident.

Prioritising safety: It is best practice to watch for signs of increased anxiety or arousal in all our learners and provide opportunities for them to self-regulate or provide interventions to de-escalate the incident. In the event of a learner demonstrating extreme or dangerous behaviour to themselves or others, facilitators will need to be there to support that learner to regulate their behaviour. Some behaviours can show as a short explosive episode or as totally dysregulated 'meltdowns' that can last a significant amount of time*. Some learners can de-escalate as quickly as their behaviour escalated with the appropriate interventions and approach (Always prioritise safety of self and others).

Support Plans/Therapeutic Interventions

When planning and supporting learners it is beneficial to all those involved that the facilitators, consider what are the reason(s) or purpose of the learner's behaviour; It is the facilitator's responsibility to consult the support plan/action plan and to try to understand the learner's intention behind their behaviour, empathise with the learner's point of view. The support plan also acknowledges known strengths and areas of need for the learner with the aim of facilitators using this information to provide positive experiences for learning. Support plans will acknowledge any diagnosed learning or mental health needs, taking into account any learners requiring a more indirect approach, for example learners with a Pathological Demand Avoidance (PDA) profile. Learners will be supported by our Thrive practitioner who will make assessments and develop action plans that will support their social and emotional needs. Both the support plan and action plan will be reviewed regularly to ensure they are appropriate and work in supporting the learner. Understanding that therapeutic interventions can aid a learner's behaviour by helping them to self-regulate. Learner will have opportunities to engage in different interventions that could include 1:1 counselling, equine assisted learning (EAL), horse riding and forest school. Not all learners will engage with all interventions.

Support plans will be review on a regular basis at minimum each learner will have their support plan reviewed termly, however in the event of an incident or at a learners request a support plan can be amended.

3.1 **Links to other policies**

Exclusions Policy.

3.2 **Annexes**:

A. Physical Contact and Physical Intervention
B. Government Guidelines for Physical Restraint

Annex A to
Relationship and Regulation Guidance Policy (Behaviour Policy)

Physical Contact and Physical Intervention

We believe that to provide a holistic, therapeutic educational provision, there is need for appropriate physical contact between facilitators and learners, whilst following guidance from Learner's EHCP, parent/guardian(s) and relevant professionals.
Facilitators must be clear and open about why they are using touch and be able to explain their practice. Facilitators should be sensitive to any verbal and non-verbal communication from learners that might indicate that they do not want to be touched. Facilitators should only engage in touch that they also feel comfortable participating in. Providing for consensual touch each time.
In the event of physical intervention due to learner's or other safety then the safest action should be taken each time.

Touch and physical contact may be used for:

- Communication e.g., placing a hand on someone's shoulder when speaking to them; to greet someone with handshake or high 5, or a hug[1]
- To support early communication: sensitively directing, guiding, supporting learner in an educational task
- To support engagement with resources and learning activities.
- Playing: Activities that naturally involve touch. People of any age who are at an early stage of development are likely to be tactile and physical[2]
- Emotional reasons: communicate reassurance[1].
- Purposes of care: First Aid by qualified first aider.
- Provide 'OT style therapies' such as 'squishing' which can aid in regulation of behaviour. (Obtained prior training before applying)
- Protect learner(s) from danger by physically intervening.

In the event of physical intervention:

- The Incident should be recorded on My Concern and the DSL informed immediately. DSL to inform parent/guardian and relevant professionals.
- Where it is safe to do so, staff should try to de-escalate the situation first and continue attempts during any intervention.
- It is a last resort, and the learner should have as much warning as possible and allowed time to process requests made before the intervention.
- Before and during the intervention facilitators should communicate clearly about everyone's safety.
- A physical intervention should only be used when other methods to manage the incident have failed and/or are inappropriate.
- Debrief for all involved as soon as possible.
- Any force used should always be the minimum necessary to achieve the desired result and to prevent a learner from:
- Injuring themselves or others including animals.
- Committing a criminal offence.
- Causing significant damage to property.
- Engaging in activities which are detrimental to the maintaining of good order.
- Who may restrain learners?
    - Physical Restraint may be carried out by all Luccombe Hub employees. However, should they feel uncomfortable or unable to carry out the restraint they should call on a colleague for assistance.

[1] Encourage the learner to accept a sideways hug supporting their shoulders and upper arm. Sideways hugs should be used to offer comfort, reparation and to show support. If it is deemed that a child would benefit from a front-to-front cuddle this should be written into a plan that is agreed by parents or guardians and senior management.
[2] Staff should also avoid a child sitting on their laps - again if it was deemed that a child would benefit it should also be written into a plan that is agreed by parents/guardians and HMW.

Government Guidelines for Physical Restraint

The 2006 Education and Inspections Act permits the use of reasonable force to restrain a learner in the event of extreme behaviour. This policy has been written with reference to the July 2013 "Use of Reasonable Force" document which is a non-statutory guidance document published by the DFE and included here as an appendix.

'Restraint occurs when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. It should rarely be used. Physical contact with learners may occur under other circumstances such as providing physical prompts, giving support in sessions, and supplying reassurance. The term restraint does not extend to these situations. Staff should not be inhibited in providing such contact when it is professional and appropriate to do so. The Centre's restraint policy is developed in relation for the Centre's policy on managing behaviour. Similarly, the restraint of an individual learner should be viewed in relation to plans to improve the child's behaviour, taking into consideration their anxiety levels and emotional state.'

Reasonable force may be used in the following circumstances:

- self-defence where risk of injury is imminent to another learner, a member of staff or animal.
- Where the learner is placing themselves at risk of injury.
- where there is a developing risk of injury or significant damage to property.
- where good order and discipline are compromised.
- when the activity occurs on the Centre's premises or during an authorised activity off the premises.

For more information go to: Department for Education: Guidance to use of Reasonable Force.