



Bridging Futures

Personalised education. Therapeutic support. A place to belong.

Behaviour and Relationships Policy

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Our Vision

At Bridging Futures, we believe behaviour is a form of communication. Many of our students have experienced barriers to education, including anxiety, trauma, unmet special educational needs, adverse childhood experiences or prolonged absence from school. Our approach recognises that behaviour often reflects a young person's emotional state rather than a deliberate choice to challenge adults.

We aim to build trusting relationships where students feel safe, valued and understood. Positive relationships are at the heart of everything we do.

Our Approach

Bridging Futures is not a mainstream school and therefore does not operate a traditional behaviour system based on detentions, isolation or fixed sanctions.

Instead, we use a flexible, relational and trauma-informed approach that focuses on understanding the reasons behind behaviour, helping students regulate their emotions and developing the skills needed to succeed both within Bridging Futures and beyond.

We maintain high expectations while recognising that every student is different. Support is personalised, proportionate and based on individual need.

Our Behaviour Principles

We encourage every student to:

- Treat others with kindness and respect.
- Follow reasonable instructions from adults.
- Look after the learning environment and equipment.

- Take responsibility for their actions.
- Ask for support when they need it.
- Respect differences and celebrate diversity.

Rather than expecting perfection, we encourage progress and recognise that learning positive behaviours takes time.

Building Positive Relationships

Staff invest time in getting to know each student, understanding their strengths, interests, triggers and aspirations. Consistency, empathy and clear communication help students develop trust and confidence.

Positive behaviour is recognised through encouragement, meaningful praise, celebrating achievements and providing opportunities for students to experience success. We believe that feeling connected and valued is one of the strongest motivators for positive behaviour.

Supporting Behaviour

When behaviour becomes challenging, staff seek first to understand what the student may be communicating.

Support may include:

- providing time and space to regulate
- offering choices and flexible approaches
- adapting learning activities
- restorative conversations
- identifying underlying triggers
- involving parents, carers or commissioning schools where appropriate.

Students are encouraged to reflect on situations, repair relationships and learn from mistakes rather than simply receiving consequences.

Managing Unsafe Behaviour

While we recognise that behaviour is communication, everyone has the right to feel safe.

Where behaviour places the student or others at risk, staff will take appropriate action to maintain safety. This may include temporarily removing a student from an activity,

increasing supervision, contacting parents or carers or seeking support from the commissioning school or external agencies.

Any serious safeguarding concerns will be managed in accordance with the Bridging Futures Safeguarding and Child Protection Policy.

Physical Intervention

Bridging Futures aims to avoid the use of physical intervention wherever possible through de-escalation, positive relationships and early intervention.

Where physical intervention becomes absolutely necessary to prevent immediate harm, it will always be reasonable, proportionate and used only as a last resort, in line with current legislation and guidance.

All incidents involving physical intervention will be recorded and reviewed.

Individual Support

Every student arrives at Bridging Futures with different experiences, strengths and challenges.

Where appropriate, individual support plans, risk assessments or therapeutic strategies will be developed in partnership with students, families, schools and other professionals. These plans help ensure consistent support while recognising that flexibility is often needed.

Suspension and Removal from Provision

As a small therapeutic provision, we recognise that removing students from learning is rarely helpful and may reinforce previous negative experiences.

Where concerns arise, we will work collaboratively with the student, parents, carers and commissioning schools to identify appropriate support and adjustments before considering more formal action. We will work within the guidelines of current government statutory guidance and procedures including *Exclusion from Maintained Schools, Academies and PRU in England (July 2026)*

Only in exceptional circumstances, where safety cannot be maintained despite appropriate interventions, may Bridging Futures suspend attendance with a fixed term exclusion or end a placement following discussion with the commissioning school or referring organisation. In this circumstance Bridging Futures will contact the placing authority immediately and provide written confirmation within 3 working days. In the case of a fixed-term exclusion a reintegration meeting will be held with the student and parent/carer upon return.

Bullying

Bridging Futures does not tolerate bullying, discrimination, harassment or intimidation in any form.

Any concerns will be taken seriously and addressed promptly using restorative approaches alongside appropriate safeguarding procedures where required.

Students are encouraged to speak to a trusted adult if they have any concerns about themselves or others. Alongside opportunities in their 1:1 therapeutic sessions, pupils can use the anonymous 'Worries Box' to place a note about any concerns.

Working in Partnership

Positive outcomes are achieved when everyone works together.

We value open communication with parents, carers, commissioning schools and external professionals to ensure students receive consistent support across all settings.

Monitoring Behaviour

Staff record significant incidents, concerns and positive achievements to help identify patterns, celebrate progress and inform future support.

Behaviour information is used to improve provision rather than label students.

Related Policies

This policy should be read alongside the:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- SEND Policy
- Digital Technology and Online Safety Policy
- Complaints Policy
- Equality and Inclusion Policy

Monitoring and Review

This policy will be reviewed annually, or sooner if legislation, guidance or the needs of the provision change.

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