# Best Foot Forward – Behaviour and Positive Relationships Policy

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Date Approved: September 2026
Date of Last Review: 13 October 2026
Assigned Review Period: 1 Year
Next Review Due: September 2027

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1. Policy Statement

Best Foot Forward is committed to creating a safe, respectful, inclusive and supportive environment in which children and young people can engage in education, develop positive relationships and build the skills they need for adulthood.
Our approach to behaviour is:

- relational;
- restorative;
- trauma-informed;
- safeguarding-led;
- inclusive;
- developmentally appropriate; and
- responsive to individual need.

We recognise that many children accessing alternative provision have experienced disrupted education, emotionally based school avoidance, SEND, trauma, exclusion, social or emotional difficulties, or other barriers to engagement.

Best Foot Forward therefore seeks to understand what behaviour may be communicating, rather than responding solely to the behaviour itself.
Our approach aims to combine:

- clear and predictable expectations;
- positive relationships;
- appropriate boundaries;
- recognition and encouragement;
- early intervention;
- de-escalation;
- reasonable adjustments;
- restorative practice; and
- proportionate responses where difficulties arise.

The purpose of behaviour support is not simply to secure compliance. It is to help children develop self-regulation, confidence, responsibility, safe decision-making and readiness for learning.

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## 2. Purpose

This policy aims to:

- promote safe, respectful and positive behaviour;
- create environments in which children feel physically and emotionally safe;
- establish clear and consistent expectations;
- develop positive relationships between children and adults;
- remove barriers to engagement and learning;
- recognise the relationship between behaviour, SEND, trauma and safeguarding;
- support children to understand and regulate emotions;
- encourage appropriate responsibility and independence;
- recognise positive effort, engagement and progress;
- provide consistent approaches to behaviour that presents challenge or risk;
- promote restorative approaches where relationships have been affected;
- ensure behaviour responses are fair, proportionate and non-discriminatory;
- ensure reasonable adjustments are considered for children with SEND;
- support commissioning schools and local authorities in maintaining effective oversight of placements; and
- ensure significant behaviour concerns are considered through a safeguarding lens.

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## 3. Scope

This policy applies to:

- all children and young people receiving Best Foot Forward provision;
- all employees;
- tutors;
- mentors;
- contractors;
- volunteers;
- agency personnel;
- parents and carers, insofar as their cooperation supports the placement; and
- commissioning schools, local authorities and other referring organisations insofar as effective joint working is required.

It applies to Best Foot Forward provision delivered:

- within schools;
- in community settings;
- within family homes;
- remotely;
- during agreed educational activities;
- during authorised transport; and
- in other agreed provision locations.

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## 4. Legal and Guidance Framework

This policy has regard, where relevant to Best Foot Forward's role and provision, to:

- *Keeping Children Safe in Education 2026*;
- *Behaviour in Schools: Advice for Headteachers and School Staff* (DfE, February 2024);
- *Restrictive interventions, including use of reasonable force, in schools (DfE, effective 1 April 2026), where relevant;*
- Education Act 2002;
- Education and Inspections Act 2006, where applicable;
- Children Act 1989;

- Children Act 2004;
- Equality Act 2010;
- Human Rights Act 1998;
- SEND Code of Practice: 0 to 25 years;
- Alternative Provision statutory guidance and Non-school alternative provision: voluntary national standards (DfE, 2025), as relevant good-practice benchmarks;
- relevant commissioning and local-authority requirements.

Some statutory behaviour powers and duties contained within education legislation apply specifically to schools, headteachers or school staff.
Best Foot Forward therefore uses relevant DfE school guidance as an important benchmark for good practice without implying that every school-specific statutory power or duty applies directly to BFF as an alternative education provider.
School-specific powers are not conferred on BFF staff simply because a school commissions provision. Any reliance on section 93 of the Education and Inspections Act 2006 must be checked against the statutory definition of school staff, the pupil and the circumstances. BFF adopts the voluntary non-school AP standards as a benchmark alongside applicable legal and contractual requirements.

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## 5. Our Behaviour Philosophy

### 5.1 Behaviour is Communication

Best Foot Forward recognises that behaviour may communicate:

- anxiety;
- distress;
- fear;
- frustration;
- unmet SEND needs;
- sensory overload;
- difficulties with communication;
- trauma;
- social or emotional needs;
- safeguarding concerns;
- fatigue;
- difficulty understanding expectations;
- lack of confidence;
- difficulties with executive functioning; or
- previous negative experiences of education.

Staff will seek to understand the context and possible function of behaviour rather than making assumptions about intent.

### 5.2 Relationships Matter

Positive relationships are central to effective alternative provision.
Staff aim to build relationships characterised by:

- consistency;
- trust;
- respect;
- warmth;
- appropriate professional boundaries;
- reliability;
- curiosity rather than judgement; and
- high but realistic expectations.

### 5.3 High Expectations and Appropriate Support

A relational approach does not mean an absence of expectations.
Children should be supported to understand that:

- their actions affect other people;
- safety boundaries must be respected;
- learning environments should be treated appropriately;
- mistakes can be repaired;
- support is available; and
- expectations may be adapted where necessary without being abandoned.

## 6. Expectations of Children and Young People

Expectations will be communicated in a way appropriate to the child's:

- age;
- developmental level;
- SEND;
- communication needs;
- emotional needs; and
- individual circumstances.

Children will be encouraged to:

- treat themselves and others with respect;
- engage positively with learning and mentoring;
- communicate when they are struggling;
- ask for help or a break where needed;
- respect agreed safety boundaries;
- use equipment and spaces appropriately;
- use technology safely and responsibly;
- develop strategies for managing difficult emotions;
- take increasing responsibility for their choices; and
- participate in restorative conversations where appropriate.

Staff must recognise that a child's ability to meet these expectations may vary according to their needs and circumstances.

## 7. Expectations of Staff

Staff must:

- model calm, respectful and inclusive behaviour;
- establish clear and predictable expectations;
- build positive professional relationships;
- recognise and praise effort and progress;
- avoid unnecessarily confrontational approaches;
- understand that behaviour may communicate need;
- make reasonable adjustments where required;
- follow individual support plans and risk assessments;
- use de-escalation strategies where appropriate;
- respond consistently while remaining responsive to individual need;
- avoid humiliation, sarcasm, ridicule or punitive language;
- maintain professional boundaries;
- record significant behaviour concerns factually;
- share relevant information with commissioning organisations;
- report safeguarding concerns promptly; and

- seek support where risk exceeds what can safely be managed within the provision.

Andrew Russell, CEO, is responsible for implementation, staff support and placement decisions. Bethany Russell, DSL, leads safeguarding responses, supported by Andrew Russell as Deputy DSL. Staff must read this policy and the linked safeguarding and physical-intervention policies during induction; managers must provide role-appropriate training in de-escalation, SEND, professional boundaries and recording, and review training needs after significant incidents.

Staff must not use behaviour management as a means of punishment, retaliation or establishing personal authority over a child.

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## 8. Parents, Carers and Commissioners

Positive behaviour support is most effective where there is appropriate communication between:

- the child;
- parents/carers;
- Best Foot Forward;
- the commissioning school;
- the local authority where appropriate; and
- other professionals involved with the child.

Parents and carers are encouraged to:

- share relevant information that may affect the child's engagement;
- support agreed expectations;
- communicate changes in circumstances;
- contribute to planning where appropriate; and
- work constructively with staff where difficulties arise.

Commissioning organisations are expected to provide Best Foot Forward with relevant information necessary to understand the child's needs and manage provision safely.

This may include:

- EHCP information;
- SEND information;
- behaviour or support plans;
- risk assessments;
- known triggers;
- safeguarding information;
- relevant medical information;
- previous significant incidents; and
- successful strategies.

Best Foot Forward will similarly share relevant information arising during provision where necessary and lawful.

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## 9. Recognition, Praise and Encouragement

Best Foot Forward seeks to recognise:

- effort;
- perseverance;
- engagement;
- improved attendance;
- progress;
- emotional regulation;
- self-advocacy;
- positive interaction;
- resilience;

- independence;
- appropriate risk-taking in learning; and
- achievement.

Recognition may include:

- specific verbal praise;
- positive feedback during sessions;
- certificates or recognition of achievement;
- positive communication with parents/carers;
- positive progress reports to commissioners;
- celebrating personal targets;
- increased independence;
- opportunities to make appropriate choices; and
- other personalised forms of recognition.

Rewards should be:

- age appropriate;
- proportionate;
- professionally appropriate;
- inclusive; and
- consistent with the child's individual needs.

Staff should avoid creating inappropriate dependence upon rewards or using rewards in ways that create favouritism.

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10. Responding to Behaviour That Presents Challenge

Where behaviour becomes challenging, staff should initially seek to understand:

- what has happened;
- what may have triggered the behaviour;
- whether the child is dysregulated;
- whether communication or sensory difficulties are involved;
- whether expectations are understood;
- whether a reasonable adjustment is required;
- whether there is an emerging safeguarding concern; and
- whether continuing the activity remains appropriate.

Responses may include:

- calm verbal support;
- clarification or restatement of expectations;
- reducing demands;
- allowing processing time;
- offering appropriate choices;
- distraction or redirection;
- adapting the activity;
- offering a break;
- changing the environment;
- using agreed sensory or regulation strategies;
- restorative discussion;
- contacting a parent/carer or commissioning professional;
- pausing the activity; or
- ending the session where continuing would not be safe or productive.

Responses must be proportionate to the behaviour and circumstances.

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## 11. De-escalation

De-escalation should be prioritised where a child becomes distressed, dysregulated or potentially unsafe.
Strategies may include:

- calm tone and body language;
- reducing unnecessary verbal interaction;
- giving space;
- offering time;
- avoiding power struggles;
- avoiding unnecessary confrontation;
- reducing sensory stimulation;
- offering structured choices;
- identifying a safe regulation activity;
- changing location where appropriate;
- involving a familiar adult;
- reminding the child of agreed coping strategies; and
- ending provision temporarily where necessary for safety.

Staff should avoid:

- shouting unless necessary to communicate an immediate safety warning;
- threatening consequences during acute dysregulation;
- crowding a child;
- unnecessarily blocking an exit;
- pursuing an argument;
- making demands which cannot safely be enforced; or
- escalating a situation in order to establish authority.

## 12. Restorative Practice

Where relationships have been affected by an incident, restorative work may be used when the child is sufficiently regulated to participate.
A restorative conversation may explore:

- what happened;
- what the child was thinking or feeling;
- who was affected;
- what the impact was;
- what could have happened differently;
- what support may help next time;
- how harm can be repaired; and
- what needs to happen to restore the relationship.

Restorative practice must not be used to:

- compel a child to apologise;
- shame a child;
- force disclosure;
- minimise safeguarding concerns; or
- replace appropriate safeguarding or disciplinary action.

Restorative work must be voluntary and safe. Staff must not arrange mediation or a joint meeting between a child who reports abuse and the child alleged to have caused harm without DSL assessment and, where relevant, advice from statutory agencies. The wishes and safety of the child who has been harmed must guide planning; declining restorative work must not disadvantage them.

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## 13. Proportionate Consequences and Responses

Best Foot Forward does not operate a traditional punitive sanctions system.
Where an action has consequences, these should wherever possible be:

- relevant;
- proportionate;
- educational;
- restorative;
- predictable;
- responsive to individual circumstances; and
- designed to promote future safe behaviour.

Examples may include:

- temporarily pausing an activity;
- removing access to equipment where it is being used unsafely;
- modifying an activity;
- increased supervision;
- revisiting agreed expectations;
- restorative work;
- reviewing the session structure;
- contacting the parent/carer or commissioner;
- revising an individual risk assessment; or
- reviewing whether the current provision remains suitable.

A consequence should not be designed to humiliate, frighten or retaliate against a child. Responses must never involve corporal punishment, deprivation of food, drink, toilet access or necessary medical support, or removal of a communication or mobility aid to secure compliance. Breaks and adjustments necessary to meet a child's needs must not be withheld as a consequence.

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## 14. Pausing or Ending a Session

A member of staff may pause or end a session where:

- there is an immediate or escalating safety risk;
- the child is too dysregulated to benefit safely from continued provision;
- serious aggression or threats make continuation unsafe;
- the agreed environment is no longer safe;
- a safeguarding concern requires different action; or
- continuation would create an unreasonable risk to the child, member of staff or another person.

Ending a session is a safety or support decision, not a punishment. Staff must confirm a safe handover to the parent/carer or responsible school adult, or follow an agreed, risk-assessed independent departure arrangement. Staff must not leave a child without the supervision or support required by their plan. Where a child leaves unexpectedly or cannot be located, follow Missing Child / Missing from Provision procedures immediately.

Where a session ends early because of behaviour or safety:

- the reason should be recorded;
- parents/carers should be informed promptly unless this would increase safeguarding risk, in which case the DSL must decide and record the safe reporting arrangements;
- the commissioning organisation should be informed;
- safeguarding implications should be considered; and
- risk arrangements should be reviewed where necessary.

The actual end time, reason, departure or handover arrangements and people informed must be recorded. Serious escalation, injury, physical intervention or termination for safety must be reported to management/DSL and the commissioner immediately where urgent and otherwise as soon as practicable on the same day. Medical assistance must be obtained in accordance with the First Aid Policy.

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15. Review, Suspension or Termination of BFF Provision

Best Foot Forward does not exercise the statutory school power of suspension or permanent exclusion from a child's school.
However, there may be circumstances in which Best Foot Forward provision needs to be:

- temporarily paused;
- reviewed;
- substantially modified; or
- ended.

This may occur where:

- risks cannot be managed safely;
- the provision is no longer meeting the child's needs;
- engagement has broken down despite reasonable attempts to adapt provision;
- the environment cannot safely support the placement;
- the level of risk requires specialist provision or expertise beyond Best Foot Forward's remit; or
- another material safeguarding or operational concern arises.

Decisions to pause or end a placement must involve the commissioning school or local authority wherever practicable. Immediate protective action may be taken without waiting for agreement where safety requires it; the commissioner must then be informed without delay.
Before ending provision wherever reasonably possible, Best Foot Forward will consider:

- the child's views;
- parent/carer views;
- reasonable adjustments;
- SEND needs;
- safeguarding implications;
- whether additional support could make provision viable;
- whether a different tutor, location or timetable may assist;
- risks associated with ending provision; and
- the commissioning organisation's responsibility for the child's ongoing education and safeguarding.

A decision to suspend or end BFF provision must be made by Andrew Russell, CEO, or a senior leader expressly authorised by him, with DSL input where safeguarding is relevant. Record the reasons, adjustments considered, consultations, effective date and arrangements for review or safe transition. Where provision is paused, agree a review date and criteria for safe resumption; the commissioner remains responsible for arranging ongoing education. BFF must not impose an informal school exclusion or unilaterally change a pupil's statutory school attendance arrangements.

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## 16. Physical Intervention

Physical intervention is not a routine behaviour-management strategy within Best Foot Forward.
Staff must follow Best Foot Forward's separate:
Behaviour and Physical Intervention Policy
That policy sets out:

- Best Foot Forward's preventative approach;
- de-escalation expectations;
- appropriate physical contact;
- emergency intervention;
- the legal position regarding reasonable force;
- recording and reporting requirements; and
- post-incident review.

Physical intervention must never be used as punishment or simply to secure compliance. BFF does not authorise planned restraint systems, restrictive holds or seclusion as behaviour management. A voluntary regulation break must allow the child to leave the space, with suitable supervision. Emergency action must have a lawful basis, be necessary and proportionate, and use the minimum force for the shortest time. Seek assistance or emergency services where required. Any restrictive intervention must be recorded and reviewed, with prompt reporting to the DSL, commissioner and parents/carers subject to safeguarding exceptions. School-specific recording duties must be supported where applicable; commissioning alone does not establish a school-staff power to use force.

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## 17. SEND and Reasonable Adjustments

Best Foot Forward recognises that behaviour may be closely related to SEND.
The Equality Act 2010 requires reasonable adjustments for disabled children where the duty applies. Adjustments must be anticipated, implemented and reviewed; support must not depend solely on a diagnosis or EHCP. Staff must also consider discrimination arising from disability and all other relevant equality protections when responding to behaviour.
When responding to behaviour, staff should consider:

- whether expectations have been communicated accessibly;
- communication needs;
- sensory needs;
- processing time;
- executive-function difficulties;
- emotional regulation;
- autism;
- ADHD;
- learning difficulties;
- trauma;
- medical needs;
- anxiety;
- language and communication difficulties; and
- other factors affecting the child's ability to regulate or comply.

Reasonable adjustments may include:

- modified communication;
- visual supports;
- reduced or adapted demands;
- additional breaks;
- sensory strategies;
- changes to location;

- changes to timetable;
- shorter sessions;
- alternative learning activities;
- increased structure and predictability; or
- additional adult support.

Reasonable adjustment does not mean that unsafe behaviour is ignored. It means that responses should recognise why the behaviour occurred and whether the environment or provision can be adjusted to reduce future risk.

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## 18. Safeguarding and Behaviour

Behaviour can be a safeguarding indicator.
A significant or unexplained change in behaviour may indicate:

- abuse;
- neglect;
- exploitation;
- domestic abuse;
- bullying;
- child-on-child abuse;
- online harm;
- mental-health difficulties;
- self-harm;
- fear;
- substance misuse;
- criminal exploitation;
- sexual exploitation;
- unmet SEND needs; or
- another adverse experience.

Staff should be professionally curious and should not assume that behaviour is simply deliberate misconduct.
Where a behaviour incident raises a safeguarding concern:

- the child's immediate safety must be considered;
- the incident must be recorded appropriately;
- the DSL or Deputy DSL must be informed immediately where urgent and promptly in all other cases; and
- Best Foot Forward's *Child Protection and Safeguarding Policy* must be followed.

Safeguarding concerns must be recorded promptly on CPOMS. Bethany Russell (DSL): 07394 950803, beth@bestfootforward.org.uk ; Andrew Russell (Deputy DSL): 07538 719783, andrew@bestfootforward.org.uk.
Call 999 for immediate danger or risk of serious harm. Do not delay protective action or a necessary external referral because a lead or commissioner is unavailable; follow the safeguarding escalation procedure.

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## 19. Bullying, Harassment and Discrimination

Best Foot Forward does not tolerate:

- bullying;
- discriminatory behaviour;
- sexual harassment;
- sexual violence;
- harassment related to protected characteristics;

- racist abuse;
- homophobic, biphobic or transphobic abuse;
- disability-related harassment;
- religious discrimination; or
- other abusive or degrading behaviour.

Such behaviour must not be dismissed as:
- banter;
- joking;
- part of growing up; or
- normal conflict.

Responses should consider:
- the safety and needs of the child affected;
- safeguarding thresholds;
- the needs and circumstances of the child displaying the behaviour;
- SEND;
- whether behaviour is repeated or escalating;
- whether additional support is required; and
- whether commissioners or other agencies should be involved.

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## 20. Child-on-Child Abuse

Where behaviour may constitute child-on-child abuse, staff must follow Best Foot Forward's safeguarding procedures.
This may include:
- bullying;
- physical abuse;
- sexual violence;
- sexual harassment;
- harmful sexual behaviour;
- abuse within intimate relationships;
- making or sharing nudes or semi-nudes, including AI-generated or digitally altered imagery;
- initiation or hazing behaviour; and
- online abuse.

Behaviour-management processes must never replace appropriate safeguarding action. Staff must follow the separate Child-on-Child Abuse Policy. They must not independently investigate allegations or view, copy, request, forward or store nude or semi-nude imagery; report to the DSL immediately. Safeguarding assessment must consider the needs and safety of all children involved.

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## 21. Attendance, Engagement and Avoidance

Best Foot Forward recognises that reduced engagement or refusal to participate may itself communicate need.
Where a child repeatedly:
- refuses activities;
- misses sessions;
- leaves early;
- struggles to enter the provision;

- disengages from a particular member of staff or location; or
- shows increasing anxiety around provision,

staff should consider possible underlying causes.
These may include:

- EBSA;
- unmet SEND need;
- safeguarding concerns;
- relationship difficulties;
- inappropriate level of challenge;
- sensory issues;
- fatigue;
- mental-health needs;
- changes at home; or
- other contextual factors.

Patterns should be recorded and shared with the commissioning organisation so that appropriate support can be considered.
Record attendance, absence and actual session times promptly on DCPro and notify the commissioner through the agreed attendance process. Unexpected absence or departure requires an immediate welfare response under the Attendance and Missing Child procedures; staff must not wait for a pattern to develop. Repeated refusal or anxiety should lead to a joint review of support and reasonable adjustments.

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## 22. Recording Behaviour Incidents

Significant behaviour incidents must be recorded factually as soon as practicable and on the same day. Safeguarding records belong on CPOMS; attendance and proportionate educational progress information belong on DCPro. A weekly progress report does not replace immediate incident reporting. Records must be shared only with those who need them and retained under the Data Protection Policy and its retention schedule.
Records should include, where relevant:

- date and time;
- location;
- people present;
- factual description of what occurred;
- relevant context;
- known triggers;
- staff response;
- de-escalation strategies used;
- impact upon the session;
- any injury or damage;
- safeguarding considerations;
- action taken;
- who was informed; and
- follow-up required, the person responsible and the review date.

Records should distinguish clearly between:

- observed fact;
- what the child or another person reported; and
- professional interpretation.

Language should remain objective, professional and non-judgemental.

Where physical intervention occurs, also record its nature and approximate duration, why it was necessary, alternatives attempted, the child's account, any injury or medical treatment, support offered, and when parents/carers and the commissioner were informed. The DSL/management must review safety, any staff-conduct concern and further support before sessions resume where risk remains.

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## 23. Individual Behaviour and Risk Planning

Where a child demonstrates recurring behaviour that may place themselves or others at risk, Best Foot Forward may develop an individual support or risk-management plan.
This may identify:

- triggers;
- early warning signs;
- communication needs;
- known stressors;
- sensory needs;
- preferred regulation strategies;
- successful de-escalation approaches;
- environmental adaptations;
- clear safety boundaries;
- exit arrangements;
- staff responses;
- communication with parents;
- communication with the commissioning organisation; and
- thresholds for reviewing the placement.

Plans must involve the child where possible, identify responsible staff and be available to those delivering provision. Review them after significant incidents or changes in need and review progress with the commissioner at least every six weeks where a behaviour-support plan is in place. Record agreed actions, outcomes and the next review date.

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## 24. Child Voice

Children should be given appropriate opportunities to contribute to decisions about:

- what helps them feel safe;
- triggers;
- preferred learning environments;
- regulation strategies;
- communication;
- reasonable adjustments;
- relationships;
- support plans; and
- how incidents can be prevented in future.

Children should be supported to understand expectations rather than being expected simply to comply with rules they do not understand.
Their views should be taken seriously, while recognising that adults retain responsibility for safeguarding and safety decisions.

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## 25. Monitoring and Quality Assurance

Best Foot Forward will monitor behaviour information to identify:

- recurring incidents;
- emerging risk;
- changes in individual presentation;
- safeguarding patterns;
- effectiveness of support strategies;
- equality or SEND considerations;
- environmental factors;
- staff training needs; and
- whether provision remains suitable.

Senior leaders and the DSL will review significant patterns as appropriate.
Individual incidents should not be viewed in isolation where wider patterns may be relevant.
Management must review significant incidents promptly, offer appropriate support and debrief to children and staff, and monitor patterns at least termly. Debrief must not become an investigation of abuse allegations. Review whether strategies, staffing, training or placement arrangements need to change.

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## 26. Partnership With Commissioning Schools and Local Authorities

Best Foot Forward recognises that the commissioning school retains important safeguarding and educational oversight when a child is placed in alternative provision.
Best Foot Forward will therefore:

- communicate significant behaviour concerns;
- share relevant attendance and engagement information;
- notify commissioners where sessions end early for safety reasons;
- participate in appropriate planning and review meetings;
- contribute to individual risk management and placement reviews at least half termly, or sooner where concerns arise;
- identify where additional support may be required;
- inform commissioners where the placement may no longer be appropriate; and
- cooperate with reasonable quality-assurance and safeguarding oversight.

Best Foot Forward will not make significant placement decisions in isolation where a commissioning organisation retains responsibility for arranging the child's education.
BFF retains direct responsibility for safeguarding within its own provision. Commissioner oversight does not replace BFF action on immediate risk, unsafe practice or concerns arising during sessions.

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## 27. Complaints and Concerns

Children, parents/carers and commissioners may raise concerns regarding the implementation of this policy through Best Foot Forward's complaints procedures.
Where a complaint raises a safeguarding concern, it will also be considered under the *Child Protection and Safeguarding Policy*.
Where a concern relates to the conduct of a member of staff, the matter may also need to be considered under:

- the *Staff Code of Conduct*;
- *Low-Level Concerns Policy*, and/or
- *Managing Allegations* procedures.

A safeguarding or staff-conduct complaint must be escalated promptly and must not wait for the ordinary complaints timetable. Use the independent escalation route in the safeguarding/whistleblowing procedures where the concern involves a senior leader.
Children must receive accessible information about how to raise concerns and must not be disadvantaged for doing so.

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## 28. Related Policies and Procedures

This policy should be read alongside:

- Child Protection and Safeguarding Policy and Child-on-Child Abuse Policy;
- Behaviour and Physical Intervention Policy;
- Staff Code of Conduct;
- Professional Boundaries and Communication Policy;
- Lone Working Policy;
- Equality and Diversity Policy;
- Online Safety Policy;
- Attendance Policy;
- Missing Child / Missing from Provision procedures;
- Low-Level Concerns Policy;
- Managing Allegations procedures;
- Health and Safety Policy;
- First Aid Policy, Data Protection Policy and its Data Retention & Disposal Schedule, and Complaints Policy; and
- individual and setting-specific risk assessments.

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## 29. Monitoring and Review

This policy will be reviewed at least annually and sooner where:

- statutory guidance changes;
- safeguarding guidance changes;
- DfE behaviour guidance changes;
- legislation changes;
- significant incidents identify learning;
- commissioning arrangements change; or
- internal or external quality-assurance activity identifies required improvements.

Lessons arising from incidents, safeguarding concerns, placement reviews and feedback will be used to improve practice.

Last Reviewed: 13 October 2026
Next Review: September 2027

Guidance checked on 13 October 2026: Keeping Children Safe in Education 2026; Behaviour in Schools (February 2024); Restrictive interventions, including use of reasonable force, in schools (April 2026); and Non-school alternative provision: voluntary national standards (August 2025).