

Replenish Learning



Behaviour Policy

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Approved by:	AK (Director)

Statement of intent

Replenish Learning promotes safe behaviour through positive relationships, clear expectations and individual support. Our approach recognises that behaviour can communicate distress, unmet needs or difficulty managing a situation. We help pupils develop emotional regulation, communication and readiness to engage with activities and their main educational setting.

We set safe boundaries while taking account of each pupil's SEND, communication, sensory needs, mental health and experiences. Staff begin with calm reminders, explore the underlying cause and offer support or time out before considering a proportionate consequence. Positive behaviour, effort and progress are recognised through praise and the star reward system.

This policy applies to pupils, staff and volunteers during provision sessions, outreach, community activities, visits and provision organised transport. Parents, carers and commissioners are partners in planning effective support.

1 Legal framework

The provision applies relevant safeguarding, equality, health and safety and data protection duties. Guidance addressed to schools is used as a good practice reference where appropriate to the provision's status. It does not confer statutory school discipline, search or exclusion powers on provision staff.

Relevant legislation includes the Equality Act 2010, Children Act 1989, Children Act 2004, Health and Safety at Work etc. Act 1974, Data Protection Act 2018, UK GDPR, Health Act 2006, Protection of Children Act 1978, Sexual Offences Act 2003 and Voyeurism (Offences) Act 2019.

Relevant guidance includes:

- DfE Behaviour in schools
- DfE Special educational needs and disability code of practice 0 to 25 years
- DfE Mental health and behaviour in schools
- DfE Keeping children safe in education
- DfE Restrictive interventions including the use of reasonable force in schools, effective from 1 April 2026
- DfE Searching screening and confiscation in schools
- DfE Mobile phones in schools
- Working Together to Safeguard Children

This policy should be read alongside the provision's safeguarding, SEND, anti-bullying, online safety, physical intervention, complaints, data protection and mobile phone and personal electronic devices policies, together with individual support and risk assessment arrangements.

2 Roles and responsibilities

Business Manager

- Oversees implementation, resources and staff training in partnership with the Headteacher.
- Ensures the policy is fair, proportionate and consistent with the provision's status and applicable duties.
- Reviews behaviour trends, incidents, complaints and the effectiveness of support.
- Supports liaison with commissioners where additional resources or placement changes are needed.

Headteacher

- Leads day-to-day implementation and models calm, respectful practice.
- Ensures staff know pupils' individual needs, triggers, support plans and agreed adjustments.
- Oversees individual behaviour support and risk assessments, consulting parents, pupils and relevant professionals.
- Supports staff with incidents and reviews the suitability of any consequence.
- Communicates the policy to staff, pupils, parents, carers and relevant commissioners.
- Coordinates placement reviews and handles complaints through the complaints procedure.

DSL and Deputy DSL

- Assess whether behaviour indicates abuse, exploitation, neglect, self-harm or another safeguarding concern.
- Lead safeguarding responses and referrals to children's social care or the police where necessary.
- Ensure safeguarding information is recorded and shared appropriately.

Staff and volunteers

- Follow this policy and individual plans, applying expectations consistently with reasonable adjustments.
- Build trusting relationships, model respectful behaviour and recognise effort and progress.
- Give calm reminders, explore causes, offer regulation support and provide supervised alternative spaces where needed.
- Record incidents objectively and report concerns to the Headteacher and safeguarding concerns to the DSL or Deputy DSL promptly.
- Ask for assistance when needed and maintain effective supervision.

Pupils

Pupils are supported, according to their age and understanding, to use safe behaviour, respect others and ask for help or a break. They should tell a trusted adult if they feel unsafe or witness harmful behaviour.

Parents and carers

Parents and carers are encouraged to reinforce agreed strategies, share changes that may affect their child and participate in reviews. The provision will make communication accessible and work collaboratively rather than placing responsibility for regulation solely on families.

3 Understanding behaviour

Staff distinguish between difficulty coping and behaviour presenting a risk of harm. They consider the pupil's understanding and capacity to respond at that time, rather than assuming deliberate disobedience.

Behaviour requiring support may include calling out, withdrawal, refusal, difficulty sharing, leaving an activity or using inappropriate language. Staff check for task difficulty, sensory overload, anxiety, fatigue, pain, hunger, communication barriers, peer conflict and other unmet needs. These signs are not automatically treated as misconduct.

Serious incidents include physical aggression, threats, discriminatory abuse, bullying, sexual harassment or violence, significant damage, possession of dangerous items, self-harm or leaving supervision where this creates a safety risk. Serious incidents require prompt protective action and may also require a

safeguarding response. Staff do not have to complete the usual reminder sequence before acting to prevent immediate harm.

Bullying involves repeated hurtful behaviour with an imbalance of power and may include online behaviour. A single harmful incident must still be addressed even if it does not meet this definition.

4 Staff induction development and support

All new staff will be inducted clearly into the provision's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the provision. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the provision to enable behaviour to be managed consistently.

The Business Manager and Headteacher will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the provision develops and refines its behaviour policies and procedures.

The Business Manager and Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the provision.

5 Social emotional and mental health needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the provision will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The provision will promote resilience as part of a whole-provision approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the daily interactions and activities, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – planned activities are used to develop pupils' knowledge about health and wellbeing
- Community engagement – the provision proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these. The provision's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6 Responding to behaviour

The usual response follows the steps below, adapted to the pupil's individual plan and needs. Immediate safety action takes priority if there is a risk of harm.

Calm reminders

Staff give a clear, respectful reminder of the expected behaviour and allow time for the pupil to process it. Staff use short instructions, visual support or choices where helpful. Repeated demands, public criticism and confrontation are avoided.

Understanding the cause and offering support

Staff seek to understand what is making the situation difficult. They may reduce a demand, explain the task differently, address sensory needs or help the pupil communicate. Discussion must not become an interrogation while the pupil is distressed.

Supported time out before star loss

If reminders have not helped, staff offer a supported break or time out to help the pupil regulate. This may include a quieter area, movement, a drink, reassurance or an agreed calming activity. Time out is support and must not be presented as punishment. Accepting or requesting a break does not itself lead to the loss of a star.

Working in another space

If a pupil cannot work in the classroom, staff support them to move to another suitable space and work with a member of staff. The activity may be adapted or paused briefly while the pupil regulates. This can be offered at any point it is needed; it is not conditional on losing a star. The pupil remains supervised and supported.

Considering the loss of a star

Where behaviour continues after reminders and appropriate support have been offered, staff may consider the loss of a star under the reward system. This is not automatic. Staff must consider SEND, communication, distress, the suitability of the task and whether agreed adjustments have been provided. Necessary support must not be withheld because a pupil declined an offer they could not understand or manage.

A star must not be removed simply because a pupil experiences a disability related difficulty, has a meltdown, needs help, requests time out or cannot access an unsuitable task. Where a star loss is appropriate, staff explain calmly what behaviour it relates to and what the pupil can do next. Staff avoid escalating threats or repeated star losses for the same unresolved episode. Pupils retain opportunities to earn stars for subsequent positive behaviour and progress.

Repair and reconnection

When the pupil is ready, staff offer a brief, supportive discussion about what happened, how others were affected and what may help next time. Repair may include helping restore an area or a supported apology, where meaningful and appropriate. Staff do not demand an apology or written account while the pupil is dysregulated.

Repeated incidents

The Headteacher reviews patterns, unmet needs, adjustments, staffing and activity demands with relevant staff, parents and the pupil. An individual behaviour support plan will be developed or updated where

needed. Relevant professionals and the commissioner will be involved where further assessment, support or an EHCP review is required. Repetition prompts a review of support rather than an automatic increase in punishment.

7 Prevention and supportive intervention

Individual planning

Staff use an assess, plan, do and review approach. Plans identify strengths, communication needs, known triggers, early signs of distress, effective regulation strategies, safe responses and achievable goals. Relevant EHCP information and professional advice inform support within the provision's commissioned remit.

Preventative adjustments may include visual timetables, preparation for transitions, movement breaks, reduced language, adapted tasks, quiet spaces, choice, sensory resources and consistent adults. Staff practise helpful strategies when pupils are calm and review their effectiveness.

De-escalation

- Use a calm voice, brief language and supportive body language.
- Validate feelings while maintaining a clear safety boundary, for example "I can see you are upset. Let's find a safer way."
- Allow processing time, reduce demands and offer manageable choices.
- Avoid arguing, threats, sarcasm, shame or comments dismissing the pupil's feelings.
- Reduce noise and unnecessary audiences and give safe personal space.
- Ask another member of staff for support where needed.

Supported time out and alternative spaces

A pupil may request a break or staff may offer one. Staff agree the location, supervision and a gentle check-in, taking account of the individual plan. There is no fixed punitive duration. The pupil must not be locked in, left unsupported or prevented from leaving as a routine behaviour consequence.

Where classroom work is difficult, a member of staff supports the pupil in another appropriate space with suitable resources. Return is based on readiness and safety, with a supported transition. Continued work in another space may be appropriate where it meets the pupil's needs. Food, drink, toilets, medical care and necessary therapeutic or regulation support remain available.

Physical intervention

The provision prioritises prevention, de-escalation and safe space. This policy does not authorise force to secure compliance, punish, impose star loss or move a pupil merely because they refuse a task.

Replenish Learning does not assume that school-specific statutory powers apply to its staff.

Any emergency protective intervention must have a lawful basis, be necessary and proportionate to the immediate risk and follow the provision's Physical Intervention Policy. Staff must use the least restrictive safe response for the shortest necessary time, seek assistance and take account of medical, sensory and communication vulnerabilities. Call emergency services when required.

After any physical intervention, staff check wellbeing and injuries, arrange first aid or medical help, inform the Headteacher and DSL, record the incident promptly and contact parents or carers as soon as practicable, normally the same day. Any delay in parental contact for a safeguarding reason must be

decided by the DSL and recorded. Staff and pupils receive support and the incident, risk assessment and support plan are reviewed.

Consequences and prohibited responses

The provision's usual consequence is a proportionate star loss where appropriate under section 6. Detentions, punitive isolation, collective punishment, humiliation, denial of basic needs and withdrawal of necessary SEND or medical support are not used under this policy.

Serious incidents and placement review

Serious incidents may require immediate protective measures and senior involvement. The Headteacher and Business Manager will liaise with parents and the commissioner if a placement needs urgent review or the provision cannot safely meet the pupil's needs. Any temporary interruption or ending of a placement must be documented, follow the commissioning agreement and consider safeguarding, reasonable adjustments and continuity of support. School suspension or permanent exclusion procedures are not automatically applied to a provision placement.

Pupils are not sent away unsupervised. Any early collection must have a clear safety reason, an agreed safe handover and a record; it must not become an informal routine response to unmet needs. The commissioner remains responsible for arranging the pupil's wider education.

8 Sexual abuse and harassment

Sexual violence, harassment and harmful sexual behaviour are never dismissed as banter or an inevitable part of growing up. Staff respond promptly, protect those affected and report to the DSL or Deputy DSL. Support will consider the needs and vulnerabilities of all children involved without excusing harm.

The DSL coordinates risk assessments, appropriate supervision, referrals and liaison with police or children's social care. Staff must not investigate suspected crimes themselves or take action that undermines an investigation. An unsubstantiated or withdrawn report is not proof that it was malicious. Safeguarding and child-on-child abuse procedures apply.

9 Smoking and controlled substances

Provision premises and provision organised activities are smoke and vape free. Pupils must not bring tobacco, vapes, alcohol, illegal drugs or other harmful substances. Staff respond to concerns as a health, safety and safeguarding matter and seek senior support.

Suspected intoxication, overdose or exposure requires prompt medical assessment and emergency help where necessary. The DSL considers exploitation, coercion and other risks. Prescribed medicines needed by a pupil are managed under medical arrangements and are not treated as prohibited drugs. Support and any consequence are considered individually.

10 Unsafe items and personal devices

Weapons, fireworks, stolen items, alcohol, illegal drugs, tobacco, vapes and other items intended or likely to cause harm are not permitted. Tools and equipment provided for supervised activities are controlled through relevant risk assessments.

Staff may request voluntary handover or a voluntary check of possessions, explaining the reason and respecting the pupil's understanding and privacy. This policy does not authorise searches without

consent, forced searches, removal of clothing or compulsory access to a device. A refusal requires senior review and safeguarding action where appropriate, not an assumption of search powers.

Where a weapon or immediate danger is suspected, staff prioritise safety, move others away where safe and call the police or emergency services as required. Staff must not place themselves or pupils at additional risk by attempting to seize a dangerous item.

Phones are managed under the Mobile Phone and Personal Electronic Devices Policy, including medical and accessibility exceptions. Suspected abuse images or evidence of an offence must not be copied, forwarded or deleted; staff report to the DSL promptly and follow safeguarding advice.

11 Effective management of activities and spaces

Staff provide predictable routines, accessible tasks and safe environments. Expectations are explained in language and formats pupils understand and revisited regularly. Pupils are supported to keep themselves and others safe, respect people and equipment, seek help and engage with activities at an appropriate level.

Staff anticipate transitions, activity length, competition, frustration and sensory demands. Seating and space are arranged around access and wellbeing rather than labelling pupils as badly behaved. Tasks are adapted to pupils' abilities and readiness; difficulties completing work prompt consideration of support needs.

Praise and the star reward system

Staff give specific, sincere praise for effort, kindness, communication, regulation, participation and personal progress. Praise can be private where a pupil finds public attention uncomfortable.

Stars are earned against clear, achievable expectations suited to the pupil's age and needs. Staff explain how the system works, including any agreed rewards, in an accessible way and check understanding with the pupil and parents. Targets and rewards must allow pupils with differing needs a fair opportunity to succeed.

The system recognises progress from the pupil's starting point. It must not reward masking distress or penalise a need for support. Staff record stars fairly, avoid public comparisons and apply any loss only as described in section 6. Positive contact with parents and opportunities for suitable responsibilities may also recognise progress.

12 Effective pupil support

Replenish Learning provides therapeutic, intervention led support intended to strengthen pupils' wellbeing and readiness to engage in their main educational setting. Staff support pupils individually and work with parents, commissioners and relevant professionals within the agreed placement arrangements.

Support may include mentoring, emotional regulation work, communication support and appropriate therapeutic input. Staff identify what is helping, adjust what is not and seek further advice when needed. Pupils' views are gathered in accessible ways; a pupil must not lose support because they cannot express a need verbally.

13 Behaviour away from provision premises

The same supportive expectations apply during outreach, visits, community activities and provision organised transport. Staff use individual risk assessments and maintain agreed supervision. Before activities, staff prepare pupils for expectations, possible triggers and ways to request help.

Concerns about harmful behaviour outside provision sessions, including online bullying, are assessed for their effect on pupil safety and wellbeing. Staff liaise with parents and relevant agencies and follow safeguarding procedures. This policy does not create a general power to punish pupils' private conduct simply because they are associated with the provision.

Public complaints are referred to the Headteacher and addressed through the complaints procedure, with safeguarding concerns reported to the DSL.

14 Recording and evaluation

Staff record significant incidents factually and promptly, including triggers, the pupil's account where available, SEND factors, adjustments, reminders and support offered, time out, alternative space use, any star loss, injuries and actions taken. Records distinguish observed facts from interpretation and use respectful language.

The Headteacher reviews repeated incidents and sudden changes promptly. The Business Manager and Headteacher review patterns at least termly, including whether particular pupils experience disproportionate consequences or repeated difficulty accessing the classroom. They consider staff practice, environment, activity demands, safeguarding and the effectiveness of adjustments.

Information is stored securely, shared only where appropriate and retained in accordance with data protection and records arrangements. Positive progress is recorded alongside concerns.

15 Monitoring and review

The Business Manager and Headteacher review this policy annually, and sooner after significant incidents, relevant guidance changes or changes in the provision's status. Staff, pupils and parents are invited to contribute to reviews in accessible ways.

The policy is shared with staff, parents, carers and relevant commissioners and made available to quality assurance reviewers and other authorised bodies where appropriate. The next scheduled review is October 2027.

Appendix A: Behaviour incident form:

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	
Before the incident: what led to the behaviour?			
During the incident: what did the pupil do?			
After the incident: what were the consequences of this behaviour?			
Additional comments			

Appendix B: Behaviour management observations review form:

Name of pupil		Year group	
Name of key worker		Date	
Do there appear to be any patterns triggering the pupil's behaviour?			
Are our existing management systems effective?			
What achievable targets could we implement for the pupil to work towards?			
What are the pupil's strengths?			
What strategies could we implement to help the pupil achieve their targets?			
Additional comments			

