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*The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.*

*Planned review: January 2026*

## Introduction

At Limitless Training Club we aim to create a safe, supportive, and nurturing environment that acknowledges the individual experiences of our students and fosters resilience, self-regulation, physical and mental health and growth.

We believe that behaviour is a form of communication and that underlying emotional or psychological challenges often contribute to challenging behaviour. We aim to empower students, support their emotional well-being, and guide them towards positive behaviours and academic success.

Our behaviour policy is designed to respond to students' behaviour with empathy, compassion, and understanding, while maintaining clear boundaries and high expectations.

## Aims of the Policy

- To create a safe and supportive environment where all students feel valued, respected, and understood.
- To promote positive behaviour through proactive strategies, understanding the impact of life experiences, and building emotional resilience.
- To ensure that students learn effective coping strategies, self-regulation, and how to engage positively with their peers, staff, and the wider community.
- To address challenging behaviours in a manner that focuses on understanding and addressing the root causes, rather than punitive measures.
- To foster positive relationships between students and staff based on trust, mutual respect, and empathy.

## Key Principles of LTC's behaviour policy

1. **Safety:** Students must feel physically and emotionally safe at all times. The environment should be structured, predictable, and secure.
2. **Trustworthiness:** All staff will model consistency and transparency in their interactions with students to build trust and reassurance.
3. **Choice and Empowerment:** Whenever possible, students will be offered choices and a sense of control over their learning and behaviour, empowering them to make positive decisions.
4. **Collaboration:** Staff will work together with students, families, and external agencies to provide the best possible support and to ensure a holistic approach to behaviour management.
5. **Cultural Sensitivity:** We respect and acknowledge the diverse backgrounds, needs, and experiences of each student, and will tailor our approach to support their individual circumstances.

## Guiding Practices

1. **Understanding Behaviour as Communication:**
  - Challenging behaviour may be a response to past trauma, unmet emotional needs, or difficulty coping with stress. It is crucial to view behaviour as a form of communication rather than an act of defiance.
  - Staff will approach behavioural challenges with curiosity, seeking to understand the underlying

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causes and triggers.

**1. Proactive Strategies for Prevention:**

- We will prioritise early intervention, recognising the signs of distress before behaviours escalate.
- Teaching coping strategies, mindfulness, emotional regulation, and social skills will be integrated into the curriculum to promote self-awareness and resilience.

**1. De-escalation Techniques:**

- Students will be given a calm space where they are able to regulate.
- We will use a calm, neutral tone, validate the student's feelings, and provide space for them to regain control of their emotions.

**1. Restorative Approaches:**

- When conflicts or incidents occur, we will use restorative practices to encourage students to reflect on their behaviour and its impact on others.
- This process will involve discussions with the student, staff, and peers, where possible, to promote understanding, accountability, and repair of relationships.

**1. Clear Expectations and Boundaries:**

- Expectations for behaviour will be clear, consistently applied, and communicated in a manner that is accessible to all students.
- We will avoid punitive measures that could re-traumatise students, instead using positive reinforcement and support to encourage desired behaviours.

## Managing Challenging Behaviour

**1. Early Identification and Support:**

- Staff will identify students at risk of disengagement or exhibiting challenging behaviour and ensure they are offered tailored support.
- Staff members who can provide emotional support and guidance and will signpost to other professionals as necessary.

**1. Use of Positive Behaviour Support:**

- Positive reinforcement will be employed to encourage and reward positive behaviours, highlighting progress and celebrating achievements.
- Individualised plans may be used where appropriate, but always with an emphasis on building self-esteem and autonomy.

**1. Interventions for Crisis Situations:**

- In the event of a crisis, we will prioritise de-escalation and resolution through calm intervention, ensuring that the student's dignity is maintained and that no further trauma is inflicted.
- If necessary, staff will call upon schools, external professionals, or families to ensure the appropriate support is in place.

## Consequences for challenging and disruptive behaviour

### Initial discussion

First cause of concern for behavioural issues with any minor incident that may have taken place. This may involve school and parents where appropriate.

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The purpose of the discussion will be to outline and remind individual of the expectations of the course and to highlight the negative impact of the issue.

Examples of concerns: Low level disruptive behaviour in a classroom, missed deadline, reoccurrence of lesson lateness.

Discussion recorded and target for improvement agreed. To be reviewed after 2 weeks.

If no improvement, move to next stage.

### **LTC behaviour stage 1 – informal discussion**

Stage 1 will be implemented when there has been no improvement or progression from the previously identified concern that took place in the initial conversation. A pattern of inappropriate behaviour and performance towards the course is creating a concern with an intervention needed. Stage 1 informal discussions will always involve the pupil's school, parents and LTC DSL.

Examples of concerns: Attendance is below 90% in all aspects of the programme, ongoing punctuality issues no demonstrations of agreed expected behaviours, deadlines missed on multiple occasions, continued inappropriate verbal language.

Implementation of an action plan which encourages performance improvement, SMART Goals and focused approach agreed for the improvement

Discussion recorded and target for improvement agreed. To be reviewed after 2 weeks.

If no improvement, move to next stage.

### **LTC behaviour stage 2 – formal discussion**

Stage 2 will be implemented when there has been no improvement from stage one and evidence of ongoing concerns with additional behavioural issues. Greater intervention required due to an increase of severity in concern. Further to this, stage 2 can be implemented as an introduction to the disciplinary process which are deemed as a more serious issue such verbal aggression. Stage 2 informal discussions will always involve the pupil's school and parents, LTC DSL and any other professional deemed appropriate.

Examples of concerns: Attendance is below 90% in all aspects of the programme, ongoing punctuality issues no demonstrations of agreed expected behaviours, deadlines missed on multiple occasions, code of conduct agreement is not evident, escalation of aggressive verbal behaviour

Implementation of an action plan which encourages performance improvement, SMART Goals and focused approach agreed for the improvement.

Discussion recorded and target for improvement agreed. To be reviewed after 2 weeks.

If no improvement, move to next stage.

### **LTC behaviour Stage 3 (Final)**

Stage 3 will be implemented when the targets from stage 2 disciplinary are not met or a pupil is displaying severe behavioural concerns and gross misconduct. As the final stage of the process, the learner's outcome and future will be decided. Stage 3 informal discussions will always involve the pupil's school and parents, LTC DSL

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and any other professional deemed appropriate.

Examples of concerns: Targets from stage 2 not met and increase of behaviour or behaviour which is not accepted such as bullying.

Action plan to continue and withdrawal from the course is an option.

## Gross Misconduct

Gross misconduct is an act which is serious that it justifies an act of withdrawal from the course or for the process to be enhanced up to either stage two or three of the disciplinary process dependant on the incident.

In order to protect the learning environment including staff and learners, if the classroom and performance expectations are not met, the disciplinary process will be implemented as stated within this positive relationship and behavioural process. The process will commence if the following incidents take place under the term of gross misconduct,

- Theft
- Threatening behaviour or assault
- Discrimination of any kind (including racial, homophobic and disability)
- Bullying or harassment
- Deliberate damage to any property of LTC
- Possession and/or use of alcohol and illegal substances
- Inappropriate access to web material deemed unsuitable
- Foul and abusive language

## Roles and Responsibilities

- **Staff Responsibilities:** All staff members are expected to be familiar with and implement the principles of the behaviour policy. They will engage in ongoing professional development to better support students and manage behaviour effectively. Understanding the behaviour policy will form part of staff induction training.
- **Student Responsibilities:** Students are expected to engage in the process of developing positive behaviours, self-regulation, and emotional awareness. Support will be given to help them meet expectations in a safe and supportive way.
- **Parental and Carer Involvement:** We recognise the critical role of families in supporting students' behavioural development. We will engage with parents/carers to ensure consistency between home and school environments and to provide holistic support to students.
- **External Support:** Where needed, LTC will collaborate with external agencies, including schools, social services, mental health professionals, and therapeutic support services, to meet the complex needs of students.

## Monitoring and Review

The implementation and effectiveness of this policy will be regularly reviewed to ensure it meets the evolving needs of students. Feedback will be sought from staff, students, and families, and adjustments will be made as necessary to improve outcomes for all involved.

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By creating a positive learning environment, we aim to help students to develop the skills and resilience needed to navigate their personal challenges. Our behaviour policy reflects this commitment and reinforces the importance of understanding, empathy, and support in promoting positive outcomes for all students at Limitless Training Club



**Signed:**

**Company Director: Dwayne Paul**