



Starfish AP
The Starfish Way
Behaviour, Relationships & Relational Practice Policy
Academic Year: 2026–2027

Document Title	Behaviour, Relationships & Relational Practice Policy
Organisation	Starfish Alternative Provision
Academic Year	2026–2027
Version	1
Policy Owner	Chloe Fox
Applies To	All staff, volunteers, pupils, contractors and visitors
Linked Policies	Safeguarding & Child Protection, Anti-Bullying, Positive Handling, Attendance, Online Safety, SEND, Equality, Staff Code of Conduct
Date Approved	Sep 2026
Review Date	Sep 2027

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The Starfish Way

At The Starfish Hub, we believe that every child deserves to feel safe, valued and understood.

We recognise that behaviour is a form of communication and that every interaction provides an opportunity to strengthen relationships, develop emotional understanding and build resilience.

Many of the children and young people attending The Starfish Hub have experienced disrupted education, adverse childhood experiences (ACEs), trauma, unmet special educational needs or barriers to learning that have affected their confidence, relationships and sense of belonging.

Our approach is therefore rooted in the understanding that meaningful behaviour change does not occur through punishment alone. Lasting change is achieved through safe relationships, consistent boundaries, high expectations, reflective conversations and opportunities to experience success.

The Starfish Way is built upon eight guiding principles:

- **Safety** – Every child has the right to feel physically, emotionally and psychologically safe.
- **Trust** – Strong relationships are built through consistency, honesty and reliability.
- **Attunement** – We seek to understand the need beneath behaviour before deciding how best to respond.
- **Regulation** – Children learn best when they feel calm, supported and emotionally regulated.
- **Flexibility** – We adapt our practice to meet individual needs whilst maintaining consistent expectations.
- **Inclusion** – Every child has the right to belong and to experience success.
- **Support** – Progress is achieved through collaboration with families, schools and partner agencies.
- **Humanity** – Every interaction is rooted in dignity, compassion and hope.

These principles underpin every decision we make.

Purpose

The purpose of this policy is to establish a clear, consistent and relational approach to behaviour that promotes safety, respect, belonging and positive relationships across The Starfish Hub.

The policy aims to:

- create an environment where every child feels safe and valued
- establish consistent expectations for behaviour
- support children to develop emotional regulation and self-awareness
- promote respectful relationships between all members of the Starfish community
- respond to behaviour in a way that is relational, restorative and proportionate
- ensure accountability whilst recognising individual needs and circumstances
- support staff to respond consistently and confidently
- strengthen partnerships with families, commissioning schools and other professionals
- contribute positively to safeguarding and emotional wellbeing.

Our Behaviour Philosophy

At The Starfish Hub, behaviour is understood as communication.

Children's behaviour is influenced by many factors, including:

- previous experiences
- trauma
- attachment
- anxiety
- sensory needs
- neurodiversity
- communication differences
- emotional regulation
- developmental stage
- environmental factors.

Recognising these influences does not reduce expectations or remove accountability.

Instead, it enables adults to respond thoughtfully, fairly and proportionately. We believe that children do well when they can.

When behaviour becomes challenging, our first question is not:

"How do we stop this behaviour?"

Instead, we ask:

"What is this behaviour communicating, what support is needed, and how can we help this child succeed while keeping everyone safe?"

This approach reflects our commitment to relational practice while maintaining high expectations for behaviour, respect and personal responsibility.

Behaviour Through a Trauma-Informed Lens

Many children attending The Starfish Hub have experienced adversity that has affected their ability to regulate emotions, trust adults or feel safe within educational environments.

Trauma can influence:

- emotional regulation
- attention
- memory
- relationships
- executive functioning
- communication
- stress responses.

Staff therefore understand that behaviour may reflect:

- fear
- anxiety
- overwhelm
- shame
- unmet needs
- sensory overload
- previous experiences.

This understanding shapes how we respond—but it does not excuse harmful behaviour.

Where behaviour causes harm, our responsibility is to:

- restore safety
- support regulation
- promote accountability
- repair relationships
- teach alternative strategies
- maintain high expectations.

Children are supported to understand both the reasons behind their behaviour and the impact their behaviour has on others.

Expectations for Our Community

At The Starfish Hub, we believe that children thrive when expectations are clear, consistent and understood by everyone.

Rather than maintaining a long list of rules, we promote three simple community expectations:

Be Safe

We look after ourselves and others.

We make choices that help everyone feel physically and emotionally safe.

Be Respectful

We treat people, property and our environment with kindness and respect.

We value differences, listen to others and communicate appropriately.

Be Ready to Grow

We arrive prepared to learn, reflect, contribute and challenge ourselves.

We understand that mistakes are opportunities for learning and that growth comes through perseverance.

These expectations apply equally to:

- pupils
- staff
- leaders
- volunteers
- visitors
- partner professionals.

Everyone contributes to the culture of The Starfish Hub.

The Starfish Commitment

Every child deserves adults who remain calm.

Adults who stay curious.

Adults who provide clear boundaries.

Adults who believe in second chances.

Adults who help children understand not only what happened, but how to move forward.

At The Starfish Hub, behaviour is not something we seek to control.

It is something we seek to understand, guide and develop through relationships, consistency and hope.

Building Positive Relationships

At The Starfish Hub, positive behaviour is built through positive relationships.

We recognise that children are far more likely to engage in learning, regulate their emotions and make positive choices when they feel safe, connected and understood.

Relationships are therefore viewed as the primary vehicle for learning, growth and change.

Every member of staff has a responsibility to build trusting, respectful and consistent relationships with every child they work alongside.

Positive relationships are developed through:

- consistency and predictability
- calm, respectful communication
- genuine curiosity about each child's experiences
- clear and consistent boundaries
- positive recognition and encouragement
- active listening
- restorative conversations
- shared problem-solving
- celebrating effort as well as achievement
- maintaining high expectations whilst offering high levels of support.

Children should experience every adult at The Starfish Hub as safe, approachable and emotionally available.

Strong relationships create the conditions in which learning, regulation and personal growth become possible.

The Starfish Behaviour Cycle

The Starfish Behaviour Cycle provides a consistent framework for responding to behaviour across the provision. Every member of staff follows the same relational approach to support children in understanding their behaviour, repairing relationships and developing the skills needed for long-term success.

Behaviour is never viewed as an isolated event. Instead, each interaction is an opportunity to teach, strengthen relationships and promote growth.

The Starfish Behaviour Cycle

1. Notice

Adults remain observant and professionally curious.

They notice:

- changes in presentation
- emotional cues
- behaviour patterns
- triggers
- environmental factors
- successful regulation strategies.

Rather than asking "What's wrong with this child?", we ask:
"What might this child be communicating?"

2. Connect

Before attempting to correct behaviour, staff seek to reconnect with the child.

Connection may involve:

- acknowledging emotions
- reducing demands
- offering reassurance
- active listening
- humour where appropriate
- providing choice
- spending time alongside the child.

Children are far more likely to accept guidance from adults with whom they have trusting relationships.

3. Regulate

Children cannot reflect effectively whilst emotionally overwhelmed.

Adults therefore prioritise co-regulation before expecting self-regulation.

Strategies may include:

- reducing stimulation
- movement breaks
- breathing strategies
- sensory regulation
- quiet spaces
- emotional coaching
- supportive conversations
- access to agreed regulation resources.

Where necessary, learning may pause whilst regulation is restored.

4. Reflect

Reflection only takes place once the child has regained emotional regulation.

Reflection encourages children to consider:

- What happened?
- What was I feeling?
- What was I needing at that moment?
- Who has been affected?
- What could I do differently next time?
- What support would help me succeed?

Reflection is collaborative rather than confrontational.

5. Repair

Where relationships have been affected, children are supported to repair harm.

Repair may involve:

- restorative conversations
- apologising where appropriate
- rebuilding trust
- replacing damaged property
- helping others
- restoring learning opportunities.

Repair helps children understand that mistakes can be acknowledged and relationships strengthened.

6. Restore

Once reflection and repair have taken place, children return fully to the Starfish community.

We avoid practices that unnecessarily isolate, shame or stigmatise children following incidents.

Every child deserves the opportunity to experience a genuine fresh start.

7. Grow

Every interaction provides an opportunity for learning.

Children leave each experience with:

- greater self-awareness
- improved emotional understanding
- stronger relationships
- increased confidence
- practical strategies for future success.

Growth, not perfection, is our goal.

7. Regulation Before Reflection

One of the core principles of The Starfish Way is that children learn best when they feel emotionally safe and regulated.

Staff recognise that when a child is experiencing heightened emotional arousal, the parts of the brain responsible for reasoning, reflection and problem-solving are less accessible.

Attempting to reason with a dysregulated child is unlikely to be effective and may unintentionally increase distress.

Adults therefore prioritise regulation before engaging in restorative discussion or considering consequences.

Recognising Dysregulation

Children may communicate dysregulation in different ways.

Examples include:

Fight

- shouting
- aggression
- swearing
- throwing objects
- threatening behaviour.

Flight

- leaving the learning space
- hiding
- avoiding adults
- refusing engagement.

Freeze

- becoming withdrawn
- shutting down
- appearing unresponsive
- avoiding eye contact.

Flop

- appearing exhausted
- giving up
- disengaging completely
- refusing all communication.

Fawn

- excessive compliance
- people-pleasing
- masking emotions
- agreeing despite discomfort.

Staff recognise these responses as indicators that a child may require support to regulate before further discussion can take place.

Co-Regulation

Co-regulation is one of the most powerful tools available to adults supporting children.

Adults model emotional regulation through:

- remaining calm
- using a quiet, measured voice
- reducing unnecessary language
- maintaining non-threatening body language
- offering reassurance
- providing time and space
- acknowledging emotions without judgement
- helping children identify regulation strategies that work for them.

Our aim is not to control behaviour. Our aim is to help children develop the confidence and skills to regulate independently over time.

8. Restorative Practice

Restorative practice is central to the culture of The Starfish Hub.

Rather than asking, "Who is to blame?", restorative practice asks:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected?
- How have they been affected?
- What needs to happen now to repair the situation?
- What support do you need to make different choices next time?

Restorative conversations are facilitated by trained staff and only take place when all parties are emotionally ready to participate.

Participation is voluntary and will never replace safeguarding procedures where these are required.

The purpose of restorative practice is to:

- strengthen relationships
- develop empathy
- encourage accountability
- repair harm
- build resilience
- support long-term behaviour change.

Children are encouraged to see mistakes as opportunities for learning rather than reasons for shame.

The Starfish Reflection

Connection creates trust.

Trust creates safety.

Safety enables regulation.

Regulation makes reflection possible.

Reflection leads to repair.

Repair creates growth.

That is The Starfish Way.

Team 15 – Daily Reflection & Growth

At The Starfish Hub, we believe that meaningful behaviour change is achieved through consistent relationships, honest reflection and regular opportunities to recognise personal growth.

For this reason, every learning session concludes with Team 15.

Team 15 is a protected fifteen-minute period in which every young person meets individually or in a small key group with their designated Key Adult.

It is an essential part of our relational practice and is embedded within the daily timetable.

Team 15 provides every child with a consistent opportunity to:

- reflect on the learning session
- celebrate successes
- discuss challenges honestly
- recognise progress
- strengthen relationships with trusted adults
- develop emotional literacy
- practise respectful communication
- identify strategies for future success.

Rather than focusing on what went wrong, Team 15 encourages children to recognise what they are learning about themselves and how they are growing.

Every child participates.

Every session ends with connection.

Why Team 15?

Many children attending Alternative Provision have experienced disrupted relationships with education. Some have learned that school is a place where they feel judged, misunderstood or unsuccessful.

Team 15 is designed to change that experience.

It provides children with:

- a predictable opportunity to be heard
- an adult who notices their progress
- time to celebrate success
- a safe space to disagree respectfully
- structured opportunities to develop self-awareness.

By ending every session with reflection rather than consequence, we help children build the skills needed to become increasingly independent learners and positive members of their community.

Growth Skills

At the beginning of each fortnight, every child agrees two personalised Growth Skills with their Key Adult.

Growth Skills are individual targets that reflect the child's next steps in their personal, social and emotional development.

These targets are agreed collaboratively and should be:

- achievable
- meaningful
- relevant to the child's needs
- reviewed regularly
- celebrated when demonstrated.

Growth Skills are intentionally personalised.

They are not designed to compare children with one another but to celebrate individual progress.

Examples may include:

- listening for understanding
- explaining my thinking
- accepting support
- asking for help
- managing disappointment
- staying with challenge
- recognising another person's perspective
- repairing relationships
- using respectful language
- managing frustration
- working collaboratively
- showing perseverance
- regulating emotions independently.

Children revisit these skills every day during Team 15.

Honest Reflection

Reflection is one of the most valuable skills children can develop.

During Team 15, children are encouraged to consider:

- Which Growth Skill did I focus on today?
- Did I demonstrate it?
- What evidence do I have?
- What helped me succeed?
- What made it difficult?
- What could I try tomorrow?

Importantly, children are encouraged to justify their thinking.

Healthy disagreement between a young person and their Key Adult is welcomed.

If a child believes they demonstrated a Growth Skill but their Key Adult has a different perspective, this becomes an opportunity for respectful discussion rather than conflict.

These conversations develop:

- metacognition
- communication skills
- confidence
- emotional literacy
- perspective-taking
- respectful disagreement
- self-awareness.

The goal is not agreement.

The goal is learning.

Connection Stars

Positive behaviour and personal growth are recognised through Connection Stars. Connection Stars celebrate behaviours that strengthen relationships, demonstrate reflection and contribute positively to the Starfish community.

Children may receive Connection Stars for demonstrating behaviours such as:

- ★ Honest reflection
- ★ Giving examples
- ★ Listening for understanding
- ★ Explaining my thinking
- ★ Respectful disagreement
- ★ Understanding another viewpoint
- ★ Changing my mind when presented with new evidence
- ★ Helping someone else understand a different perspective
- ★ Demonstrating empathy
- ★ Persevering when learning becomes challenging
- ★ Repairing relationships
- ★ Supporting others
- ★ Showing kindness
- ★ Taking responsibility
- ★ Demonstrating resilience.

Connection Stars recognise how children learn, not simply what they achieve.

Recognition Rather Than Competition

Connection Stars are never intended to create unhealthy competition between children.

Instead, they recognise individual progress and encourage children to focus upon becoming the best version of themselves.

Staff use Connection Stars to reinforce the values of The Starfish Way.

The emphasis is always placed upon:

- effort
- growth
- reflection
- resilience
- relationships
- contribution.

Fortnightly Growth Reports

At the end of each fortnight, every Key Adult completes an individual Growth Report. Growth Reports provide a holistic overview of the child's development and celebrate progress across both learning and personal development.

Each report includes:

- the child's agreed Growth Skills
- examples of progress observed
- Connection Stars achieved
- areas of strength
- next steps
- the child's own reflections
- comments from the Key Adult.

Where appropriate, reports may also include reflections from subject specialists or other members of staff.

Growth Reports are shared with:

- the young person
- parents or carers
- the commissioning school
- other professionals where appropriate.

This collaborative approach ensures that everyone supporting the child has a shared understanding of both achievements and next steps.

Rewards & Recognition

The Starfish Hub believes that recognition should reinforce intrinsic motivation rather than replace it.

Children are therefore recognised for:

- perseverance
- courage
- honesty

- resilience
- reflection
- kindness
- contribution
- positive relationships.

Connection Stars accumulate across each half-term.

Children work towards rewards through The Starfish Hub Reward System.

Rewards are designed to celebrate sustained personal growth and contribution to the Starfish community.

Examples may include:

- certificates
- celebration events
- enrichment activities
- leadership opportunities
- special responsibilities
- agreed rewards linked to individual interests.

Recognition is always proportionate, meaningful and inclusive.

Every child should experience success.

The Starfish Reflection

At The Starfish Hub we do not ask children:

"Were you good today?"

Instead, we ask:

- What did you learn about yourself?
- How did you help someone else?
- What challenged your thinking?
- What are you proud of?
- What will you do differently tomorrow?

Because our aim is not simply to improve behaviour.

Our aim is to develop reflective, resilient and compassionate young people.

Responding to Behaviour

At The Starfish Hub, every behaviour is viewed as an opportunity to teach, strengthen relationships and promote personal growth.

Whilst our approach is relational and trauma-informed, we maintain clear expectations for behaviour and respond consistently to behaviours that impact the safety, wellbeing and learning of others.

Adults respond proportionately, recognising both the individual circumstances of the child and the needs of the wider community.

Where behaviour requires intervention, our priorities are always to:

- maintain safety
- preserve dignity
- reduce escalation
- support regulation
- promote accountability
- repair relationships
- restore learning.

Our responses are designed to help children develop the knowledge, understanding and skills required to make increasingly positive choices over time.

Responding to Everyday Behaviour

Many behavioural incidents can be resolved quickly through positive relationships and calm adult responses.

Examples may include:

- reminders of expectations
- non-verbal prompts
- restorative conversations
- offering choices
- movement breaks
- regulation strategies
- redirection
- encouragement
- positive reinforcement
- opportunities to reset and re-engage.

Our aim is always to intervene early before behaviours escalate.

Responding to Dysregulation

Where a child becomes emotionally dysregulated, staff prioritise co-regulation before considering consequences.

Adults may:

- reduce language
- lower their voice
- provide physical space
- reduce sensory demands
- offer regulation resources
- remain alongside the child
- support breathing or grounding strategies
- delay reflective conversations until the child is emotionally ready.

Children are never expected to engage in restorative conversations whilst dysregulated.

Responding to Harmful Behaviour

Where behaviour has caused harm to another person, damaged property or significantly disrupted learning, adults will ensure that responses include both accountability and support.

This may include:

- restorative conversations
- repairing relationships
- educational consequences
- protective consequences
- individual reflection
- reviewing support plans
- communication with parents or carers
- communication with the commissioning school
- updating individual risk assessments where appropriate.

Accountability & Consequences

The Starfish Hub believes that children learn best when boundaries are clear, fair and consistently applied. A trauma-informed approach does not remove accountability. Instead, it ensures that consequences are proportionate, educational and designed to help children learn from their experiences.

Consequences are never intended to shame, humiliate or punish.

They are intended to:

- protect others
- restore safety
- promote responsibility
- support learning
- repair relationships
- encourage positive future choices.

Educational Consequences

Educational consequences help children understand the impact of their behaviour.

Examples include:

- restorative conversations
- written or verbal reflection
- repairing damaged relationships
- repairing or replacing damaged property where appropriate
- practising alternative strategies
- completing missed learning
- additional support to develop identified skills.

Protective Consequences

Protective consequences are implemented where necessary to maintain safety.

Examples include:

- increased adult supervision
- temporary changes to groupings
- adapted timetables
- temporary restriction from particular activities where risk has been identified
- revised risk assessments
- increased communication with families and commissioning schools.

Protective consequences are not punishments.

They are temporary measures intended to reduce risk whilst supporting successful reintegration into the full programme.

Individual Behaviour Support

Some children require additional personalised support to help them succeed. Where appropriate, individual Behaviour Support Plans may be developed in partnership with:

- the child
- parents or carers
- the commissioning school
- the SENDCo (where applicable)
- external professionals.

These plans identify:

- strengths
- triggers
- early warning signs
- successful regulation strategies
- agreed adult responses
- protective measures
- review arrangements.

Behaviour Support Plans are reviewed regularly and adapted in response to the child's progress.

Serious Behaviour Incidents

Whilst serious incidents are rare, The Starfish Hub recognises the need for clear procedures where behaviour presents a significant risk to the safety or wellbeing of others.

Examples may include:

- physical assault
- serious threats of violence
- possession of prohibited items
- significant damage to property
- discriminatory behaviour

- serious bullying
- child-on-child abuse
- harmful sexual behaviour
- substance misuse
- behaviour presenting an immediate safeguarding risk.

In these circumstances, staff will prioritise:

- Immediate safety.
- Safeguarding.
- De-escalation.
- Communication.
- Accurate recording.
- Multi-agency collaboration.

Following any serious incident:

- the incident will be recorded on CPOMS as soon as practicable
- the Designated Safeguarding Lead will be informed immediately
- parents or carers will be contacted
- the commissioning school will be informed
- risk assessments will be reviewed
- restorative work will take place where appropriate and safe
- additional support will be considered for all children affected.

Temporary Suspension from The Starfish Hub

The Starfish Hub is committed to maintaining placements wherever it is safe and appropriate to do so. We recognise that children attending Alternative Provision often require consistent relationships during periods of challenge and therefore seek to avoid unnecessary disruption to placements.

However, there may be exceptional circumstances where a child's behaviour presents a significant and immediate risk to the safety or wellbeing of themselves, other children or members of staff. As an Alternative Provision, The Starfish Hub does not independently suspend pupils.

Where a temporary suspension from attending The Starfish Hub is considered necessary, this decision will always be made collaboratively with the commissioning school, who retains responsibility for any statutory suspension process, alongside parents or carers and, where appropriate, the Local Authority and other relevant professionals.

Any decision will be underpinned by:

- a robust risk assessment
- safeguarding considerations
- the child's individual needs
- reasonable adjustments in accordance with the Equality Act 2010
- previous interventions and support strategies
- professional advice where appropriate.

During any temporary period away from The Starfish Hub, we will continue to work closely with the commissioning school to support ongoing education, safeguarding and planning for a successful return wherever possible.

Placement Review

Our expectation is always that children will remain successfully engaged with The Starfish Hub. Where significant concerns arise, every reasonable effort will be made to strengthen support before considering whether the placement remains appropriate.

This may include:

- reviewing Behaviour Support Plans
- additional Key Adult support
- revised timetables
- increased therapeutic input (where available)
- multi-agency meetings
- additional safeguarding planning
- updated risk assessments.

Exceptionally, following comprehensive assessment and consultation, it may be concluded that The Starfish Hub is no longer able to meet the child's needs safely or that the level of risk cannot be managed within the provision.

Any decision to end a placement will:

- be made collaboratively with the commissioning school
- involve parents or carers wherever appropriate
- consider the views of the child
- involve the Local Authority where appropriate
- be supported by clear evidence and documented decision-making
- prioritise the safety and wellbeing of all members of the Starfish community.

Placement reviews will never be undertaken as a punitive response to a single incident unless there is an immediate and unmanageable risk of serious harm.

Our aim is always to restore, not remove.

However, where safety cannot be assured despite appropriate intervention and support, protecting the welfare of all members of The Starfish Hub community must remain our overriding responsibility.

The Starfish Reflection

Strong relationships require clear boundaries.

Children feel safest when adults are calm, consistent and confident.

At The Starfish Hub, accountability is not about punishment; it is about helping children understand the impact of their choices, repair harm where possible and develop the skills they need to flourish in education and beyond.

Positive Handling

The Starfish Hub is committed to creating an environment where the need for physical intervention is minimised through strong relationships, skilled de-escalation and proactive behaviour support. Staff are trained to recognise the early signs of dysregulation and to use a range of preventative strategies before behaviour escalates.

Physical intervention is always viewed as a last resort.

Where physical intervention is necessary to prevent injury, serious damage to property or significant disruption that places others at risk, it will always be:

- reasonable
- proportionate
- necessary
- lawful
- in the best interests of the child and others.

All incidents involving physical intervention will:

- be recorded on CPOMS before the end of the working day
- be reviewed by the Designated Safeguarding Lead
- be communicated to parents or carers
- be shared with the commissioning school
- include a debrief with staff and the child where appropriate
- inform future risk assessments and Behaviour Support Plans.

Further guidance is available within The Starfish Hub's Positive Handling Policy.

Recording, Monitoring and Communication

Consistent recording enables The Starfish Hub to understand patterns, celebrate progress and identify where additional support may be required.

Behaviour records are maintained securely using:

- CPOMS
- Arbor
- Individual Behaviour Support Plans
- Risk Assessments
- Team 15 records
- Starfish Journey Reports (formerly Growth Reports).

Records help us to:

- identify emerging patterns
- monitor emotional wellbeing
- evaluate interventions
- inform safeguarding
- strengthen partnerships with families and schools
- review individual progress over time.

Recording is intended to support children, not label them.

Communication with Families

Positive relationships with families are central to our work.

Parents and carers will be kept informed of:

- significant achievements
- emerging concerns
- serious incidents
- Behaviour Support Plans
- risk assessments where appropriate
- Team 15 progress
- Starfish Journey Reports
- changes to support arrangements.

We aim to ensure communication is:

- timely
- respectful
- solution-focused
- honest
- collaborative.

Families know their children best, and we value their insight as an essential part of understanding and supporting behaviour.

Working with Commissioning Schools

As an Alternative Provision, partnership with commissioning schools is fundamental to successful placements. The Starfish Hub works collaboratively with schools to ensure behaviour support remains consistent across settings wherever possible.

This may include:

- sharing behaviour information
- discussing successful strategies
- contributing to pastoral support plans
- attending review meetings
- contributing to EHCP reviews
- participating in safeguarding meetings
- planning reintegration
- reviewing risk assessments.

Where concerns arise, communication will be timely, transparent and focused on achieving the best possible outcomes for the child.

Monitoring, Evaluation and Quality Assurance

The effectiveness of this policy will be reviewed regularly to ensure it continues to meet the needs of children attending The Starfish Hub.

Senior leaders will monitor:

- behaviour trends
- attendance
- safeguarding information
- use of Team 15
- Starfish Journey Reports

- Connection Star data
- behaviour support plans
- physical intervention records
- feedback from children
- feedback from families
- feedback from commissioning schools.

This information informs:

- staff training
- curriculum development
- policy review
- provision planning
- quality assurance.

The policy will be reviewed annually or sooner following:

- changes to statutory guidance
- changes in legislation
- significant incidents
- organisational learning.

Related Policies

This policy should be read alongside:

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Positive Handling Policy
- Online Safety Policy
- Attendance Policy
- SEND Policy
- Equality, Diversity & Inclusion Policy
- Health & Safety Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Complaints Policy

The Starfish Commitment

At The Starfish Hub, we believe behaviour is not something to be controlled. It is something to be understood. Every behaviour tells us something about a child's experiences, needs, emotions or relationships.

Our responsibility is to respond with curiosity, consistency and compassion whilst maintaining clear expectations and helping children take responsibility for their actions.

We believe:

- every child deserves a fresh start
- every child deserves adults who remain calm
- every child deserves opportunities to repair relationships
- every child deserves to experience success
- every child deserves to belong.

Through trusted relationships, consistent boundaries and meaningful reflection, we help children develop the confidence, resilience and self-awareness needed to thrive in education, within their communities and throughout their lives.

At The Starfish Hub, we do not measure success by the absence of mistakes. We measure success by the courage to reflect, the willingness to repair and the determination to keep growing.

Every child. Every relationship. Every day.

Appendix A – The Starfish Behaviour Cycle

NOTICE

 Observe behaviour with curiosity.



CONNECT

 Build trust before correction.



REGULATE

 Support emotional regulation.



REFLECT

 Understand thoughts, feelings and impact.



REPAIR

 Restore relationships and address harm.



RESTORE

 Rejoin the community with dignity.



GROW

 Learn, celebrate progress and move forward.

Appendix B – Team 15 Framework

15 minutes at the end of every session

Reflect

- What happened today?
- What am I proud of?
- What challenged me?

Connect

- Discuss today's Growth Skills.
- Celebrate successes.
- Explore different perspectives respectfully.

Grow

- Identify next steps.
- Agree strategies.
- Build confidence for the next session.

Appendix C – Recognition & Growth Framework

Connection Stars are awarded for behaviours that strengthen relationships and personal development, including:

- Honest reflection
- Listening for understanding
- Explaining my thinking
- Respectful disagreement
- Understanding another viewpoint
- Helping others
- Perseverance
- Resilience
- Empathy
- Kindness
- Responsibility
- Repairing relationships
- Collaboration
- Positive contribution

Connection Stars contribute towards half-termly recognition within The Starfish Recognition & Growth Framework, celebrating sustained effort, character development and contribution to the Starfish community.

Appendix B – Team 15 Framework

15 minutes at the end of every session

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- What happened today?
- What am I proud of?
- What challenged me?

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- Helping others
- Perseverance
- Resilience
- Empathy
- Kindness
- Responsibility
- Repairing relationships
- Collaboration
- Positive contribution

Connection Stars contribute towards half-termly recognition within The Starfish Recognition & Growth Framework, celebrating sustained effort, character development and contribution to the Starfish community.