

Transition2 Learner Behaviour Policy

‘Skills for Work, Skills for Life’

Version: 1.0

Review requirements: Every 3 years or following significant policy or legislative change

Date of next review: September 2027

Approval Body: Transition2 Senior Leadership Team

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At Transition2, we believe that positive behaviour grows from mutual respect, authentic relationships, and a shared commitment to learning. Our mission is to create a safe, inclusive, and uplifting environment where every learner can thrive — developing the skills, confidence, and independence needed for both work and life.

Our approach to behaviour is grounded in our GRACE values, which guide how we support, teach, and interact with one another each day.

G – Growth

- We nurture learning, development, and progress – supporting each person’s journey toward confidence, independence, employment, and purpose.
- We recognise that behaviour is part of learning, and we respond with understanding, encouragement, and opportunities to grow.
- Through The Thrive Approach, we help learners to recognise and regulate their emotions, build resilience, and develop the social and emotional skills they need to move forward positively.

R – Respect

- We treat everyone with kindness, fairness, and dignity – valuing diverse voices, perspectives, and experiences.
- We promote respect through positive communication, listening, and by modelling the behaviours we expect to see.
- All staff model appropriate behaviour and language, demonstrating empathy, patience, and professionalism in every interaction.

A – Authenticity

- We show up as our true selves and create space for others to do the same – fostering honesty, openness, and trust.

- We acknowledge mistakes as learning opportunities and encourage honesty and reflection in all interactions.
- We help learners to understand the reasons behind their behaviour and support them to express themselves appropriately and authentically.

C – Connection

- We build meaningful, supportive relationships that create a sense of trust and belonging – for learners, families, and each other.
- We use connection, not control, to guide positive behaviour – ensuring learners feel seen, valued, and understood.
- Our use of The Thrive Approach helps staff and learners to connect through empathy and curiosity, shining a light on the feelings and unmet needs that may sit beneath behaviour.

E – Enjoyment

- We find and share joy in everyday moments – celebrating successes and creating a positive, uplifting environment for all.
- We believe that when learning is enjoyable, behaviour flourishes naturally through engagement, motivation, and shared success.

Our Commitment

- Model positive and respectful behaviour in all interactions with learners, families, and colleagues.
- Use The Thrive Approach to unpick, understand, and shine a light on behaviour as communication.
- Provide time and space for reflection and repair, recognising that this is a vital part of learning and emotional growth.
- Create consistent, supportive environments where learners feel safe, valued, and respected.
- Recognise and celebrate positive behaviour and progress.
- Use restorative, person-centred approaches to resolve conflict and repair relationships.
- Work collaboratively with families and professionals to promote wellbeing, inclusion, and achievement.

Together, we live our motto: **Skills for Work, Skills for Life.**

Inappropriate and Serious Behaviour

While we recognise that behaviour is a form of communication, certain behaviours may require additional intervention or response. Transition2 takes a proactive, relational approach to all behavioural incidents, focusing on prevention, support, and reflection.

Inappropriate Behaviour

- Disrespectful or unkind language or actions towards others.
- Non-compliance with staff instructions or learning routines.
- Disruption to the learning of others.

These behaviours are addressed through restorative conversation, reflection time, and supportive intervention using The Thrive Approach. Staff work with learners to identify triggers, repair relationships, and restore positive engagement.

Serious or Dangerous Behaviour

- Puts the safety of the learner or others at risk.
- Causes deliberate damage to property.
- Involves physical aggression, threats, or intimidation.
- Significantly disrupts the safety or learning environment.

In these situations, staff will act promptly to ensure safety and may remove the learner from the situation to de-escalate. All incidents are recorded and reviewed by the Senior Leadership Team, and parents/carers are informed. A support plan review will be carried out to help prevent reoccurrence.

Fixed-Term Suspension and Exclusion

Transition2 is committed to maintaining placements and supporting learners to succeed; exclusion is always a last resort and used only where necessary to maintain safety or integrity of provision.

- A fixed-term suspension may be considered when:
- There has been a serious breach of the behaviour principles or code of conduct.
- The behaviour poses an ongoing risk to the safety or wellbeing of others.
- Other interventions or adjustments have not succeeded in restoring safe learning.

During suspension, a restorative meeting and review of support strategies (including Thrive action planning) will be held before return.

Permanent exclusion will only be considered where:

- There has been a serious, one-off incident posing significant harm or risk.
- Persistent behaviours continue despite comprehensive support and reasonable adjustments.

All decisions regarding suspension or exclusion will be made by the Head of Service in consultation with Derby City Council and in accordance with statutory SEND and safeguarding guidance.

Review and Monitoring

Transition2's Behaviour Principles and Procedures are reviewed annually by the Senior Leadership Team, incorporating feedback from staff, learners, families, and professionals. The aim of every review is to strengthen positive relationships, wellbeing, and inclusion for all.

Next review September 2027