

Accessible Education Provision for Neurodivergent Children  
through graduated interventions and academic support.



*An organisation that aims to improve every child's life  
by being closer to nature,  
providing equality in learning  
and promoting well-being*

# MANAGING BEHAVIOUR AND PRINCIPLES POLICY FOR RAW LEARNING

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **managing self-regulation**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, refer to the document for alternative provision by the DfE:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268940/alternative\\_provision\\_statutory\\_guidance\\_pdf\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf)

And the SEND and Alternative Provision Improvement Plan(March 2023):

[https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND\\_and\\_alternative\\_provision\\_improvement\\_plan.pdf](https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf)

## 3. Definitions

At Raw Learning we acknowledge that the pupils in our care may come to us with obscured or misrepresented presentations of behaviour and attitude due to their socio-economic circumstances. We are a trauma-informed nurture-based alternative provision and our long-term aim is to improve self-esteem and emotional well-being and model positive behaviour. Nevertheless, certain behaviours are deemed unacceptable and will be challenged immediately.

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**Misbehaviour** is defined as:

- Disruption in learning.
- Disrespect towards adults and pupils verbally and physically.

**Serious misbehaviour** is defined as:

- Repeated breaches of the provision's rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking or Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers and vapes
  - Fireworks
  - Pornographic images
  - Any object a facilitator reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

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
Racial	Racial taunts, graffiti, gestures
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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our a Anti-bullying Policy.

## 5. Roles and responsibilities

### 5.1 The Director

The Director is responsible for reviewing and approving this behaviour policy.

The Director will ensure that the provision's environment encourages positive behaviour and that facilitators deal effectively with poor behaviour and will monitor how facilitators implement this policy to ensure rewards and sanctions are applied consistently.

### 5.2 Facilitators

Facilitators are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of individual pupils
- Recording behaviour incidents

The team will support each other in responding to behaviour incidents.

### 5.3 Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform Raw Learning of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the facilitator promptly

## 6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to facilitators, volunteers and each other
- Within the setting, make it possible for all pupils to learn
- Treat the surrounding environment, buildings and property with respect
- Refrain from behaving in a way that brings the provision into disrepute, including when offsite.

## 7. Behaviour management

At Raw Learning, our focus will be on a Growth Mindset. We will continually encourage our children to reflect on what caused a difficulty and how it can be overcome.

### 7.1 Group management

Facilitators and volunteers are responsible for setting the tone and context for positive behaviour within the setting.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 7.2 Restraint reduction

Whilst we accept that 'Reasonable force' is a term that covers a range of actions used by practitioners that involve a degree of physical contact to control or restrain children, our major goal at Raw Learning is to reduce and eradicate the use of all forms of restraint. We passionately believe that in order to manage a challenging situation we must first look at our own reactions to situations and what we could do to prevent them from reoccurring.

We understand that autistic/neurodivergent children experience under or over arousal which affects their information processing and how they are able to self-regulate and co-regulate.

Here at Raw Learning, we follow the Low Arousal Approach for behaviour management.

*For more information about this process see Raw Learning Safeguarding Policy.*

## 7.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

## 7.4 Pupil support

The provision recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour is differentiated to cater to the needs of the pupil.

Facilitators will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 8. Pupil transition

At Raw Learning, our provision includes specialist teachers in a variety of subjects. The children will be encouraged to move from one specialist to another according to their timetable. Should this not be possible because of the child's individual needs, strategies will be put in place to accommodate the child until they are able to participate safely within the setting.

The Low Arousal Approach will be used to help transition.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 9. Training

Our facilitators are provided with training on encouraging positive behaviour, as well as using the Low Arousal Approach as part of their induction process.

Behaviour management will also form part of continuing professional development.

## 10. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy

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- Facilitators Code of Conduct
- Anti-bullying policy

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, facilitators and visitors are free from any form of discrimination
- Facilitators and volunteers set an excellent example to pupils at all times
- The Low Arousal Approach is used consistently by facilitators, in line with the behaviour policy
- The Behaviour Policy is understood by pupils and facilitators
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the provision and pupils' home life

Raw Learning also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

## Appendix 2: meeting the needs of neurodivergent children and young people

Neurodivergence is a neurotype that is considered to differ significantly from just over half of the population – neurotypical people. Conditions that fall under the neurodiversity umbrella include: autism, ADHD, dyslexia, dyspraxia, dyscalculia, OCD and Tourette's Syndrome.

We believe that being neurodivergent provides individuals with strengths that should be nurtured, and challenges that should be effectively supported. Because no two children are the same, all neurodivergent children will experience the world differently and it is important to think about how approaching things differently may benefit the child.

Here at Raw Learning, we believe that in order to work effectively with children and young people, it is important to have a good understanding of neurodiversity and facilitators are signposted to appropriate training to develop their knowledge. It is also important that facilitators have a thorough understanding of each unique individual in order to understand:

- Difficulties with communication and social interaction
- Repetitive body movements and behaviours
- Sensory sensitivities and difference in how information is processed
- Difficulties with understanding and responding to their own and others' emotions.

We provide appropriate levels of structure for our pupils, such as a predictable routine which is made explicit to each child in a visual timetable or other appropriate means of communicating the routine to them.

Facilitators positively interact with pupils and focus on their strengths and their potential for further development. We manage behaviour proactively by providing an environment that offers appropriate levels of stimulation and support, and by teaching children the skills that they need to meet their needs in a more appropriate way.

Facilitators understand the importance of developing positive relationships with pupils and of knowing and understanding them well. Each child is individually planned for in both care and education. We recognise that our pupils are all individuals and each pupil has a programme developed for him or her to ensure that his or her anxiety levels are reduced, that his or her individual sensory, communication, social and, learning needs are met.



This policy was adopted by	Raw Learning
On	1 <sup>st</sup> August 2024
Date to be reviewed	1 <sup>st</sup> August 2025
Signed on behalf of the provider	<i>Rachel King</i>
Name of signatory	Rachel King
Role of signatory	Director

