



# ON THE STREETS EDUCATION

## Behaviour Policy

Date Written ; January 2026

Ratified by; Chair of Governance Panel

Review Date ; July 2026

### Rationale

At On The Streets Education, attendance and engagement are understood as behaviours that emerge from a child's sense of safety, belonging, regulation, and trust.

Our behaviour policy is rooted in trauma-informed, relational practice and prioritises connection over compliance. All responses to behaviour, including attendance concerns, are delivered through restorative approaches that uphold dignity, agency, and emotional safety.

We work in full conjunction with the registered school where the child is on roll, ensuring that all decisions, interventions, and communication are aligned with the home school's safeguarding, attendance, and behaviour frameworks.

The recognition of positive behaviours whilst a student attends our alternative provision is pivotal in their transition back into full time maintained education.

Class Dojo is used as our primary communication platform to maintain transparent, real-time dialogue with parents, carers, and partner schools.

### Restorative Approach to Attendance and Engagement

Attendance is treated as a behaviour that can be shaped through supportive relationships rather than punitive measures. When a student struggles to attend, staff focus on:

- understanding the underlying causes and unmet needs

- reducing barriers through relational support
- co-creating solutions with the student
- maintaining consistent communication with families and the registered school
- celebrating small steps and progress

Restorative conversations are used to explore what the student is finding difficult, how the absence impacts them and others, and what support they need to re-engage safely.

All staff are trained in restorative practices and reflective discussions around positive and negative behaviour choices.

### Morning Regulation and Readiness

A calm, predictable start to the day is central to positive behavior. Students are welcomed by a key adult who provides:

- a relational check-in
- sensory Circuit activities to promote vestibular movements and needs.
- emotional regulation support
- space to share worries or needs
- preparation for the day ahead

This routine reduces anxiety, strengthens relationships, and supports readiness to learn. Engagement in morning routines is communicated through Class Dojo and monitored jointly with the registered school to ensure consistency across settings.

### Restorative Problem-Solving and Barrier Identification

Behaviour is viewed as communication. When a student experiences difficulty attending or engaging, staff work with them to:

- identify triggers, barriers, or unmet needs
- explore feelings and experiences
- co-design practical strategies
- review what is working and what needs adapting

These sessions are restorative, non-judgemental, and student-led. Outcomes are shared with parents/carers and the registered school via Class Dojo to ensure a unified, supportive response.

### Collaborative Multi-Agency Working

On The Streets Education does not operate in isolation. All behaviour and attendance work is carried out:

- in partnership with the registered school
- in alignment with safeguarding and attendance duties
- with transparent communication through Class Dojo
- with shared responsibility for the child's wellbeing and progress

This ensures that the student experiences consistent expectations, joined-up support, and a coherent plan across both settings.

It is vital as the Alternative Provision we have a key school contact who we can provide reports and discussions to related around behaviour to promote positive learning responses.