

Best Foot Forward – Behaviour and Positive Relationships Policy

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Assigned Review Period: 1 Year

Next Review Due: October 2026

1. Policy Statement

Best Foot Forward is committed to creating a safe, respectful, and inclusive environment where all children and young people can engage in learning, build positive relationships, and develop the skills they need for life.

We take a restorative and relational approach to behaviour, focusing on understanding needs, reducing barriers, and supporting young people to make positive choices.

2. Purpose

This policy aims to:

- Promote high standards of behaviour and mutual respect.
- Provide clear expectations for students, staff, and parents/carers.
- Support consistent responses to both positive and challenging behaviour.
- Encourage restorative practice and relationship repair.
- Ensure compliance with safeguarding and equality legislation.

3. Scope

This policy applies to:

- All students engaged in Best Foot Forward programmes.
- All staff, mentors, tutors and volunteers working with students.
- Parents/carers and referring agencies who support student engagement.

4. Legal and Statutory Framework

This policy reflects:

- *Education and Inspections Act 2006* (duty to promote positive behaviour).
- *Equality Act 2010* (protection from discrimination, harassment, victimisation).
- *Children Act 1989/2004*.
- *Keeping Children Safe in Education (2023)*.
- *DfE Behaviour in Schools: Guidance (2022)*.

5. Principles

- Behaviour is a form of communication. We will seek to understand underlying needs.
- Positive relationships between staff and students are the foundation of good behaviour.
- Restorative approaches are used to repair harm and rebuild trust.
- Staff model respectful, inclusive behaviour at all times.
- Rewards and recognition are used to encourage positive behaviour.

6. Expectations

Students

- Treat staff, peers, and themselves with respect.
- Engage positively in learning and mentoring sessions.

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- Follow staff instructions to maintain safety.
- Respect property, equipment, and learning spaces.
- Use technology responsibly in line with ICT and Online Safety Policies.

Staff

- Model positive, respectful, and inclusive behaviour.
- Apply this policy fairly and consistently.
- Support students to manage behaviour through guidance, not punishment.
- Record and share concerns in line with safeguarding procedures.

Parents/Carers

- Support the aims of this policy.
- Reinforce positive messages about respect, learning, and responsibility at home.
- Engage with staff to resolve difficulties.

7. Recognition and Rewards

- Praise and encouragement in sessions.
- Certificates, phone calls home, or letters recognising achievement and effort.
- Positive reports to referring schools and agencies.
- Opportunities for increased responsibility (e.g. mentoring peers, leading activities).

8. Responding to Challenging Behaviour

Staff will:

1. Use de-escalation strategies (calm language, time out, refocusing activities).
2. Explore triggers and offer support (considering SEND/SEMH needs).
3. Apply restorative conversations to repair harm.
4. Record incidents factually and report to managers/DSL if safeguarding concerns arise.

Sanctions may be used when necessary and proportionate, for example:

- Loss of privileges.
- Temporary removal from an activity.
- Additional supervision.
- Exclusion from provision in the most serious cases (decision by CEO only).

Physical intervention/restraint will only be used as a last resort to prevent immediate harm, in line with DfE guidance. Any use must be recorded and reported.

9. Safeguarding Links

- Behaviour concerns may indicate underlying safeguarding needs.
- All incidents that raise safeguarding concerns must be referred to the DSL.
- Bullying, harassment, and discrimination are treated as safeguarding issues.

10. Equality and Inclusion

- Reasonable adjustments will be made for students with SEND/SEMH needs.
- Behaviour expectations will take account of individual circumstances.
- No student will be discriminated against due to protected characteristics under the *Equality Act 2010*.

11. Monitoring and Review

- Behaviour incidents are logged and monitored for patterns and trends.
- Senior leaders review behaviour data termly.
- This policy will be reviewed annually, or sooner if statutory guidance changes.

Signed:

Andrew Russell

Chief Executive Officer
Date: 14 November 2024

