



Behaviour Policy & Statement of Behaviour Principles

Approved by:	Lauren Meston	Date:	16/08/2026
Last reviewed on:	16/08/2026		
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Introduction

Future Pathways CIC is committed to creating a calm, safe, inclusive and purposeful alternative provision in which positive relationships, clear routines and high expectations enable young people to learn, participate and make progress. We recognise that many young people attending alternative provision may have experienced disrupted education, unmet SEND, trauma, adversity, exclusion, safeguarding concerns or difficulties with regulation. These factors will inform our support, but they do not remove the right of every young person and member of staff to be safe and treated with respect.

This policy sets out the standards of behaviour expected at Future Pathways, the support used to promote positive behaviour, and the proportionate action that may follow when expectations are not met. Behaviour is considered alongside safeguarding, SEND, equality, attendance and wellbeing rather than in isolation.

Aims

- provide a consistent, predictable and fair approach to behaviour across Future Pathways;
- create a safe environment in which all young people can learn without disruption, intimidation, discrimination or abuse;
- promote positive relationships, self-regulation, responsibility and repair;
- ensure behaviour concerns are assessed for safeguarding significance and escalated promptly where necessary;
- prevent and respond effectively to bullying, cyberbullying, prejudice-based and discriminatory bullying, sexual harassment and other child-on-child abuse;
- make reasonable adjustments and provide individualised support for young people with SEND, disabilities or other identified needs;
- use consequences that are lawful, reasonable, proportionate and linked to the behaviour;
- minimise the need for restrictive interventions through prevention, de-escalation and effective planning;
- work closely with parents/carers, commissioning schools, local authorities and other professionals;
- use behaviour information to identify patterns, improve provision and reduce repeat incidents.

Legal and guidance framework

This policy has been reviewed with regard to current legislation and Department for Education guidance, including:

- Keeping Children Safe in Education 2026, effective from 1 September 2026;
- Department for Education, Behaviour in schools: advice for headteachers and school staff;
- Department for Education, Searching, screening and confiscation: guidance for schools;
- Department for Education, Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026;
- Department for Education, School suspensions and permanent exclusions guidance, updated July 2026, where applicable;
- Department for Education guidance on mobile phones in schools;
- Department for Education guidance on preventing bullying;
- Equality Act 2010 and the duty to make reasonable adjustments;
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years;
- Education and Inspections Act 2006 and other relevant education legislation where applicable to the legal status of the setting;
- Working Together to Safeguard Children and local multi-agency safeguarding arrangements.

Future Pathways is an alternative provision provider and may receive young people through commissioning arrangements with schools and local authorities. Some statutory powers and duties in Department for Education guidance apply specifically to maintained schools, academies, PRUs or other defined settings. Future Pathways will only exercise a statutory power where it lawfully applies; otherwise, we will follow the safeguarding and behaviour principles in the guidance as good practice and act within our contractual, parental-consent and commissioning arrangements.

Scope

This policy applies to all young people attending Future Pathways and to behaviour on site, during breaks and lunchtimes, during transport where Future Pathways has responsibility, on educational visits, community learning, work-related or vocational activity, and at other times where behaviour has a clear connection to Future Pathways or has safeguarding implications for a member of the community. Online behaviour may also be addressed where it affects safety, wellbeing, relationships or the orderly operation of the provision.

Statement of behaviour principles

- every young person has the right to feel safe, valued and respected and to learn without unreasonable disruption;
- all young people, staff and visitors are entitled to be free from bullying, harassment, discrimination, sexual harassment, violence and intimidation;
- adults model calm, respectful and professionally boundaried behaviour;
- expectations are clear, taught, reinforced and applied consistently, while reasonable adjustments are made where required;
- positive behaviour is recognised and strengthened through relationships, praise, responsibility and meaningful success;
- consequences are proportionate, educational where possible and never degrading or punitive for its own sake;
- behaviour may communicate unmet need, distress or safeguarding risk and will be considered in context;
- young people are helped to understand impact, take responsibility and repair harm where safe and appropriate;
- families, commissioning schools and relevant professionals are involved when behaviour is serious, persistent or linked to wider need;
- restrictive interventions are used only when lawful, necessary and proportionate and are never used as punishment.

Roles and responsibilities

Lauren Meston - Managing Director and Designated Safeguarding Lead (DSL)

Lauren Meston has overall responsibility for the implementation and review of this policy and for ensuring that behaviour systems support safeguarding, inclusion and the safe operation of Future Pathways. As DSL, Lauren will ensure that behaviour incidents with a safeguarding element are assessed and responded to under safeguarding procedures rather than managed solely as discipline.

All staff

- model respectful, calm and consistent behaviour;
- establish clear routines and expectations and explain them in accessible ways;
- use positive reinforcement and de-escalation before consequences wherever appropriate;
- apply this policy consistently while taking account of individual plans and reasonable adjustments;
- record significant incidents accurately and promptly;
- report safeguarding concerns immediately to the DSL or a Deputy DSL;
- avoid humiliating, threatening, discriminatory or confrontational responses;
- seek support when an incident is escalating or beyond their role or training.

Young people

Young people are expected, with appropriate support and reasonable adjustments, to:

- follow reasonable instructions from staff;
- allow others to learn and participate;
- speak and act respectfully towards others;
- keep hands, feet, objects and harmful language to themselves;
- refrain from bullying, harassment, discrimination, sexual harassment or intimidation;

- respect property, equipment and the environment;
- follow safety rules in practical, vocational, physical and off-site activities;
- follow the Future Pathways mobile-phone and online-safety rules;
- be honest about incidents and engage in repair or reflection where appropriate.

Parents/carers and commissioning schools

- share relevant information that may affect behaviour, safety or support needs;
- support agreed behaviour expectations and individual plans;
- work constructively with Future Pathways when concerns arise;
- attend review meetings where behaviour is serious, persistent or affecting placement;
- ensure relevant SEND, safeguarding, medical and risk information is transferred promptly.

Promoting positive behaviour

Future Pathways prioritises prevention. Staff will use relationships, predictable routines, clear boundaries, engaging learning and early intervention to reduce the likelihood of behaviour escalating. Strategies may include greeting and check-in, clear visual or verbal instructions, planned transitions, choice within boundaries, movement or regulation breaks, adapted tasks, positive narration, praise, access to a trusted adult, restorative conversations and individual behaviour or risk plans.

Positive behaviour may be recognised through:

- specific verbal praise;
- daily stars or other agreed recognition systems;
- positive messages or calls home;
- positive feedback to commissioning schools;
- celebration of progress, attendance, effort or contribution;
- additional responsibility or appropriate privileges;
- recognition of repair, reflection and improved self-regulation.

Responding to behaviour that falls below expectations

Staff responses will be calm, proportionate and focused on safety, learning and behaviour change. A typical graduated response may include:

1. a clear reminder or redirection to the expected behaviour;
2. a brief warning or choice, with a clear explanation of the likely consequence;
3. a change of seat, task, space or staff support where this will help regulation or protect learning;
4. a restorative or reflective conversation at an appropriate time;
5. completion of missed or disrupted learning where reasonable;
6. contact with parent/carer and/or commissioning school;
7. an individual behaviour support plan, risk assessment or multi-agency review where incidents are repeated or serious.

Staff will avoid escalating an incident through public confrontation, sarcasm, threats, humiliation or unnecessary argument. A young person who is dysregulated may need time and space before reflective work can be effective.

Consequences and sanctions

Consequences may be used where necessary to reinforce boundaries, protect others and support accountability. They will be reasonable, proportionate to the circumstances and sensitive to age, SEND, disability, communication needs and safeguarding context. Possible responses include:

- verbal correction or formal warning;
- loss or delay of an agreed privilege where proportionate;
- moving to an alternative supervised learning space;
- completing disrupted or missed learning at another agreed time;
- repairing, replacing or contributing to repair of damaged property where lawful and appropriate;
- restorative or reflective work;

- behaviour contract or individual support plan;
- increased supervision or adjustments to groups, activities or timetable;
- parent/carer and commissioning-school meeting;
- review of placement arrangements with the commissioning body where risks cannot be managed safely.

Consequences must never involve degrading treatment, deprivation of food or drink, corporal punishment, collective punishment, or any practice that is discriminatory or unsafe. Young people will not be prevented from accessing toilets, prescribed medication or essential medical care as a sanction.

Safeguarding and behaviour

KCSIE 2026 requires behaviour policies to form part of the setting's safeguarding arrangements. Staff must remain alert to the possibility that a change in behaviour, repeated dysregulation, aggression, sexualised behaviour, withdrawal, running away, substance use, harmful online behaviour or persistent absence may indicate abuse, neglect, exploitation or another safeguarding need.

Where there is any safeguarding concern, staff must act immediately and report it to Lauren Meston, DSL, or a Deputy DSL. Behaviour consequences must not delay safeguarding action. If a young person is in immediate danger or requires urgent medical help, staff should contact emergency services.

Child-on-child abuse, sexual harassment and harmful sexual behaviour

Future Pathways has zero tolerance for child-on-child abuse. Sexual violence, sexual harassment, harmful sexual behaviour, misogynistic or sexist abuse, coercion, image-based abuse, cyberbullying and other harmful behaviour will never be dismissed as banter, joking or an inevitable part of growing up.

Any report or concern will be responded to under the Safeguarding and Child Protection Policy and, where relevant, the Anti-Bullying Policy. The DSL will consider immediate safety, the wishes of the young person affected, risk to others, whether children should be separated, whether parents/carers or commissioning schools should be informed, and whether children's social care or police involvement is required. Restorative approaches will not be used where they could place a young person under pressure or increase risk.

Bullying, discrimination and prejudice-related behaviour

Bullying, cyberbullying, prejudice-based bullying and discriminatory behaviour are unacceptable. This includes behaviour linked to race, religion or belief, disability, SEND, sex, sexual orientation, gender reassignment or perceived identity, pregnancy/maternity, care experience or other personal circumstances.

Incidents will be recorded and responded to in accordance with the Anti-Bullying and Inclusion Policies. Kacey Dart, Anti-Bullying Ambassador, may support prevention and follow-up work where appropriate. Serious or repeated incidents, hate-related behaviour or conduct suggesting a safeguarding risk will be referred to the DSL.

Mobile phones, smart devices and online behaviour

Future Pathways operates a no-access approach to smartphones during the education day. Young people must not have access to a smartphone, smart watch or other unauthorised internet-enabled personal device at any point during the day, including lessons, transitions, breaktimes and lunchtimes. Devices must be handed in or secured in accordance with the Future Pathways Online Safety and Mobile Phone Policy.

The only authorised internet access for young people is through Future Pathways-managed laptops. These devices are filtered and monitored and young people are supervised by staff while using them. Attempts to bypass filtering or monitoring, use personal hotspots or VPNs, access harmful or illegal material, cyberbully others, record people without permission, or use technology to facilitate abuse will be treated seriously and may also constitute a safeguarding concern.

Serious incidents

The following may be treated as serious behaviour concerns, depending on context and risk:

- violence, assault, fighting or credible threats of violence;
- possession or use of a weapon or an article intended to cause harm;
- possession, supply or use of illegal drugs, alcohol or other harmful substances;
- serious or persistent bullying, harassment or discriminatory abuse;
- sexual violence, sexual harassment or harmful sexual behaviour;
- serious damage, arson, theft or deliberate endangerment;
- serious online abuse, exploitation, threats or sharing of sexual imagery;
- persistent refusal that creates a significant safety risk;
- leaving the site or supervised activity without permission where safety is compromised;
- any behaviour that indicates a child may be at risk of abuse, exploitation, criminal involvement or significant harm.

Serious incidents will be managed on the basis of immediate safety and risk. The DSL, parent/carer, commissioning school, local authority, police or children's social care may be involved as appropriate. A serious incident does not automatically justify the most severe consequence; decisions will consider evidence, context, SEND, safeguarding, proportionality and risk of recurrence.

Prohibited items, searching and confiscation

Future Pathways will follow current Department for Education searching, screening and confiscation guidance where the relevant statutory powers apply. Where those powers do not apply to the legal status of Future Pathways, staff will not represent themselves as having school search powers and will act within consent, safeguarding, contractual and police arrangements.

Prohibited or unsafe items may include knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, vapes or nicotine products, fireworks, pornographic images, and any article intended or likely to be used to commit an offence, cause injury or damage property. Personal smartphones and other prohibited smart devices are also subject to the separate mobile-phone rules.

Any search must be necessary, proportionate and conducted with regard to dignity, privacy, safeguarding and the young person's individual needs. Staff should seek senior support where practicable. If an item may be evidence of a criminal offence or create an immediate danger, it will be secured appropriately and police advice sought where necessary. Searches involving intimate parts of the body are not undertaken by Future Pathways staff.

Smoking, vaping, alcohol and drugs

Smoking, vaping, alcohol and illegal drug possession or use are not permitted. Incidents will be addressed as behaviour, health and safeguarding concerns. Staff will consider exploitation, county lines, peer pressure, dependency and access to substances. Where supply, significant possession or criminal exploitation is suspected, the DSL will consider referral to police and/or children's social care.

Restrictive interventions and reasonable force

Future Pathways seeks to minimise the need for restrictive intervention through prevention, de-escalation, positive relationships, risk assessment and individual planning. Restrictive intervention is not a behaviour sanction and must never be used to punish, humiliate or secure compliance where there is no lawful and proportionate justification.

Where the statutory power to use reasonable force applies, any use of force must be reasonable in the circumstances, necessary and proportionate to the risk. Where Future Pathways is operating outside a statutory school power, staff will act only within the lawful framework that applies to the setting, including common-law duties to protect a person from immediate harm.

From 1 April 2026, relevant school settings must record every significant incident involving the use of force and report significant incidents to parents. Future Pathways will adopt the same standard as good safeguarding practice: significant restrictive interventions will be recorded promptly, reviewed by a senior

leader, shared with parents/carers and the commissioning school where appropriate, and considered for safeguarding, SEND and risk-planning implications.

Following an incident, the young person and staff involved should be offered appropriate support and an opportunity to reflect when calm. Any injury or medical concern will be responded to promptly.

Removal from learning and supervised separation

A young person may be moved temporarily from a learning activity where this is necessary to restore safety, support regulation or protect the learning of others. Removal must be supervised, time-limited, purposeful and recorded where significant or repeated. It must not become informal exclusion from education.

Future Pathways does not use locked isolation or seclusion as a routine behaviour strategy. A young person who chooses to use a quieter space for regulation will remain appropriately supervised and supported. Any restriction preventing a young person from freely leaving a space must have a clear lawful basis and be managed under restrictive-intervention procedures, not ordinary behaviour management.

Leaving without permission / absconding

Where a young person leaves the site, a supervised activity or an agreed area without permission, staff must follow the Future Pathways Absconding Policy. The response will be risk-based and safeguarding-led. There is no automatic waiting period before escalation where the young person may be at risk.

Off-site behaviour

Behaviour expectations apply during educational visits, community learning, outward-bound activities, vocational placements and transport where Future Pathways has responsibility. Behaviour outside Future Pathways may also be addressed where it threatens another young person or member of staff, affects safeguarding, damages relationships with the community or has a clear connection with attendance at Future Pathways.

SEND, disability and reasonable adjustments

Future Pathways will consider whether behaviour is affected by SEND, disability, communication needs, trauma, medical needs or other barriers. The Equality Act 2010 requires reasonable adjustments for disabled young people. Adjustments may relate to expectations, communication, environment, sensory needs, transitions, task design, regulation breaks, supervision or the way a consequence is delivered.

Reasonable adjustments do not mean that harmful behaviour is ignored. Staff will distinguish between understanding the cause of behaviour and excusing its impact. Where behaviour is persistent, staff will review whether needs are being met and seek information or support from the commissioning school, SENCO, family and relevant professionals.

Attendance and behaviour

Behaviour difficulties and absence often interact. Staff will avoid treating non-attendance, lateness or disengagement solely as defiance without considering barriers such as anxiety, SEND, bullying, exploitation, transport difficulties, family circumstances or unmet need. Repeated absence or unexplained patterns may require safeguarding and attendance action as well as behaviour support.

Suspension, exclusion and placement review

Statutory suspension and permanent exclusion powers apply only to settings and decision-makers specified in education law and Department for Education guidance. Future Pathways will not describe a removal from its provision as a statutory suspension or permanent exclusion unless Future Pathways has the legal authority to make that decision.

Where a young person is placed by a commissioning school or local authority and behaviour creates serious or persistent risk, Future Pathways may request an urgent placement review and agree additional controls, support, temporary arrangements or a change of provision with the commissioner. Any decision

affecting access to education will be made transparently, recorded, based on risk and need, and must not be used to bypass the statutory exclusion process of a commissioning school where that process applies.

Allegations against staff and malicious allegations

Any allegation or concern about the behaviour of an adult working with young people must be handled under the Safeguarding and Child Protection Policy, Low-Level Concerns Policy and allegations procedures. It must not be investigated first as a behaviour matter against the young person.

No sanction will be imposed simply because an allegation is unsubstantiated, unfounded or does not lead to further action. Disciplinary action against a young person may only be considered where there is clear evidence that an allegation was deliberately and maliciously fabricated. The pastoral needs of both the young person and the adult involved will be considered.

Post-incident response, repair and reintegration

Following a significant incident, the priority is to restore safety and support learning. Depending on the incident, staff may:

- check welfare and obtain medical attention if required;
- ensure safeguarding concerns are reported;
- complete an accurate incident record and preserve relevant evidence;
- contact parents/carers and the commissioning school;
- offer a debrief to the young person when calm and able to engage;
- offer support to staff or other young people affected;
- undertake restorative work only where safe, appropriate and voluntary;
- review the individual risk assessment, behaviour support plan, timetable or reasonable adjustments;
- identify triggers, protective factors and actions to prevent recurrence;
- consider multi-agency involvement where risks or needs are escalating.

Recording and monitoring

Significant behaviour incidents will be recorded promptly and factually. Records should distinguish observed facts from interpretation and include what happened, antecedents or context where relevant, actions taken, safeguarding decisions, consequences, people informed, injuries or restrictive interventions, follow-up actions and outcomes.

Senior leaders will review behaviour information to identify patterns, including repeated incidents, locations or times of concern, discriminatory behaviour, sexual harassment, restrictive interventions, SEND disproportionality, attendance links and possible safeguarding themes. Data will be used to improve supervision, curriculum, staffing, training and individual support.

Training and staff support

Behaviour expectations and safeguarding links will form part of staff induction and continuing professional development. Training will be appropriate to role and may include de-escalation, trauma-aware practice, SEND, child-on-child abuse, anti-bullying, online safety, searching/confiscation, restrictive interventions and recording. Staff will not be expected to use physical techniques for which they are not appropriately trained unless immediate action is necessary to prevent serious harm and is lawful in the circumstances.

Complaints

Parents/carers or young people who are concerned about the application of this policy should raise the matter with Future Pathways. Complaints will be considered under the Complaints Policy. Safeguarding concerns will be dealt with under safeguarding procedures and will not be delayed by a complaints process.

Monitoring and review

This policy will be reviewed at least annually and sooner following a serious incident, significant safeguarding learning, a change in law or Department for Education guidance, or evidence that the policy is not operating fairly or effectively. The review will take account of behaviour data, learner voice, staff

feedback, complaints, safeguarding themes, restrictive-intervention records and information from commissioning schools and partner agencies.

Related Future Pathways policies

- Safeguarding and Child Protection Policy;
- Anti-Bullying Policy;
- Inclusion Policy;
- Online Safety and Mobile Phone Policy;
- Absconding Policy;
- Low-Level Concerns Policy;
- Safer Recruitment Policy;
- Attendance Policy;
- SEND / Special Educational Needs arrangements;
- Restrictive Intervention / Positive Handling procedures;
- Educational Visits Policy;
- Drugs, Alcohol and Smoking procedures where applicable;
- Health and Safety Policy;
- Complaints Policy.

Reference guidance

- Department for Education - Keeping Children Safe in Education 2026;
- Department for Education - Behaviour in schools: advice for headteachers and school staff;
- Department for Education - Searching, screening and confiscation: guidance for schools;
- Department for Education - Restrictive interventions, including the use of reasonable force, in schools (effective 1 April 2026);
- Department for Education - School suspensions and permanent exclusions guidance (updated July 2026);
- Department for Education - Mobile phones in schools;
- Department for Education - Preventing bullying;
- Department for Education - SEND Code of Practice: 0 to 25 years.

Appendix 1 - Staff quick response to a behaviour incident

1. Make the immediate situation safe and remain calm.
2. Use clear, brief instructions and de-escalation; avoid public argument or humiliation.
3. Call for support early if risk is increasing.
4. Consider whether the behaviour may indicate a safeguarding concern. If yes, inform Lauren Meston, DSL, or a Deputy DSL immediately.
5. Use the least restrictive response that is safe and effective.
6. If restrictive intervention is necessary, use only lawful, necessary and proportionate action and obtain medical help for any injury.
7. Once safe, record the incident factually and promptly.
8. Inform parents/carers and the commissioning school where required.
9. Review risk, support and reasonable adjustments after significant or repeated incidents.
10. Check back with the young person and others affected; do not assume the matter is resolved because the immediate behaviour has stopped.

Appendix 2 - Behaviour incident record

Young person:

Date and time:

Location / activity:

Staff present:

Other young people involved or affected:

What happened (facts and sequence):

Antecedents / known triggers or context, if relevant:

De-escalation or support attempted:

Consequence / action taken:

Was restrictive intervention used? If yes, separate record completed:

Any injury / first aid / medical action:

Safeguarding concern identified? DSL informed and time:

Parent/carer informed and time:

Commissioning school / local authority informed and time:

Police / social care / other agency involvement:

Follow-up / risk assessment / support-plan changes required:

Recorded by and date:

Appendix 3 - Individual behaviour support and risk review checklist

- What behaviour is causing concern and what is its impact?
- What does the young person say is happening?
- Are there safeguarding concerns, including exploitation, bullying, abuse or online harm?
- Are SEND, disability, communication, sensory or medical needs relevant?

- Are reasonable adjustments required or already in place?
- Are there identifiable triggers, high-risk times, activities, peers or environments?
- What helps the young person regulate and re-engage?
- What proactive support and supervision are required?
- What responses should staff use or avoid?
- Are off-site, transport, practical or vocational activities affected?
- Are mobile-phone or online-safety risks relevant?
- Does the risk assessment need updating?
- Who needs to be informed: parent/carer, commissioning school, SENCO, social worker, Virtual School, health professional or other agency?
- What is the review date and how will progress be measured?

Approval

Signed: *L. Meston*

Lauren Meston - Managing Director and Designated Safeguarding Lead, Future Pathways

Date: 16/08/2026

Next review due: 15/08/2027