



The ReConnect Programme – Behaviour Policy

1. Introduction

At The ReConnect Programme, we believe that positive relationships and mutual respect form the foundation for all meaningful learning. Our Behaviour Policy supports our mission to re-engage, inspire and empower young people to reach their full potential in a safe, calm and nurturing environment.

We understand that many of our learners have experienced challenges in education and may display behaviours linked to social, emotional, or mental health needs. Our approach is therefore centred on understanding, communication, and co-regulation rather than punishment.

This policy applies to all staff, students, visitors, and partner professionals working with The ReConnect Programme.

2. Legislative and Statutory Framework

This policy is informed by the following legislation and guidance:

- Education and Inspections Act 2006 (Section 89 – duty to promote good behaviour and discipline)
- Equality Act 2010 (reasonable adjustments for pupils with SEND)
- DfE: Behaviour in Schools (2022)
- DfE: Mental Health and Behaviour in Schools (2018)
- Keeping Children Safe in Education (2025)
- SEND Code of Practice (2015)
- United Nations Convention on the Rights of the Child (UNCRC)



3. Aims and Principles

We aim to:

- Promote a culture of respect, kindness, and safety.
- Help learners to develop self-regulation, emotional awareness, and responsibility for their actions.
- Maintain a consistent, fair, and restorative approach to managing behaviour.
- Build trusting relationships that help students feel secure, valued, and understood.
- Support every learner to participate in education, personal growth, and the wider community.

Our principles:

- Every behaviour is a form of communication.
- Relationships are at the heart of positive behaviour.
- Everyone has a right to feel safe, heard, and respected.
- Mistakes are opportunities to learn, not reasons to punish.

4. Expectations for Behaviour

All members of The ReConnect community are expected to:

- Treat others with kindness, respect, and understanding.
- Listen to and follow staff instructions that keep everyone safe.
- Use calm voices and positive language.
- Respect personal boundaries and physical space.



- Take care of the environment and equipment.
- Be open to talking and finding solutions when upset or frustrated.

Students are encouraged to:

- Express feelings and worries through conversation, not through actions that hurt themselves or others.
- Remain calm or seek support if things feel overwhelming.
- Work towards personal goals with honesty and effort.

Staff are expected to:

- Model calm, respectful behaviour.
- Use consistent language and boundaries.
- Recognise triggers and pre-empt potential difficulties.
- Use restorative conversations to repair harm and rebuild trust.
- Record and share concerns following safeguarding procedures.

5. Supporting Positive Behaviour

We use proactive and relational strategies to support positive behaviour, including:

- Clear routines and expectations set collaboratively with students.
- Individual Learning Plans (ILPs) that reflect needs, triggers, and successful regulation strategies.
- Visual aids, calm spaces, and time-out opportunities when required.



- Positive reinforcement through praise, recognition, and rewards for progress and effort.
- Opportunities for reflection, restorative discussion, and solution-focused planning.

Where appropriate, we use the Zones of Regulation framework and emotion coaching techniques to help young people understand and manage their emotional states.

6. Managing Challenging Behaviour

When behaviour causes disruption, distress, or safety concerns, staff will:

1. Remain calm and avoid escalation.
2. Acknowledge feelings (“I can see you’re angry – let’s take a moment”).
3. Offer choices and clear boundaries.
4. Move to a quieter space or offer a break if needed.
5. Record and reflect on the incident using agreed systems (e.g. MyConcern or internal incident log).

Physical intervention is only ever used as a last resort, and only by trained staff, when it is necessary to prevent harm. All incidents involving physical intervention are recorded and reviewed by senior staff.

We do not use exclusion as a first response. Short-term withdrawal or alternative activities may be used as a supportive measure to allow time to regulate and reflect.

7. Restorative Practice

We use a restorative approach to help students understand the impact of their actions and repair relationships.

Restorative conversations focus on:



- What happened and how people felt.
- Who was affected and in what way.
- What needs to happen to make things right.
- How we can prevent it happening again.

This process encourages accountability, empathy, and reconciliation.

8. Rewards and Recognition

We celebrate progress, effort, and kindness through:

- Verbal praise and positive feedback.
- Certificates, notes home, or celebration boards.
- Recognition in end-of-term reviews and portfolio showcases.
- Opportunities for student leadership or responsibility.

Rewards are never used to manipulate or control but to reinforce genuine growth and effort.

9. Consequences and Reflection

When behaviour falls short of expectations, consequences are logical, fair, and proportionate. Examples include:



- Restorative conversation or written reflection.
- Reparation task (e.g. tidying or repairing damage caused).
- Short time away from an activity to calm and reset.
- Meeting with staff, parents, or carers to review support needs.

Permanent exclusion is exceptionally rare and would only be considered if all other interventions fail and safety cannot be maintained.

10. Communication and Partnership

We work closely with parents, carers, and professionals to ensure a joined-up approach to behaviour support.

We encourage open communication and regular feedback from families, schools, and external partners.

Each learner has an ILP and risk assessment that outline strategies, triggers, and responses agreed by the team.

11. Staff Training and Support

All staff receive training in:

- De-escalation and conflict management.
- Trauma-informed practice and emotional regulation.
- Restorative approaches.
- Safeguarding and mental health awareness.



Staff are supported through supervision, debrief sessions, and ongoing CPD to maintain a reflective and supportive culture.

12. Monitoring and Review

Behaviour records are regularly monitored by the Designated Safeguarding Lead (DSL) and senior leadership team to identify patterns, triggers, or unmet needs.

This policy is reviewed annually or sooner if national guidance changes.

6. Review and Monitoring

This policy will be reviewed annually or following any significant incident or change in legislation or guidance. Feedback from staff, students, and visitors will be considered to continuously improve safety measures.

Reviewed by: Chris Sodey CEO of The ReConnect Programme Date: 5/5/25