



Behaviour and Risk Response Policy

Setting: The Lodge

Organisation: PJ Creative Learning Ltd

Policy owner: PJ Creative Learning Ltd

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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 experienced difficulty in previous educational environments and may communicate distress through behaviour linked to anxiety, trauma, unmet needs, communication differences 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 wellbeing, safeguarding 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 everyone while maintaining dignity and connection.

This policy provides clear guidance for all adults, supports consistent responses and helps ensure that practice reflects safeguarding, equality, health and safety and duty of care responsibilities.

The Lodge is a commissioned non school provider. We use the Department for Education voluntary national standards for non school alternative provision and the current guidance on restrictive interventions as relevant good practice, while recognising that school specific statutory powers and duties remain with the organisations to which they apply.

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. Adults remain calm, predictable and emotionally available, recognising that adult behaviour directly influences the emotional climate of the environment.

Responses are individualised and take account of age, communication, SEND, SEMH needs, trauma, medical needs, sensory differences, disability and any reasonable adjustments required.

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 provide stability, while flexibility allows adults to respond to changing emotional states. Learners are supported through clear communication, preparation for transitions, choices 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. Adults work proactively to reduce triggers and build positive relationships that support engagement over time.

A learner may choose to use a calm space. This is voluntary. The learner will not be locked in, blocked from leaving or threatened with a consequence for leaving. Appropriate supervision and safeguarding awareness will be maintained.

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 rigidly. They are developed through ongoing support, modelling and shared understanding, and are adapted to reflect individual needs, communication styles and developmental stage.

Bullying, prejudice and harmful behaviour

Bullying, cyberbullying, harassment, intimidation, sexualised behaviour and prejudice based or discriminatory behaviour are not accepted. Adults will respond promptly, protect those affected, record the concern and consider whether it is also a safeguarding matter. Support will be individualised and may include increased supervision, restorative work, changes to the environment or activity, review of plans and communication with the referring school and parent or carer.

Any response or consequence will be reasonable, related to what has happened, explained clearly and adapted to the learner. It will never involve humiliation, shouting, withholding essential support, isolation or a response that discriminates against a learner because of disability or another protected characteristic.

6. Responsibilities of Adults

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

Adults remain calm, consistent and emotionally available. They recognise early signs of distress or dysregulation and respond in a supportive and non threatening manner. Communication is clear, respectful and adapted to the learner.

Adults follow individual behaviour, regulation and risk plans where these are in place and contribute to their development and review. They record incidents clearly and factually, share concerns promptly and reflect on practice to improve consistency.

The Lodge Lead is responsible for ensuring that this policy is understood and implemented, that appropriate information is obtained before a placement begins, and that plans, incidents, training needs and communication arrangements are reviewed.

Volunteers and visitors must follow staff direction and must not be left in sole charge of a learner. They will not be asked to carry out physical intervention.

7. Individual Behaviour, Regulation and Risk Plans

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

Plans will describe the learner's strengths, communication, known triggers, early signs of distress, helpful adjustments, effective regulation strategies, supervision needs and clear guidance for adult responses. Where a known risk may require urgent physical action, the plan will state the agreed prevention measures, decision making arrangements and any specific training required.

Plans are reviewed regularly, at least every six weeks where behavioural concerns are being actively managed, and sooner following a significant incident or change in need. The purpose is to learn from what has happened and keep support relevant, proportionate and effective.

A plan does not give automatic permission to use restrictive intervention. Any decision must still be based on the immediate circumstances, necessity, proportionality, the learner's welfare and the least restrictive safe response.

8. Physical Intervention and Risk Response

The Lodge approach

The Lodge uses prevention and de escalation first. Physical intervention or another restrictive intervention is a last resort and is not a routine behaviour strategy. It must never be used as punishment, a threat, a means of securing compliance or for adult convenience.

A restrictive intervention is any action intended to prevent, restrict or subdue movement of all or part of a learner's body. Physical guidance used appropriately for first aid, an agreed activity or helping a learner move to a place they have chosen is not automatically restrictive, but adults must still consider consent, dignity, communication, safeguarding and individual needs.

Decision making

If urgent action is needed to prevent immediate harm, adults must consider whether there is a safer and less restrictive response, whether the action is likely to reduce rather than increase risk, and whether it is proportionate to the risk. The least restrictive action must be used for the shortest possible time and stopped as soon as the immediate danger has passed.

Adults must consider the learner's age, size, communication, medical needs, SEND, sensory profile, trauma, disability and any other vulnerability. Where possible, the learner will be told calmly what is happening and why, using communication they can understand and allowing processing time.

No adult is expected to use a technique they have not been trained to use. Planned restrictive techniques will only be considered where a clear individual risk assessment and support plan are in place, the arrangement has been discussed with the referring school and parent or carer, and staff have current recognised training appropriate to the identified risk.

In an unforeseen emergency, adults will summon the second adult, reduce hazards, move other people away and call emergency services where needed. Any immediate physical action must be limited to what is reasonably necessary to protect someone from imminent harm.

Unsafe and prohibited practice

No intervention may restrict a learner's airway, breathing or circulation or apply pressure to the neck, chest or abdomen. Ground restraint is not part of planned practice at The Lodge. If a learner or adult is injured or appears unwell, first aid and medical assessment will be arranged without delay.

The Lodge does not use seclusion, locked rooms or blocked exits. A learner will not be confined away from others or prevented from leaving a room. If immediate risk cannot be managed safely within The Lodge's staffing, environment, competence and agreed arrangements, emergency support will be sought and the placement or activity will be reviewed before it continues.

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 develop strategies that help learners feel safe, capable and engaged. Positive behaviour support is embedded throughout daily practice rather than delivered through a reward and sanction system.

Support may include reducing demands, adapting communication, offering choice, changing an activity, adjusting the environment, providing sensory input, offering movement or a regulation break and involving a trusted adult.

10. Responding to and Recording Incidents

Following any incident, the first priority is safety and support for the learner and adults to regulate. Adults respond calmly and allow time and space before any discussion takes place. Once the learner is ready, reflection may be supported in a way that is appropriate to the individual and focuses on understanding rather than blame.

The adult who witnessed or responded to the incident will make a clear factual written record as soon as practicable and normally on the same day. The record will include the date, time, location and duration, who was involved, relevant circumstances, what happened before the incident, known or possible triggers, preventative and de-escalation strategies used, the response taken and why it was considered necessary.

Where physical or another restrictive intervention was used, the record will also describe the nature and degree of the intervention, any injury or distress, first aid or medical support, the learner's and adult's accounts where available, who was informed and the follow up action.

Every significant incident and every use of restrictive intervention will be reported promptly to the Lodge Lead, the referring school and the parent or carer, normally on the same day. If the agreed placement arrangement makes the school responsible for contacting the parent or carer, The Lodge will confirm and record that this has happened.

If informing a particular person may place the learner at risk of serious harm, the concern will be managed by the Designated Safeguarding Lead in line with safeguarding procedures and advice will be sought from children's social care or another appropriate agency where necessary.

Where behaviour presents a safeguarding concern, a possible crime or an immediate serious risk, the Safeguarding and Child Protection Policy will be followed and police or emergency services will be contacted where required.

11. Review, Support and Oversight

The Lodge Lead reviews significant incident records and any use of restrictive intervention as soon as practicable. The review considers what happened, the impact on the learner and adults, whether agreed plans were followed, whether the response was necessary and proportionate, and how a similar incident might be avoided.

The learner and adults involved will be offered appropriate follow up support. This may include first aid, medical attention, separate opportunities to reflect, a restorative conversation when safe and suitable, and support to rebuild relationships. The wellbeing of anyone who witnessed the incident will also be considered.

Risk assessments, behaviour and regulation plans, supervision, staffing, activities and environmental arrangements will be updated where needed. A serious or repeated concern may require an early placement review with the referring school, parent or carer and relevant professionals.

Patterns are monitored to identify emerging risks, repeated triggers, training needs and any disproportionate impact on learners with SEND, disabilities or other protected characteristics. Because The Lodge supports small numbers, information will be interpreted carefully and alongside the individual context.

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, AAC, observation or another individualised method.

Where appropriate, the learner will contribute to their behaviour, regulation and risk plan and to the review of an incident. They will not be pressured to discuss an incident before they are ready.

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 coordination and for the duties that apply to it. The Lodge contributes by sharing relevant information, recording attendance and progress, reporting concerns and incidents, and taking part in reviews.

Before a placement begins, The Lodge will request relevant information about SEND, communication, health, safeguarding, behaviour, known risks, previous incidents, effective strategies and existing plans. Missing or unclear information will be followed up before activities or arrangements that may carry additional risk are agreed.

Brief updates may be shared directly with parents or carers in line with the agreed communication arrangements. Significant behavioural, safety or safeguarding concerns will be reported promptly to the referring school and shared with parents or carers unless safeguarding advice indicates otherwise.

This approach keeps communication 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.

Induction includes this policy, individual plans, communication and regulation strategies, safeguarding, incident recording, emergency procedures and the expectation to seek support early. Practice is calm, relational and focused on prevention and de escalation.

The Lodge Lead will identify training needs from risk assessments, placement information and incident reviews. Adults who may be expected to use planned restrictive intervention must hold current recognised training that is appropriate to the learner and the identified risk. Training does not create permission to use an intervention and does not replace individual judgement, safeguarding or the requirement to use the least restrictive safe response.

Where tutors are employed by another organisation, that organisation remains responsible for its training duties. The Lodge will seek written assurance that appropriate checks and training are in place and will still provide site specific induction.

All adults are expected to reflect on incidents and 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 every learner feels valued and supported.

16. Guidance and Linked Policies

Relevant guidance

Keeping Children Safe in Education 2026

Working Together to Safeguard Children 2026

Non school alternative provision voluntary national standards

Restrictive interventions, including use of reasonable force, in schools, applied as relevant good practice

Equality Act 2010

Linked Lodge policies

Safeguarding and Child Protection Policy

Health and Safety Policy

First Aid and Medical Emergencies Policy

SEND and Inclusion Policy

Unplanned Movement Policy

Staff Code of Conduct

Complaints Policy

Approval

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Name: Paula Johnson

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Next review: September 2027