



Student Behaviour Policy

Policy Owner & Approved By: Nicola Hirst (Company Director)

Version: V1

Status: Current

Effective From: 05/05/2026

Next Review: This policy will be reviewed annually, and/or subsequent to changes to legislation, statutory guidance, or organisational practice.

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Incident and Near-Miss Reporting Procedure
- Health and Safety Policy
- Individual Learner Risk Assessments

This policy applies to all employees of Emerald Green Specialist Education & Consultancy Ltd, all subcontracted tutors and mentors, and any temporary or voluntary staff engaged on behalf of the organisation.

1. Introduction

Emerald Green Specialist Education provides a service that engages children and young people in Education, where education in a school setting is either not possible at this time. As such, we operate a flexible, individualised behaviour policy that clearly sets out the expectations we have of our students, and appropriate restorative approaches should these expectations not be met.

We believe that a structured individual behaviour support approach is the best approach for our students, in line with the bespoke nature of the provision that we offer.

We are committed to safeguarding and promoting the physical and emotional welfare of every student. This policy sets out a clear and consistent framework for delivering this, in line with safeguarding legislation and statutory guidance.

2. Legislative and Guidance Framework

This policy is informed by the following legislation and statutory guidance:

- Keeping Children Safe in Education (DfE, 2025)
- Working Together to Safeguard Children (DfE, 2023)
- SEND Code of Practice (2015)
- Equality Act (2010)



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Although Emerald Green Specialist Education is not a registered school, we operate in line with the expectations set out for alternative provision providers and uphold standards of safety, professionalism, and accountability.

3. Our expectations

Emerald Green Specialist Education staff will seek to:

- Understand that all behaviour is a form of communication.
- Celebrate student success (academic or personal).
- Invest in developing positive relationships with our students, even when this may be challenging.
- Enable learners to display learning proudly; provide situations within which learners can succeed and acknowledge that success.
- Recognise and support the SEMH needs of our learners.
- Ensure students have a safe environment where mistakes are recognised as part of the learning process and students are supported to develop long-term social and emotional growth.
- Plan and teach high-quality lessons/sessions.
- Engage in all training as required and ask for support/guidance where appropriate.

In the settings in which we tutor, we achieve success by:

- Valuing Others.
- Encouraging high aspiration and a love of learning.
- Creating a safe learning environment.
- Depending on educational need, supporting students to be responsible for their behaviour and reflect on their actions.
- Where appropriate, supporting students to explore the consequences of their behaviour.
- Showing tolerance, respect and fairness.
- Providing rewarding learning experiences.
- Listening to and respecting others' views.
- Offering diverse opportunities.
- Appreciating and embracing diversity.
- Recognising and celebrating all achievements.
- Preparing for independence and future challenges.

Parents/carers will:

- Support the young person to engage with the learning opportunities provided to them
- Communicate with Emerald Green Specialist Education and their tutor where appropriate

Good behaviour forms the basis of high-quality education and is essential for effective learning.

We, therefore, support the children and young people that we work with to feel secure and know where they can seek support should they need it.

We have a collective



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responsibility to ensure that we maintain the well-being of the young people we work with.

4. Planning for positive behaviour

A positive approach is essential to the effective management of behaviour. This means we believe that it is better to communicate to students what is required of them.

We expect that:

- Every lesson/session is planned with the specific students in mind.
- Expectations are shared.
- Differentiated resources are available as needed
- Visual timetables are available as needed.
- Routines are taught and repeated.
- Tasks are of an appropriate level and scaffolded where necessary.
- Scripted language is used to reduce cognitive load and ensure success
- Individual tasks/activities are set where appropriate (reset walks, sensory breaks, etc.)
- Primary strategies are planned and delivered consistently.

During our sessions, we encourage the safe use of technology. It is the responsibility of all staff and tutors to reinforce this message. This is to ensure that our students are not at risk from external influences whilst undertaking their education with us.

All tutors will apply the policy consistently. All members of staff take responsibility for the behaviour and safety of students, and that Emerald Green Specialist Education are kept informed through Tutorbird (logs, behaviour, participation and attendance tracking), in addition to having regular communication with tutors.

Parents will be kept clearly informed of student's presentation within the tutor sessions.

We endeavour to offer a holistic approach which takes into account the needs of the individual, which is why all behaviour support is planned and implemented on an individual Basis.

The application of these stages should be done in relation to the individual risk assessment that exists for each student, and therefore, the guidance contained in this document should always be done in conjunction with additional advice.

5. Encouraging Positive Outcomes

Restorative Approaches

We take the approach of using restorative justice rather than punitive sanctions for our students. A restorative approach focuses on mediation and agreement rather than punishment. Many of our students are with Emerald Green Specialist Education because of the complexity of their needs. This first step to addressing behaviours of concern is vital to maintain the trusting relationships that we build.



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Our approach is to positively support students to make positive choices in-line with their own learning needs and presentation. In addition to helping students to take responsibility for their actions, whilst understanding the significance of intended and unintended consequences, in an appropriate manner for the student.

We have a clear understanding that some behaviour can arise from acute anxiety, sensory needs, or communication difficulties, which prevent the student from making the right decision.

All tutor actions related to behaviour are to reinforce a safe and purposeful learning environment and to promote a feeling of safety for students.

6. Severe/Dangerous Acts

There are some circumstances where we have to take a firm approach, for example, violent or threatening behaviour.

We will endeavour to support students, but we are here to provide an opportunity to continue education, and have a duty to ensure that our staff feel safe.

If the tutor believes that a student may be in possession of anything that is defined as a weapon, they have the right to withdraw from the session as soon as it is safe to do so. In this circumstance, the tutor must report the incident to the safeguarding team as soon as possible (on tutorbird or by contacting the Director). If there is an incident where a tutor feels a student may be a risk to members of society (e.g. carrying a weapon in a public place), the tutor can report the incident directly to the Police.

Following an incident, the student risk assessment will be updated, and additional strategies may need to be put in place to help manage risk. This may include measures such as following procedures outlined in our safeguarding policy, liaising with external professionals or arranging sessions in public places.

7. Reporting of incidents and concerns

Tutors should include descriptions of student behaviour in their session reports. Tutors must flag specific incidents of concern using the online incident reporting system. If the concern is Safeguarding-related, tutors should follow Emerald Green Specialist Education's safeguarding reporting processes as outlined in our Safeguarding and Child Protection Policy.

8. Further information:

Should you require any further information about this policy or its application, please contact: nicola@emerald-green.uk .