



BEHAVIOUR AND RISK RESPONSE POLICY

Setting: The Lodge

Organisation: PJ Creative Learning Ltd

Date Approved: June 2026

Review Date: June 2027

1. Statement of Intent

At The Lodge, we are committed to creating a calm, consistent and emotionally safe learning environment where every learner feels respected, supported and able to engage.

We recognise that many learners attending The Lodge have experience difficulty in previous educational environments and may present with behaviour linked to anxiety, trauma, unmet needs or neurodivergence. Behaviour is understood as a form of communication, and our role is to respond with curiosity, consistency and care.

Our approach is rooted in relationships, emotional safety and regulation. We do not rely on punishment or exclusion. Instead, we work alongside learners to develop self-awareness, build trust and support them to manage challenges in safe and meaningful ways.

2. Aims of This Policy

The Lodge aims to provide a clear and consistent approach to behaviour that supports both wellbeing and engagement in learning. We prioritise emotional regulation, communication and mutual respect, recognising that these are essential foundations for progress.

Through a proactive and relational approach, we seek to reduce escalation and create a predictable environment where learners feel safe and understood. Where risk does arise, we respond in a way that protects all individuals while maintaining dignity and connection.

This policy also ensures that staff are supported with clear guidance, that learners experience consistent responses, and that all practice aligns with safeguarding and equality responsibilities.

3. Core Behaviour Principles

At The Lodge, behaviour is understood within a relational and developmental context. All behaviour is recognised as communication, particularly for learners who may find it difficult to express their needs in more typical ways.

Connection is prioritised over control. Strong, trusting relationships are central to our work, and boundaries are introduced through modelling, consistency and clear expectations.

Regulation is always supported before redirection or consequence. Staff remain calm, predictable and emotionally available, recognising that adult behaviour directly influences the emotional climate of the environment.

4. Creating a Supportive Environment

The Lodge is designed to reduce anxiety, support regulation and promote engagement. The environment is calm, structured and responsive to individual needs.

Predictable routines are used to provide stability, while flexibility allows staff to respond to changing emotional states. Learners are supported through clear communication, preparation for transitions and access to appropriate regulation strategies.

Spaces within The Lodge are adapted to support sensory and emotional needs, including access to calm areas, sensory resources and regulation opportunities that support emotional wellbeing. Staff work proactively to reduce triggers and build positive relationships that support engagement over time.

5. Expectations for Learners

Expectations at The Lodge are communicated clearly and in a way that is accessible and appropriate for each learner.

Learners are supported to understand the importance of safety, respect and communication. This includes developing awareness of how their actions affect others, learning how to ask for help, and engaging in strategies that support emotional regulation.

Expectations are not imposed in a rigid way but are developed through ongoing support, modelling and shared understanding. All expectations are adapted to reflect individual needs, communication styles and developmental stage.

6. Responsibilities of Staff

All adults working at The Lodge play a key role in maintaining a safe and supportive environment.

Staff remain calm, consistent and emotionally available at all times. They are expected to recognise early signs of dysregulation and respond in a supportive and non-threatening manner. Communication is clear, respectful and adapted to the needs of the learner.

Staff follow individual behaviour and regulation plans where these are in place and contribute to their development and review. Incidents are recorded clearly and factually, and practice is reviewed regularly to ensure consistency and improvement.

7. Individual Behaviour and Regulation Plans

Where a learner requires additional support, individual behaviour and regulation strategies will be developed in collaboration with the referring school, parents or carers and relevant professionals

These plans are created collaboratively, involving the learner where appropriate, alongside parents or carers and relevant professionals. They outline known triggers, early signs of dysregulation, effective strategies and clear guidance for staff responses.

Plans are reviewed regularly and updated in response to changes in need, ensuring that support remains relevant and effective.

8. Physical Intervention and Risk Response

The Lodge adopts a de-escalation first approach. Physical intervention is only used as a last resort and only where there is an immediate risk of harm to the learner or others, or a risk of serious damage to property.

Any physical intervention must be reasonable, proportionate and carried out by trained staff. It is never used as a form of punishment.

All incidents involving physical intervention are recorded and reported to the Designated Safeguarding Lead and shared with the referring school or relevant organisation in line with safeguarding procedures. Parents or carers will be informed where appropriate.

Each incident is reviewed to inform future planning and reduce the likelihood of recurrence. The Lodge does not use seclusion, isolation rooms or physical intervention as a behaviour management strategy.

9. Positive Behaviour Support

The Lodge focuses on identifying strengths, building confidence and recognising progress. Learners are supported through encouragement, positive relationships and meaningful opportunities for success.

We seek to understand the reasons behind behaviour and to develop strategies that help learners feel safe, capable and engaged. Positive behaviour support is embedded throughout daily practice rather than delivered through reward and sanction systems.

10. Responding to Incidents

Following any incident, the priority is to ensure safety and support the learner to regulate.

Staff respond calmly, allowing time and space for the learner to recover before any discussion takes place. Once the learner is ready, staff may support reflection in a way that is appropriate to the individual, focusing on understanding rather than blame.

Incidents are recorded clearly and used as an opportunity to review support strategies and improve practice. Where behaviour presents a safeguarding concern, this will be managed in line with the Safeguarding and Child Protection Policy.

11. Monitoring and Oversight

Behaviour and risk are monitored through regular review of incident records and ongoing reflection.

The Designated Safeguarding Lead reviews patterns, identifies emerging concerns and ensures that appropriate support is put in place. Staff are supported through discussion and reflection to maintain consistency and improve practice.

The effectiveness of this policy is reviewed regularly and updated where necessary.

12. Learner Voice and Participation

Learners are actively involved in shaping their experience at The Lodge.

Their views, preferences and communication styles are respected and incorporated into daily practice. Learners are supported to express how they feel, what helps them and what they find difficult.

This may be through conversation, visual tools, creative expression or other individualised methods. By involving learners in this way, we promote trust, ownership and a sense of safety.

13. Working with Schools, Parents and Carers

The Lodge works in partnership with referring schools and other organisations responsible for commissioning or coordinating provision, and where appropriate, with parents and carers, to support consistency for the learner.

The referring school or commissioning organisation retains responsibility for overall communication, reporting and coordination of provision. The Lodge contributes by

sharing relevant information about sessions, engagement, wellbeing and any concerns that arise while the learner is on site.

Where appropriate, brief updates may be shared directly with parents or carers in relation to session arrangements or immediate wellbeing. Any safeguarding or significant behavioural concerns will be reported in line with safeguarding procedures and shared with the referring school or relevant organisation.

This approach ensures that communication remains clear, proportionate and aligned with each organisation's role and responsibility.

14. Staff Training

All adults working within The Lodge are expected to have appropriate safeguarding knowledge and an understanding of behaviour and risk in a SEND and SEMH context.

Where tutors are working under external organisations, responsibility for their training sits with their employing organisation. The Lodge will seek assurance that appropriate checks and training are in place.

Within The Lodge, staff are expected to follow a consistent, calm and relational approach to behaviour. Where physical intervention may be required, this is only used as a last resort and must be reasonable and proportionate.

Where staff hold Team Teach or other recognised positive handling training, this may support safe responses to significant risk. Such interventions remain a last resort and are used only when necessary, reasonable and proportionate.

All staff are expected to engage in ongoing reflection and to contribute to a safe and consistent environment for learners.

15. Celebrating Progress and Strengths

At The Lodge, we place strong emphasis on recognising effort, progress and individual strengths.

Celebration is adapted to each learner and may include verbal encouragement, shared reflection, or opportunities to take pride in their work. Recognition is inclusive and avoids comparison, ensuring that all learners feel valued and supported.

16. Links with Other Policies

This policy should be read alongside:

Safeguarding and Child Protection Policy

Health and Safety Policy

First Aid and Medical Emergencies Policy