Behaviour & Anti Bullying Policy

POLICY APPROVAL					
Approval Required	Indicate with a tick (✓)		**Annual Review Required**	Indicate with a tick (✓)	
	Yes ✓	No		Yes ✓	No
Approval Panel	Loren Janes				
Approved by	Name: Loren Janes		Signature:	Date: March 2026	
Policy Review Date	March 2027				

Policy Statement

Futures Changing Ltd is committed to creating a safe, inclusive, and supportive learning environment where all learners are treated with dignity, respect, and understanding. We recognise that many learners in Alternative Provision have experienced adversity, trauma, or disrupted education, which may affect their behaviour.

We understand that behaviour is a form of communication, and our staff respond to unmet needs while supporting learners to develop self-regulation skills. By embedding these principles, we reduce conflict, foster positive relationships, and maintain a safe environment for learners, staff, and visitors.

Behaviour expectations and responses are consistent, fair, and aligned to statutory guidance. In instances where behaviour escalates to serious risk, actions will be taken in line with the Futures Changing Ltd Suspension and Permanent Exclusion Policy, ensuring that any removal from the provision is proportionate, lawful, and supportive of the learner's continued education.

Policy Aims

This policy aims to create an environment in which learners can achieve their potential while feeling safe, supported, and valued. It provides clarity for staff, learners, parents, and carers regarding behaviour expectations and the steps to be taken in response to incidents. The policy ensures that safeguarding, PREVENT duties, and inclusive practices are prioritised. Additionally, it supports learners with vulnerabilities or Special Educational Needs and Disabilities (SEND) to access education in a calm and structured setting.

Through this policy, we seek to prevent crisis behaviour, widen the learner's 'window of tolerance,' and encourage the development of resilience, emotional regulation, and social responsibility.

Relationship and Behaviour Model

At Futures Changing Ltd, we adopt a relational approach to behaviour management. Evidence shows that positive relationships are central to regulating behaviour, and that learners respond best when they feel safe, respected, and understood. Behaviour is recognised as communication rather than defiance, and boundaries are co-created with learners to ensure safety and mutual respect.

Restorative practices are prioritised, allowing learners to reflect on behaviour, repair relationships, and learn alternative strategies. Staff aim to widen the learner's 'window of tolerance' through co-regulation, enabling them to manage stress responses and engage more fully with learning. Effectiveness is measured through improved wellbeing, reduced incidents, and sustained engagement in education.

Responding to Behaviour

Positive behaviour is acknowledged and reinforced through verbal praise, communication with parents or carers, certificates, responsibilities, and group rewards. Recognition encourages repetition and fosters intrinsic motivation while promoting a positive learning environment.

Difficult behaviour is addressed promptly, predictably, and assertively, with the primary aim of restoring calm and safety. Staff use de-escalation strategies wherever possible before applying interventions. Responses to challenging behaviour are proportionate and designed to reinforce learning and understanding rather than punish. Individual circumstances, including SEND, trauma, bereavement, mental health needs, or home challenges, are always considered.

Dangerous or harmful behaviour triggers an immediate safeguarding response. Adults prioritise minimising harm to learners and staff, and risk assessments inform the appropriate level of intervention. Behaviour that escalates to potential removal from the provision is managed following the Suspension and Permanent Exclusion Policy, which outlines formal processes and multi-agency involvement.

Consequences and Sanctions

Sanctions are applied within a restorative framework, ensuring accountability while supporting learning. They are proportionate, fair, and informed by context, including SEND or trauma considerations. Sanctions may range from verbal reminders and reflection tasks to temporary removal or, in extreme cases, suspension or permanent exclusion. Parents, carers, commissioning schools, and relevant Local Authority representatives are notified within one working day of any serious incident that may result in suspension, permanent exclusion, or temporary removal.

Staff ensure that all interventions are documented, reviewed, and followed by restorative discussions to repair relationships and support reintegration.

Sanctions are applied within a restorative framework and are proportionate, fair, and informed by context, including SEND or trauma considerations. Staff ensure that formal sanctions, including suspension, are only applied following the escalation pathway outlined in Behaviour Monitoring, Recording, and Escalation, which ensures that persistent behaviour concerns are addressed through intervention and formal oversight before fixed-term suspension is considered

Behaviour Monitoring, Recording, and Escalation

All behaviour incidents at Futures Changing Ltd are documented in a structured manner to ensure timely support, safeguarding, and appropriate interventions. Staff record all safeguarding concerns directly in CPOMS, while behavioural incidents that do not pose immediate risk of harm are recorded in the Records of Discussion document.

Low- to medium-level behaviour concerns are addressed promptly by staff through de-escalation, restorative discussion, and proportionate intervention. These are recorded in the Records of Discussion to provide a clear history of behaviour and staff response.

Escalation pathway:

1. If a learner accumulates three Records of Discussion within a single term, a formal multi-agency meeting is triggered with the referral partner, parents/carers, and relevant staff. The meeting reviews behaviour patterns, identifies triggers, agrees interventions, updates risk assessments, and ensures alignment with SEND and safeguarding guidance.
2. If a further behaviour concern is recorded within the same term after interventions have been implemented, this triggers a fixed-term suspension, in line with the Suspension and Permanent Exclusion Policy.

All decisions and interventions are fully documented. Parents, carers, and referral partners are informed promptly of any escalation, and multi-agency support is sought where appropriate.

Responding to Learners with SEND

Learners with SEND are supported through Individual Support Plans and reasonable adjustments. Staff assess whether SEND contributed to the behaviour and adapt strategies accordingly. Decisions and interventions comply with the Equality Act 2010, ensuring that learners are not disadvantaged and that support is inclusive. Where necessary, SEND professionals are consulted to provide specialist guidance and ensure interventions are tailored effectively.

Physical Intervention

Physical intervention is used only as a last resort and only to prevent harm to the learner or others, serious damage to property, or a serious breach of centre rules. Staff prioritise de-escalation and positive strategies to manage behaviour before considering physical intervention.

Physical interventions are proportionate, continually risk-assessed, and terminated as soon as safe. Following any intervention, emotional support and restorative discussions are provided. Incidents are

recorded within 24 hours and reviewed by the DSL and Centre Manager, and parents or carers are informed on the same day.

Learners with SEND have Individual Support Plans or Positive Handling Plans in place, which are followed during interventions to ensure that physical intervention is always a last resort and conducted safely.

Safeguarding, Allegations, and Reporting

All staff follow statutory safeguarding guidance, including Keeping Children Safe in Education (KCSIE). Allegations against staff are reported immediately to the Local Authority Designated Officer (LADO) within one working day. Staff are aware of conduct expectations through induction, the Staff Code of Conduct, and whistleblowing procedures.

Behaviour is always considered in the context of safeguarding, and referrals are made if thresholds are met. Staff ensure that the welfare of all learners is central to every decision regarding behaviour management.

Anti-Bullying

Futures Changing Ltd maintains a zero-tolerance approach to bullying. Bullying includes any act that causes physical, emotional, or psychological distress, including online bullying. All reports are investigated, recorded, and managed collaboratively with learners, staff, and parents or carers. Interventions aim to stop the behaviour, repair harm, and restore relationships.

Promoting British Values

British Values are embedded in all aspects of the centre. Learners are encouraged to understand democracy through participation in decisions that affect them. They learn the rule of law by understanding expectations and consequences. Individual liberty is promoted within a safe and supported environment, and mutual respect and tolerance are actively modelled by staff. Learners are supported to understand and celebrate diversity of faiths, beliefs, and cultures.

Communication to Parents and Carers

Parents, carers, social workers, and commissioning bodies are informed promptly of any incidents, including restrictive interventions, sanctions, or behaviour that may lead to suspension or permanent exclusion. Collaborative meetings are arranged as needed to discuss behaviour, review interventions, and support reintegration. All communication is timely, transparent, and documented.

Multi-Agency Collaboration

Where behaviour triggers serious concern, repeated incidents, safeguarding issues, or potential removal from the provision, multi-agency review meetings are convened. These meetings involve Futures Changing Ltd staff, Local Authority representatives, commissioning schools, parents or carers, social workers, Virtual School (for Looked After Children), and SEND or SEMH professionals.

During multi-agency meetings, risk and behavioural triggers are reviewed, behaviour support and reintegration plans are updated, and outcomes are agreed, including full return, phased reintegration, alternative placement, or managed move.

Multi-agency review meetings are convened not only for serious incidents or safeguarding concerns but also when the formal escalation pathway is triggered through repeated Records of Discussion. These meetings review risk, update behaviour support plans, and agree interventions to prevent further escalation, ensuring that all learners receive appropriate support and guidance

Links to Suspension and Permanent Exclusion Policy

Where behaviour meets the threshold for temporary removal, suspension, or permanent exclusion, staff must follow the Futures Changing Ltd Suspension and Permanent Exclusion Policy. This ensures that formal decisions are made lawfully, documented appropriately, and communicated to all relevant stakeholders. Informal exclusions or unrecorded removals are strictly prohibited.

Where behaviour meets the threshold for fixed-term suspension, decisions follow the Suspension and Permanent Exclusion Policy. The escalation pathway ensures that learners have had targeted interventions and formal multi-agency input prior to suspension, maintaining procedural fairness and compliance.

Monitoring and Review

Behaviour patterns, sanctions, and interventions are monitored termly to identify trends, evaluate effectiveness, and address any disproportionate impact on learners with protected characteristics. The policy is reviewed annually, or sooner if legislation or guidance changes, and updates are communicated to all staff, parents, carers, and partner organisations.

Staff Training

All staff receive training in behaviour management, safeguarding, SEND awareness, de-escalation strategies, and, where applicable, physical intervention. Refresher training is provided annually to ensure ongoing competence and compliance with statutory guidance.

Policy Review

This policy is reviewed annually or in response to changes in legislation, statutory guidance, or following significant incidents. Reviews are led by SLT, and updates are communicated to staff, learners, parents, and partner agencies to maintain clarity and compliance.

Related Policies

- Safeguarding & Child Protection Policy
- Learner Suspension & Exclusion Policy
- Health & Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy (including Reasonable Adjustments and Special Considerations)
- Preventing Extremism and Radicalisation Policy
- British Values Policy

Useful Resources

Preventing bullying - GOV.UK

Behaviour in Schools - Advice for headteachers and school staff Feb 2024

Further guidance and resources for supporting behaviour in schools - GOV.UK

Creating a culture: a review of behaviour management in schools - GOV.UK

Behaviour and discipline in schools: guide for governing bodies - GOV.UK

Respectful School Communities: Self Review and Signposting Tool - Educate Against Hate

Use of reasonable force in schools - GOV.UK

Searching, screening and confiscation in schools - GOV.UK

Keeping children safe in education - GOV.UK

School suspensions and permanent exclusions - GOV.UK

Mental health and behaviour in schools - GOV.UK

Promoting children and young people's mental health and wellbeing - GOV.UK