



Policy

Behaviour Management Policy

Policy	Reviewed	By whom?
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1. Rationale

When we invest time and show an interest in a young person for who they are, not how they are behaving, we can create a ‘magical transformation’, which often results in a significant change in behaviour and outcomes.

All behaviours are a way of communicating. Antisocial, harmful and disruptive behaviours are mechanisms of communicating that serve a purpose for the young person or child. We need to look beyond this behaviour and try to unpick the drivers, providing more affirming mechanisms for communicating and interacting with others.

All learning takes place in the context of a relationship. As such, the nature of all relationships throughout the school and its community are fundamental to our capacity to affect sustained change in behavioural responses of our community.

In acknowledging the power of relationships to mould the development of the brain and build learning power, we must be mindful of the vital relational functions;

validation, containment, and soothe, calm or stimulate.

For many of our young people, they have had a complicated relationship with themselves as for some time. Our core purpose is to re-connect them with the joys of life and learning, to provide them new



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ways of expressing their emotions and frustrations, and help them believe in themselves, engage with life and progressing positively.

Our approach to managing behaviour is one which seeks to build a sustainable change in our young people, both as learners and as social beings. Using restorative practices to challenge unwanted behaviours and poor social interactions creates a platform for this change by helping to build an internal scaffold by which the young person can begin to make informed decisions about their behaviour. Our Rights and Responsibilities provide the framework for these conversations. It re-tunes the feedback loop for the young persons who may have learned unhelpful ways of 'staying safe', and provides them with a different reference library to make decisions about what to do next. This works best when we are all consistent in how we work with our young people.

Our philosophy is rooted in the social interaction theory of Transactional Analysis, which embeds within it a belief that:

1. I'm Ok, You're OK.
2. Anyone can think.
3. Everyone can change.

The growth mind-set that this engenders needs to be within each of us so that we can inspire this in our young persons.

Alongside understanding our young persons as young people, we also need to be mindful of where their behaviours are coming from; what is the internal script, that when under stress, the young person returns to? In taking account of our understanding here, we can begin to create effective strategies to help the young person move forwards on their journey to creating a sustainable change in their behaviours and emotional triggers.

2. Staff Responsibilities

At Pushforward, we believe that learning happens best when there are good relationships; between our staff, between our young people, within our space, with parents and carers, and with our wider community. To ensure this, staff should seek to establish a calm and supportive environment where young people feel safe, valued and listened to.



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Behaviour Management is everyone's responsibility. We can each impact positively or negatively on the behaviour of others. As adults, we need to take account of this impact and change our behaviours and actions to help change the outcomes for young people. If we ignore unwanted behaviours or believe it is someone else's responsibility to take action to change it, we perpetuate the belief in the young person that the behaviour is OK.

Poor behaviour in our own sessions or directed at us, is best responded to by us. This has most impact and is more likely to change future behaviours. Of course, it is appropriate to seek support to do this at times, but there is a need for the young person to be able to link their behaviour to the impact on you, and you are best positioned to describe this.

Stopping poor behaviour before it happens, is far more effective than challenging it when in full swing. To do this, we need to invest in our relationship with each young person. Using every opportunity that is available to connect with those young persons you find most challenging will pay off in the end.

We also need to know the successful risk management strategies which work, and behaviours to avoid. Most of all, this comes from regular meetings between senior staff and those with key relationships with the young person we are discussing. We need to ensure the learning activities are personalised for the young person, matching their needs whilst challenging them to think and keeping them engaged.

All Staff

- Build effective relationships
- Apply structure and nurture approaches consistently
- Constantly acknowledge positive behaviours
- Challenge unwanted (negative) behaviours at a suitable time when discussion can occur.
- Follow the 'Response to Behaviour' process
- Take responsibility for addressing negative behaviours within your sessions, witnessed by you
- Record behaviours (positive and negative) on the daily report forms
- Record contact with parents/carers (Daily report forms, JotForms)
- Behaviours which challenge health and safety need an immediate response to reduce the risk to self and others)



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- Learning from each event must impact on the appropriate risk assessments.

Pushforward Staff

- Plan and deliver provision which are appropriately challenging and engaging and provide the right level of support for all young people to enable them to engage with the activities.
- Mentor and coach young persons in your setting to build prosocial behaviours and improved stress responses.
- Regularly link with parents/carers to create consistent relational approaches.

Directors and Senior Team

Respond in a timely manner to requests for support from members of Team. (Teams, calls, face to face and zoom meetings)

Take immediate action to ensure the safety and wellbeing of all members of the Pushforward community where this is needed.

Support staff to take responsibility for challenging negative behaviours where requested at a time when learning can be achieved.

Where a young person is excluded, ensure all the appropriate paperwork is completed in a timely manner and a reintegration meeting takes place.

Removing young persons from Activities

Any decision to remove a young person from an activity must be reported on an ICF (Initial Concern Form).

Exclusions and Informal Exclusions

Only A Director/Head Teacher, or a member of the Senior Team acting in their absence, can make decisions around exclusions. Staff must not threaten a child with exclusion or take the decision to send the young person home early. Such decisions are also decisions to exclude and therefore need the agreement of Directors. In most cases, the decision to exclude will be centred on maintaining the



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health and safety of the learning environment and should be for the minimum amount of time possible to enable the necessary steps to ensure safety to be put in place.

3. Rights and Responsibilities

Any discussion with a young person about poor behaviour needs to refer to this document to reflect on the impact of their behaviour and what their responsibilities in future need to be.

understand their meaning and relevance of the following

- We all have a right to ... So our responsibility is to ...
- Feel Safe. Take care in our words and actions so that others feel safe.
- Be treated with respect. Make sure our words and actions do not harm or upset others or our school.
- Grow and learn.
- Be heard. Listen to and take account of other people's ideas and opinions.
- To feel valued. Recognise and celebrate the ideas, achievements, skills and abilities of ourselves and others.

4. Partnership with Parents and Carers

A key element to the success young people achieve is the partnership which Pushforward develops with parents and carers. There is an expectation that staff are in regular communication with parents and carers; ensuring that we celebrate successes and challenge unwanted behaviours together. This partnership helps the young person to grow and learn and develop the social, emotional and learning skills that they will need to become successful adults. Parents/ Carers also need to be involved in the development and review of young person journey and target setting.

5. Creating Sustainable Changes in Behaviour

Our aim is to educate our young people and develop their personal skills, so they accept accountability for their actions and can construct their own solutions. We are working with young people who struggle to control their actions and emotions and have developed patterns of behaviour which are unhelpful to themselves or others.

Our preferred approach is one which seeks to restore relationships and change behaviours rather than punish the actions. This does not exclude the use of sanctions, but our staff seek the most appropriate



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way of educating our young people and developing their skills of self-control, empathy and emotional management so that they have an alternative framework by which to behave, if a similar situation arises again. This approach is more time consuming and requires a greater emotional involvement of staff but it is the most effective approach that we can use to help our young people to grow and learn.

Our actions always seek to enable the young people to accept accountability and to move forward from the situation by considering, how small changes in their actions can create big changes in outcome. This approach is predicated on some basic principles.

Staff should:

- Take time to recognise positive behaviours and reward success.
- In conversation with young persons, focus on our values, rights and responsibilities by reminding young persons that their actions have an impact on others
- Encourage young persons to seek ways to make amends for the impact of their behaviours on others.
- Help young persons find their own solutions to problems which they face; learning, emotional or behavioural, rather than identifying the details of a problem and resolving it for them. (solution focussed approach).
- Work as a team to support the young people, as they grow and develop, in partnership with parents and where appropriate, other agencies.

Through our personalised approach and the promotion of social and emotional development through all aspects of the curriculum, we provide a safe but challenging learning environment where our young people can learn new ways to manage themselves, their emotions and their behaviours and thus, experience success.

5.1. Positive and Negative Behaviours

It is important at this point to highlight that behaviour can be positive and helpful or negative and harmful. A key aspect of changing the way we talk about behaviour with young persons is to make this explicit and help them recognise their positive behaviours (e.g. behaviours which help them learn or support others), as well as challenging their negative behaviours.



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However, staff must guard against unconditional praise, ensuring that the recognition for a behaviour is concrete and valuable. Unfocussed praise, or praise where the action/ work does not represent significant effort or change in behaviour will most often have a negative impact on the mind-set of the young person, causing them to aim for a lower outcome than we might seek to achieve.

Similarly negative comments which criticise the young person rather than the behaviour are damaging to the process of creating sustainable change and should not occur.

Both behaviour groups are recorded via daily report system. As a young person's negative behaviours reduce, we would hope to see an increase in positive behaviours.

Looking at the information or having conversations with others should help us identify their strengths and areas for development. Involving young people in their own analysis and target setting creates ownership of the process and is therefore more likely to succeed.

5.2. Challenging Unwanted Behaviours

Our ethos with behaviour is simple, do not intentionally do anything that negatively affects yourself or people around you. Intentionally is the important part of that statement. We understand how people present differently when feeling unsafe, how acceptable normals in external environments can be difficult to change, finding their place in an environment can lead to responses based on fear, sadness or excitement. We will look at every young person based on what we know or learn as we progress with them.

We will have some rules in place, but this is only to ensure people are kept safe and so we can be in the best possible position to support and teach young people. The rules will depend on the provision a young person is part of and will be discussed at pre meetings with the young person, staff and the wider team.

We are not looking to 'get in the ring' with the young people. Choosing the correct moment to discuss behaviours when they can feel safe enough to understand. The priority is using distraction, deflection and redirection tools in our management of behaviours.

De-escalation is an important skill. Noticing that there is a chance that a situation may escalate and taking action to ensure this doesn't happen is an essential tool which we utilise.

some effective de-escalation techniques we would expect to be followed



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- Stay Calm and Centered: Your demeanor sets the tone for the interaction.
- Use Active Listening: Demonstrate understanding and empathy by truly listening to the other person.
- Acknowledge Feelings: Recognize and validate the emotions of the other person to help diffuse tension.
- Offer Choices and Solutions: Providing options can empower the other person and reduce feelings of helplessness.
- Set Boundaries When Necessary: Clearly communicate limits to maintain a safe environment.
- These techniques can help manage and de-escalate potentially volatile situations effectively.

Staff should exercise initiative in these situations to remove the potential for confrontation. Our flexibility to do something different and respond to need there and then; be it doing some painting, taking a trip off site, completing a DT project, or simply putting some music on and finding a space for the young person to chill; benefits our young people because through this, they learn they can respond differently and begin to exercise the self-control that they may have thought they were incapable of doing. If however, their behaviour was simply to avoid learning, we need to be ensuring that we return to our original focus on the learning, trying alternative strategies to hook them in.

When considering consequences, we need to be mindful of their purpose. A key principle of this behaviour policy is the use of natural and logical consequences to support pupils in understanding the impact of their actions and developing responsibility for their behaviour. Consequences will be proportionate, respectful, and directly linked to the behaviour wherever possible. Natural consequences occur as a direct result of an action, while logical consequences are structured responses designed by adults to help repair, restore, and support learning. Staff will ensure that consequences are developmentally appropriate, take account of individual needs and any identified special educational needs or disabilities (SEND), and are delivered in a calm, consistent, and restorative manner. The purpose of consequences within this policy is not punishment, but to promote reflection, safety, accountability, and positive relationships within the Pushforward community. Pushforward's approach favours restorative dialogue and restorative conferencing, contact with home (perhaps also sending the work home), or bringing the young person on to site or another location at a different time to complete work from a missed session, take part in the restorative processes or repair the harm done by a physical behaviour (e.g. cleaning floor if they were responsible for its state).

Any decisions to change a timetable need to be agreed by Pushforward or Senior management.



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Further guidance for managing unwanted behaviours can be found later in the document.

5.3. Contracting

This is a dynamic, on-going conversation with colleagues and young persons to identify helpful strategies for learning together and making explicit the potential barriers or sabotages to success and what needs to happen if these occur. What you are seeking in this process, is to identify the nature of the relationship expectations between all parties and make explicit a shared response to any sabotages that may take place.

5.4. Bullying and Prejudice Related Incidents (PRI)

Feedback indicate that Pushforward's approach to challenging bullying is very effective, with young persons reporting that they feel safe and free from bullying. We take bullying seriously. If a young person reports bullying to you, it is important that they are listened to and their feelings accepted. We must not make judgements. Similarly, if you witness a prejudice related incident, are the victim of one or one is reported to you; it is important to take action to address the unwanted behaviour. All bullying incidents and PRI incidents need to be recorded through our incident report forms and daily tracking reports.

The preferred approaches for dealing with bullying are in line with the restorative narrative above. Our aim is to stop the bullying and not to allow it to become hidden or move to another victim. At all times, in this process, we must be mindful of safeguarding the individuals and not place them in a situation within which they feel uncomfortable. Blame is not a helpful term when dealing with bullying and tends to create greater friction. Instead, by highlighting the need for the bully to put right the impact of their actions and change accordingly, we can often affect change. Working with parents is essential, especially where we are seeking to change potentially prejudicial attitudes.

If in doubt about the best way to intervene in bullying or PRI incidents, please seek advice.

5.5. Therapeutic Touch

Research shows that touch, used appropriately, can be therapeutic. Therefore our approach at Pushforward is one which recognises that, at times of distress, gentle touch (for example, hand on a shoulder) can be very beneficial. Indeed research suggests that withholding such comfort in times of



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distress can be extremely harmful. At all times, however, staff must be mindful of the need to behave appropriately. Safeguarding our young people is our primary concern, at all times.

Using touch in a positive way can help dissipate harmful emotions and de-escalate a potentially dangerous situation. However, we recognise that for some of our young people this would be an extremely unwelcome invasion of their personal space. We therefore include this information in our risk assessment and management protocols.

5.6 Interventions & Positive Handling

Pushforward is committed to maintaining a safe, respectful, and orderly environment for all pupils and staff. In exceptional circumstances, the use of reasonable force, restrictive physical intervention, or isolation may be necessary to prevent a pupil from causing injury to themselves or others, committing a criminal offence, causing serious damage to property, or seriously disrupting the good order of the school. Any such intervention will be carried out in accordance with the Education and Inspections Act 2006, the Department for Education guidance *Use of Reasonable Force in Schools*, the Equality Act 2010, the Children Act 1989, and all relevant safeguarding and health and safety legislation.

Pushforward will always prioritise de-escalation, relational practice, and preventative strategies, particularly for pupils with special educational needs and disabilities (SEND) or additional vulnerabilities. Where isolation or withdrawal from peers is used, it will be proportionate, time-limited, supervised, and used only where necessary to maintain safety, support emotional regulation, or restore calm. Isolation will not be used as an unlawful seclusion practice, and pupils will never be prevented from accessing basic rights such as food, drink, toileting, medical support, or communication with appropriate adults.

Pushforward recognises the distinction between planned supportive withdrawal spaces and punitive isolation and will ensure that any removal from the classroom complies with statutory guidance, including consideration of the pupil's age, understanding, SEND, and individual needs. Restrictive interventions will never be used as punishment or in a manner intended to cause pain, humiliation, fear, or distress. All incidents involving physical intervention or significant isolation measures will be appropriately recorded, monitored, and reviewed, and parents/carers will be informed in line with school procedures.



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The young person should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion will be recorded and reported through our ICF reporting system

5.7. Multi-agency Support

Pushforward works in partnership with other agencies which may be already working with families, or who have the resources and skills to work alongside families and school, to help create sustainable change in our young people

6. Pushforward's Response to Serious Incidents

Staff should refer to serious incident information when making a judgement about the level of response. If in doubt and the behaviour is threatening the health and safety of young people or yourself, you must always seek advice.

Whilst we recognise that the majority of young persons attending Pushforward do so because they have challenging behaviour that normal school provisions have failed to address effectively, it is essential that we are able to maintain an effective and safe educational environment and when attending off-site activities. Therefore, when a young person's behaviour poses a threat to the safety and/or well-being of themselves and/or others we need to respond robustly to restore and maintain a safe environment.

Our first response to such behaviours is likely to be removal from the activity, to remove the potential for further harm and be able to decide the next course of action. All such decisions should be reported on an ICF (Initial Concern Form).

Sometimes the decision to remove the young person from the environment needs to be taken before a full investigation takes place. However, it is essential that a full investigation into the incident takes place, not least to inform future actions to try and reduce the likelihood of its reoccurrence and/or adapt risk management protocols. In all situations, there is an expectation that we utilise restorative processes on return to ensure that staff and young persons can continue to work together in our small community.

Where unwanted behaviours, which significantly disrupt the education of others or threaten the safety of others persist, Pushforward will seek to create a time limited, reduced timetable following



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the guidelines of the DfE. This provides continued contact with Pushforward but reduces the number of periods a day and amount of social time that a young person is within the provision. We are increasingly combining this with additional input from home or off-site support on a one to one basis.

6.1. Physical Assault

If a young person causes harm to a peer or a member of staff through physical aggression they will be excluded from the provision for the remainder of the sessions on the day of the assault.

We may also exclude the young person for a longer period dependent on the nature of the injury and the need to engage in the restorative process to ensure we reduce the likelihood of similar repeat incidents. This may include a time limited, reduced and/or home tuition. If a young person continues to pose a threat to others, we will re-assess the safety of their placement with us. In such situations, the young person may be referred to the In Year Fair Access Panel for consideration of a placement elsewhere or permanently excluded.

6.2. Theft

Where there is suspicion of theft of property, we reserve the right to ask the young person to empty their pockets and search their bags. In this situation, there will always be two adults present. Where appropriate, the police may be involved. We will always involve the police where a young person continues to steal items from Pushforward, from staff or their peers, despite our intervention.

6.3. Damage

All damage to property is costly, and it can be dangerous. As such, it impacts negatively on the environment and opportunities for young people to achieve. Deliberate damage to property shows a lack of acceptance of a young person personal responsibility to their peers and Pushforward. Our emphasis is on accepting this responsibility and repairing the harm done. We therefore require the young person (and/or their parents/carers) to reimburse some or all of the cost incurred by Pushforward in repairing or replacing damaged property. Where such behaviour persists or the damage is very significant, the police will be informed and action taken.

6.4. Illicit Substances and Dangerous Items

Staff should refer training for further guidance on our response to illicit substances. Illegal drugs and alcohol brought on site will be confiscated. Alcohol will be poured away. Whilst we have been advised by the police that we should flush away very small quantities of cannabis (e.g. trace contents in a



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cannabis grinder), in most cases where illegal drugs are found, these will be confiscated and handed to the police for disposal.

All young people are taken on an individual basis however, For all incidents where there is evidence that a young person is in possession of illegal substances, the police should be informed. On occasions, the police will also be called to attend Pushforward where there is considerable grounds to suspect the young person has drugs in their possession but they have not been found.

If there is suspicion that a young person has brought a dangerous item, such as a knife, onto the site, where possible, we will require the young person to hand over the item so that we can secure it in the locked office cupboard before passing the item to the police. However, if the young person does not co-operate and we strongly suspect they have a dangerous item (e.g. knife, BB gun) in their possession, we will ask the police to take action directly.

In all cases, where we suspect the young person is in possession of an illegal or dangerous item, we will request that the young person empties their pockets and bag, and removes their shoes. These actions will always be supervised by another adult. If the young person refuses, we may have to ask the police to take action to ensure we are able to maintain the health and safety of our community.

6.5. Exclusions

We are mindful that as a Specialist Provision, many of our young persons have experienced a significant number of exclusions and internal exclusions (isolations from other young persons within school), without a significant impact on changing their behaviour. Exclusions are not an effective tool in changing behaviours, but can, sometimes, be a necessary action in order to establish or maintain a safe and productive learning environment.

The decision to exclude a young person from Pushforward for a fixed period of time will never be taken lightly and will always be taken by or in dialogue with the Directors, Parents/ carers also have the right to appeal the decision of the Head.

If a young person is excluded for a period of time, there is an expectation that parents/ carers and young person meet with Directors/Head-Teacher on return to discuss the ways in which future similar incidents can be avoided, and any necessary amendments to the risk management strategy.

Pushforward will not permanently exclude a young person unless all other avenues have been explored unsuccessfully. However, it may be necessary to re-evaluate whether we are the appropriate place of learning for them. Therefore, in conjunction with parents/ carers and the Local Authority, a



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decision may be made to move the young person to an alternative setting. They may also be referred to the In Year Fair Access Panel

6.6 Code of Conduct

The Government supports Directors/Head teacher in using exclusion as a sanction where it is warranted. At Pushforward exclusion will be avoided wherever possible with early intervention made to identify and address underlying causes of disruptive behaviour as soon as possible.

The Directors / Head Teacher decides whether to exclude a pupil, for a fixed period suspension or a permanent exclusion, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Head Teacher will take account of any contributing factors identified after an incident of poor behaviour has occurred.

For example: if a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Fixed period suspension:

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). The behaviour of pupils outside Pushforward can also be considered as grounds for suspension. A fixed period suspension does not have to be for a continuous period. In exceptional



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cases, usually where further evidence has come to light, a fixed period suspension may be extended or converted to a permanent exclusion where this is justified.

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the Pushforwards' behaviour policy; and where allowing the pupil to remain at Pushforward would seriously harm the education or welfare of the pupil or others in at Pushforward.

Parents' right to appeal permanent exclusion, in most cases parents will have the right to make representations to the local governing body.

The full behaviour policy is available on our website, we expect Parents/Carers to review this with their young people.

Pushforward require you to understand that we do not accept

- Discrimination in whatever form whether racial, sexual, religious or any other.
- Verbal and/or physical abuse directed either to other students or to members of staff.
- Conduct amounting to harassment. Harassment is defined as any behaviour that appears or feels offensive, intimidating or hostile, which interferes with individuals' academic, working or
- social environment; or which induces stress, anxiety, fear or sickness on the part of the
- harassed person.
- Falsifying data or evidence as well as forgery or misuse.
- Submitting a fraudulent claim of extenuating circumstances.
- Conviction of a criminal offence in a court of law or having been formally cautioned for a criminal offence by a police officer.
- Attempting or inciting others to commit any breach of discipline.
- Allowing attendance and punctuality to drop below expected standards (80%)

Failure to comply with the rules will result in the following procedures

1. Oral warning as to future conduct
2. Written warning as to future conduct
3. Suspension from the course for a stated period of time no longer than 5 days.



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4. Exclusion from the school