

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 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.