



Relationships & Behaviour Policy

Reconnect Learning · Version 1.0 · Approved September 2026 · Review September 2027

POLICY OWNER: ELLEN KERR – MANAGING DIRECTOR & DSL

Purpose of This Policy

This policy sets out Reconnect Learning's approach to promoting positive relationships, positive behaviour and safe, respectful learning environments across all provision. It applies to all learners, staff, tutors, volunteers and contractors working within or on behalf of Reconnect Learning.

This Policy Aims To

- Promote positive relationships and a culture of mutual respect
- Support learners to understand and manage their own behaviour
- Ensure all behaviour is understood within the context of individual needs and experiences
- Provide a consistent, fair and proportionate framework for all staff
- Embed trauma-informed, restorative and relationship-based practice throughout
- Protect the safety and wellbeing of all learners and staff

Behaviour Is Understood As

- ① Behaviour is recognised as a form of communication. It should always be understood within the context of the learner's experiences, needs and circumstances — not simply as a choice to be managed.

- ✓ This policy supports Reconnect Learning's commitment to providing safe, inclusive and effective provision for learners who may have experienced disrupted education, trauma, exclusion or unmet need.

Statement of Commitment

Positive relationships are the foundation of effective learning, engagement, wellbeing and personal development.

We recognise that many learners accessing Alternative Provision, home tuition and specialist educational support have experienced disrupted education, trauma, adverse childhood experiences, exclusion, anxiety, unmet SEND needs or significant difficulties in forming positive relationships with education. Our approach reflects this reality.

Our Approach

Child-centred

Trauma-informed

Restorative

Inclusive

Relationship-based

Safeguarding-focused

Every Learner Should Feel

Safe

Valued

Respected

Supported

Able to Succeed

 Behaviour is understood as a form of communication. It is always considered within the context of the learner's experiences, needs and circumstances — and responded to with curiosity, care and appropriate support.

1. Scope

This policy applies across all Reconnect Learning provision and to all individuals involved in delivering or receiving that provision.

This Policy Applies To

- **Learners**
- **Staff & Tutors**
- **Associate Tutors**
- **Volunteers**
- **Contractors & Agency Staff**

Across All Provision Types

- | | |
|--------------------------------|---------------------------------|
| Alternative Provision | Home Tuition |
| Online Learning | Community-Based Learning |
| Educational Visits | Reintegration Programmes |
| Intervention Programmes | |

2. Legislative Framework

This policy is informed by a comprehensive range of legislation and statutory guidance. Reconnect Learning will review this policy following any significant changes to legislation or statutory guidance.

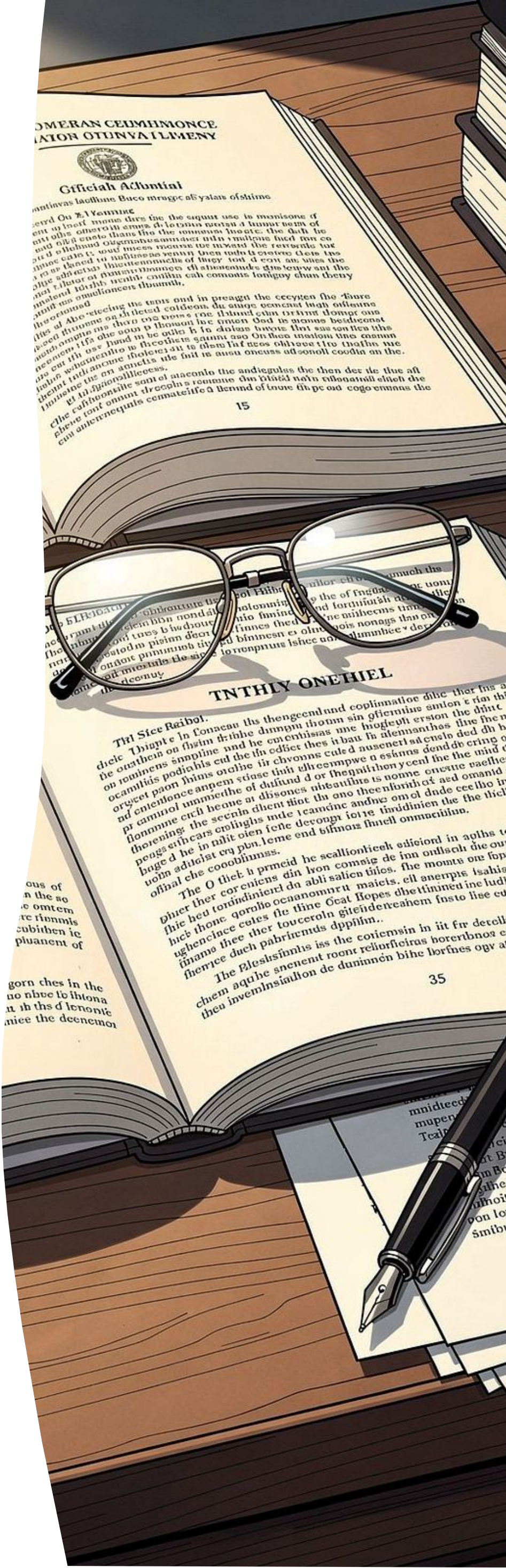
Statutory Guidance

- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026
- Behaviour in Schools (DfE – current version)
- SEND Code of Practice: 0 to 25 Years (2015)

Primary Legislation

- Education Act 2002
- Children Act 1989
- Children Act 2004
- Equality Act 2010
- Human Rights Act 1998
- Data Protection Act 2018
- UK GDPR

 This policy should be read alongside Reconnect Learning's Safeguarding and Child Protection Policy, which is the organisation's overarching safeguarding policy.



3. Our Behaviour Principles

Reconnect Learning's approach to behaviour is grounded in five core principles that guide every interaction between staff and learners.



Relationships Come First

Strong relationships improve attendance, engagement and outcomes for every learner.



Every Learner Can Succeed

All learners deserve opportunities to achieve regardless of previous experiences.



Behaviour Has Meaning

Behaviour often reflects unmet needs, emotions, anxiety, trauma or communication difficulties.



Positive Reinforcement Is Most Effective

Recognition, praise and encouragement are more effective than punitive approaches.



Consistency Creates Safety

Clear boundaries and predictable responses help learners feel secure.

3a. Roles and Responsibilities

All staff share responsibility for promoting positive behaviour and maintaining safe, respectful learning environments. Specific responsibilities are set out below.

1

All Staff and Tutors

- Model positive behaviour and respectful communication at all times
- Apply this policy consistently and proportionately
- Use de-escalation strategies and avoid confrontation
- Record behaviour incidents promptly and accurately
- Report safeguarding concerns to the DSL without delay
- Engage in restorative conversations where appropriate
- Maintain professional boundaries at all times

2

Designated Safeguarding Lead (DSL)

- Provide safeguarding oversight and guidance on behaviour-related concerns
- Ensure behaviour incidents with safeguarding implications are escalated appropriately
- Liaise with referrers, families and external agencies where required
- Maintain oversight of behaviour records and patterns
- Ensure staff receive appropriate training and support

1

Managing Director

- Hold overall responsibility for this policy and its implementation
- Ensure the policy is reviewed annually and following significant changes
- Monitor behaviour trends and learner outcomes across all provision
- Ensure adequate staffing, training and resources are in place
- Approve any temporary pause or amendment to provision

2

All Staff – Shared Responsibilities

⊗

No member of staff should manage a serious behaviour incident alone. All significant incidents must be reported to the DSL or Managing Director promptly. Safeguarding always takes priority over behaviour management.

4. Behaviour Expectations

All learners are expected to uphold four key expectations throughout their time with Reconnect Learning.

Be Respectful

- Treat others with kindness and respect
- Use appropriate language
- Respect diversity and differences

Be Safe

- Follow instructions designed to keep people safe
- Avoid behaviour that places others at risk
- Respect personal space and boundaries

Be Ready to Learn

- Engage with learning opportunities
- Participate positively
- Try their best

Be Responsible

- Take ownership of actions
- Reflect on behaviour
- Work towards agreed targets

5. Reconnect Learning Values

Our five core values underpin everything we do and are actively promoted across all provision.



Achievement

Celebrating effort, progress and success.



Kindness

Supporting and encouraging others.



Resilience

Learning from mistakes and overcoming challenges.



Responsibility

Taking accountability for choices and actions.



Respect

Respecting ourselves, others and our environment.

6. Positive Behaviour Support

Reconnect Learning focuses on recognising and reinforcing positive behaviour. Positive behaviour support will always be tailored to individual needs.



Strategies Include

- Verbal praise and positive feedback
- Achievement recognition
- Personal targets
- Reward systems where appropriate
- Learner voice opportunities
- Restorative conversations
- Relationship building

7. Trauma-Informed Practice

Many learners accessing Reconnect Learning have experienced significant adversity. Understanding this is central to how we work. Our staff are trained to respond with sensitivity, consistency and calm — recognising that behaviour is often a reflection of unmet need rather than deliberate defiance.

Learners May Have Experienced

Trauma & Loss

Neglect

Adverse
Childhood
Experiences
(ACEs)

Anxiety

Exclusion

Mental Health
Difficulties

Staff Will

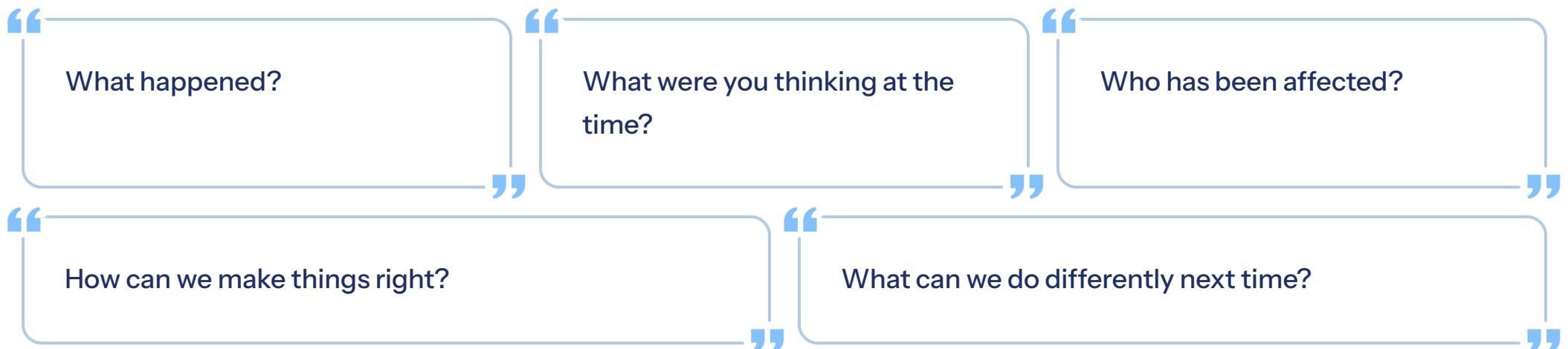
- 1 Remain calm and professional
- 2 Avoid confrontation where possible
- 3 Seek to understand the meaning behind behaviour
- 4 Focus on regulation before consequence
- 5 Maintain dignity and respect

8. Restorative Practice

Reconnect Learning uses restorative approaches to help learners understand the impact of their actions, repair relationships and develop the skills to manage future situations more effectively. Restorative practice is not a replacement for appropriate consequences — it is a framework for learning, reflection and rebuilding trust.

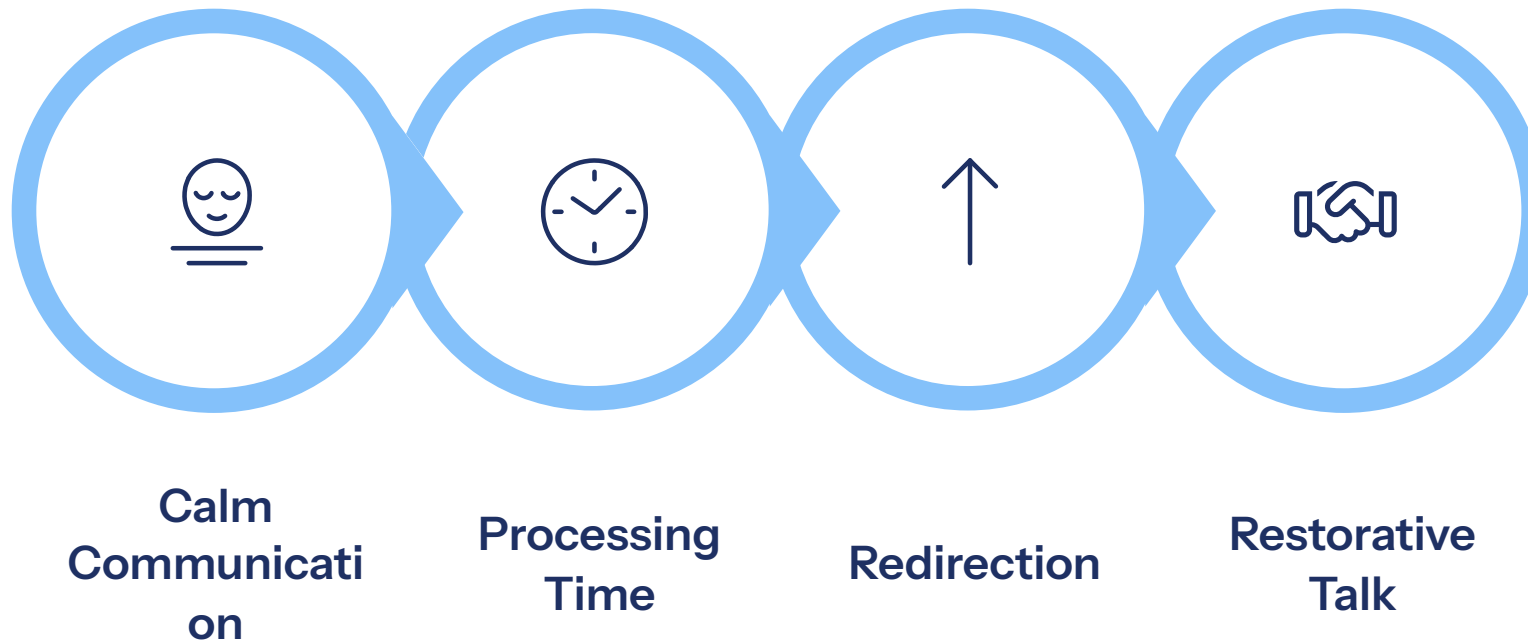


Restorative Questions



9. De-escalation Strategies

Where behaviour becomes challenging, staff are trained to use a range of de-escalation strategies. Staff will always seek to de-escalate situations safely.



These strategies are applied flexibly and proportionately, always with the learner's wellbeing and safety as the primary concern. Reduced demands may be offered where appropriate to support regulation.

10. Unacceptable Behaviour

Whilst Reconnect Learning takes a supportive and understanding approach to all behaviour, certain behaviours are unacceptable and will always be addressed promptly, proportionately and in line with this policy and related safeguarding procedures.

Verbal Abuse

Including threatening behaviour and intimidation

Bullying

In any form, including online

Discriminatory Behaviour

Racist, sexual harassment or discriminatory language

Physical Aggression

Including deliberate damage to property

Online Abuse

Including persistent disruption to online sessions

11. Bullying

⚠ Reconnect Learning has a **zero-tolerance approach** to bullying in all its forms. All reports will be investigated and addressed promptly.

Bullying can take many forms and may not always be immediately visible. This policy should be read alongside the Anti-Bullying Policy.

PHYSICAL BULLYING



Hitting, pushing,
physical harm

VERBAL BULLYING



Name-calling,
threats, insults

EMOTIONAL BULLYING



Manipulation, isolation,
psychological harm

CYBERBULLYING



Online harassment,
social media abuse

SOCIAL EXCLUSION



Deliberate isolation
from groups

PREJUDICE-BASED BULLYING



Targeting protected
characteristics

12. Online Behaviour

Learners accessing online provision are expected to maintain the same standards of behaviour as in any other learning environment.

Expectations for Online Learners

01

Use respectful language at all times

02

Engage appropriately with sessions

03

Follow tutor instructions

04

Use technology responsibly

05

Respect privacy and confidentiality

Related Policies

Online abuse, harassment or inappropriate conduct will be addressed through this policy and the **Online Safety Policy**.

Staff are trained in online safety and will respond to any concerns promptly and in line with safeguarding procedures.

13. Behaviour and Safeguarding

Some behaviours may indicate underlying safeguarding concerns. Staff are trained to recognise these indicators, respond with professional curiosity and follow Reconnect Learning's safeguarding procedures without delay.

Behaviours That May Indicate Concern

Sudden
behavioural
changes

Harmful sexual
behaviour

Sexualised
language

Self-harm
indicators

Radicalisation
concerns

Criminal
exploitation
concerns

Child-on-child
abuse

Emotional
distress

Where Safeguarding Concerns Arise

- 1 The DSL must be informed immediately
- 2 Safeguarding procedures will take priority
- 3 Appropriate referrals will be made where required

⊗ Safeguarding always takes priority over behaviour management procedures.

14. Learners with SEND

Reconnect Learning recognises that behaviour is frequently influenced by special educational needs and disabilities. Behaviour expectations will always remain fair and proportionate, with reasonable adjustments made to reflect individual needs. Staff are expected to understand the relationship between SEND and behaviour and to respond accordingly — never applying a one-size-fits-all approach.



Autism

Sensory sensitivities, communication differences and need for predictability are fully considered.



ADHD

Attention, impulse control and hyperactivity are understood within a neurodevelopmental context.



SEMH Needs

Social, emotional and mental health needs are central to our trauma-informed approach.



Communication Difficulties

Alternative communication strategies are used to support learners with language needs.



Sensory Processing

Sensory processing difficulties and medical conditions are factored into all planning.

15. Serious Incidents

Serious incidents require an immediate, proportionate and child-centred response. All decisions will be made with the learner's welfare as the primary consideration.

Serious Incidents May Include

Physical aggression	Threats of violence
Possession of weapons	Serious bullying
Sexual harassment	Racist incidents
Criminal behaviour	Significant safeguarding concerns

Reconnect Learning May

- 01

- End a session immediately
- 02

- Contact parents/carers
- 03

- Inform the referrer or school
- 04

- Consult safeguarding partners
- 05

- Complete risk assessments
- 06

- Temporarily pause or amend provision where necessary to ensure the safety and wellbeing of learners, staff or others, while risks are reviewed and appropriate support plans are agreed with the referrer

16. Physical Intervention

 Reconnect Learning does **not** use restraint as a behaviour management strategy.

Physical intervention is only ever considered in the most exceptional circumstances and is subject to strict conditions. It is never used as a behaviour management strategy, a punishment or a first response.

When Physical Intervention May Occur

- To prevent immediate harm
- To protect a learner or another person
- In emergency situations only

Any Physical Intervention Must

- Be reasonable and proportionate
- Be recorded immediately
- Be reviewed by senior leadership

 All physical interventions are subject to immediate review and are recorded in full detail. Where physical intervention has been used, parents or carers (where appropriate), the referrer and any relevant professionals will be informed as soon as practicable. This section should be read alongside Reconnect Learning's Use of Reasonable Force Policy, which sets out the full framework for any physical intervention.

16a. Positive Handling and Risk Reduction

Where learners present known behavioural risks, Reconnect Learning will complete individual risk assessments and implement proactive strategies designed to reduce the likelihood of incidents occurring.

Individual Risk Assessments Will

- Be completed for learners with known behavioural risks
- Be developed collaboratively with the learner, family and referrer where appropriate
- Be reviewed regularly and following any significant incident
- Inform staff deployment, session planning and environment adjustments

Proactive Strategies May Include

- Adjusted session structure or duration
- Preferred communication styles and de-escalation approaches
- Environmental modifications to reduce triggers
- Clear agreed boundaries and expectations shared with the learner
- Named key worker or consistent staffing arrangements

 Risk assessments are a safeguarding tool — they exist to protect learners and staff alike, and to ensure every session is planned with the learner's needs at the centre.

17. Attendance and Behaviour

Behaviour and attendance are closely linked. Where attendance concerns arise, Reconnect Learning will seek to understand the underlying reasons before taking any action. The focus will always be on removing barriers to attendance rather than applying punitive measures — recognising that non-attendance is often a symptom of unmet need.

Understanding Attendance Concerns

Anxiety and EBSA

Emotionally Based School Avoidance is recognised and supported.

SEND Needs

Unmet SEND needs may contribute to non-attendance.

Mental Health Difficulties

Mental health is a key factor in attendance patterns.

Family Circumstances

Home environment and family factors are considered sensitively.

Previous Educational Experiences

Past trauma around education is acknowledged and addressed.



18. Recording and Monitoring

All significant behaviour incidents will be recorded accurately, promptly and maintained securely. Records support ongoing monitoring, review and the continuous improvement of provision.

- 1

Date and Time

Precise recording of when the incident occurred.
- 2

Individuals Involved

All parties involved in or affected by the incident.
- 3

Description of Incident

A factual, objective account of what occurred.
- 4

Action Taken

Immediate and subsequent responses to the incident.
- 5

Outcomes & Follow-Up

Results of actions taken and any ongoing support provided.
- 6

Lessons Learned & Follow-Up

Actions taken following the incident, referrals made, risk assessment updates, support plan amendments and any learning identified.

Behaviour incidents are recorded promptly. Restorative conversations are documented where appropriate. Safeguarding concerns are escalated immediately to the DSL. Risk assessments are reviewed following significant incidents. Behaviour support strategies are monitored and evaluated to ensure continued effectiveness. Where incidents reveal patterns or systemic concerns, these are escalated to the Managing Director.



Behaviour records, incident reports, restorative records, individual risk assessments, positive behaviour support plans and associated documentation will be retained in accordance with Reconnect Learning's Records Retention Schedule, the Data Protection Act 2018 and UK GDPR.

19. Staff Training

All staff and tutors will receive training appropriate to their role and the needs of the learners they support. Training records are maintained and reviewed to ensure all staff are equipped, confident and up to date. Training needs are identified through supervision, appraisal, incident review and changes to statutory guidance.



Behaviour Management



Trauma-Informed Practice



Restorative Approaches



Safeguarding



Prevent Duty



Online Safety



SEND Awareness



De-escalation Techniques

20. Monitoring and Review

The Managing Director and Designated Safeguarding Lead (DSL) will maintain ongoing oversight of behaviour trends, safeguarding links and learner outcomes. This policy will be reviewed annually and without unnecessary delay following changes to legislation, statutory guidance, safeguarding practice, behaviour guidance, organisational arrangements or learning identified through incidents, audits, inspections, complaints, monitoring or service reviews.

The MD & DSL Will

- Monitor behaviour trends
- Review incident records
- Monitor safeguarding links
- Evaluate support strategies
- Review learner outcomes
- Identify areas for improvement

Review Schedule

Annual Review: September each year

Immediate Review Triggers:

- Changes to legislation or statutory guidance
- Updates to Keeping Children Safe in Education (KCSIE)
- Updates to Working Together to Safeguard Children
- Changes to SEND Code of Practice
- New Behaviour in Schools Guidance
- Changes to Equality legislation
- Learning from incidents, audits, inspections or complaints

21. Statutory Guidance Compliance

This policy has been developed with regard to the relevant legislation, statutory guidance and governance expectations applicable at the date of approval and will be reviewed following significant legislative or regulatory changes.

2026

KCSIE

Keeping Children Safe in Education (KCSIE) 2026 – developed with regard to current guidance

2026

Working Together

Working Together to Safeguard Children 2026 – developed with regard to current guidance

2015

SEND CoP

SEND Code of Practice: 0 to 25 Years – developed with regard to current guidance

2010

Equality Act

Equality legislation – developed with regard to current requirements

✓ This policy is reviewed annually and without unnecessary delay following any significant changes to legislation, statutory guidance or governance expectations.

Related Policies

This policy should be read alongside the following related policies, which together form Reconnect Learning's comprehensive framework for safeguarding, inclusion and wellbeing.

Safeguarding & Child Protection Policy

Online Safety Policy

Attendance Policy

SEND Policy

Equality, Diversity & Inclusion Policy

Anti-Bullying Policy

Health & Safety Policy

Staff Code of Conduct

Prevent Duty & Radicalisation Policy

Use of Reasonable Force Policy

Risk Assessment Policy

Low-Level Concerns Policy

Compliance Assessment

This policy has been developed with regard to the relevant legislation, statutory guidance and governance expectations applicable at the date of approval and will be reviewed following significant legislative or regulatory changes.

✓ KCSIE 2026 – Developed with Regard to Current Guidance

✓ Working Together 2026 – Developed with Regard to Current Guidance

✓ Behaviour in Schools Guidance Aligned

✓ SEND Code of Practice Aligned

✓ Trauma-Informed Practice Embedded

✓ Restorative Practice Embedded

✓ Child-on-Child Abuse Included

✓ Alternative Provision Suitable

✓ Home Tuition Suitable

✓ Online Tuition Suitable

✓ Local Authority
Commissioning Ready

Reconnect Learning is committed to creating safe, respectful and inclusive learning environments where relationships are prioritised, behaviour is understood and every learner is supported to achieve success.

Approved By: Ellen Kerr – Managing Director & DSL · **Version:** 1.0 · **Approved:** September 2026 · **Review:** September 2027