



ND SEND Specialists Ltd

07979 311812

info@nd-send-specialists.co.uk

<http://nd-send-specialists.co.uk>

ND SEND Specialists Ltd.

Behaviour Management Policy

Designation	Name	Date	Signature
Director	Joanna Roberts	27/03/2025	J. Roberts

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Behaviour Management Policy

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Behaviour Management Policy

1. Introduction

ND SEND Specialists Ltd (NDSENDS) provides alternative provision for children and young people (CYP), particularly those with Special Educational Needs and Disabilities (SEND), PMLD, and complex needs. We are committed to promoting **positive behaviour and emotional well-being** for all CYP, and creating a supportive environment where CYP can thrive. Our approach is based on **understanding, de-escalation, and proactive support** to help CYP develop self-regulation skills and feel safe in their learning environment.

We recognise that behaviour is a **form of communication**, particularly for CYP with **SEND, neurodivergence, PMLD, or complex needs**. Our approach focuses on **reducing anxiety, increasing self-esteem, and supporting CYP to manage their emotions positively**.

2. Policy Statement

The safety, well-being, and dignity of all CYP are of paramount importance. The aim of this policy is to:

- Promote positive behaviour through clear expectations and understanding of individual needs.
- Support CYP in developing self-regulation and emotional understanding.
- De-escalate potential incidents and prevent the need for physical intervention.
- Ensure that all staff, including the sole provider of NDSENDS, understand the power of behavioural support strategies that support behaviour as a form of communication.

3. Core Principles of Behaviour Support

Our approach to behaviour management is based on the following principles:

- ✓ **Respect and Dignity** – Every CYP is valued, and their individuality is recognised.
- ✓ **Understanding Behaviour as Communication** – We seek to understand the reasons behind behaviours rather than simply addressing the actions.
- ✓ **De-escalation and Positive Reinforcement** – We prioritise early intervention and preventative strategies to avoid crises.
- ✓ **Consistency and Predictability** – CYP thrive on clear expectations and structured support.



✓ **Emotional Regulation and Self-Advocacy** – CYP are supported in developing strategies to express their needs and emotions safely.

4. Objectives

The objectives of this policy are:

- To create a safe, secure and supportive environment for CYP.
- To provide a consistent and clear approach to positive behaviour management.
- To foster the belief that every individual is worthy of tolerance and respect, and their contribution is valid and valued.
- To support CYP in understanding the impact of their behaviour on themselves and others.
- To prevent incidents of challenging behaviour through early intervention and positive behaviour management.

5. Creating a Positive Learning Environment

To support positive behaviour, we:

- Foster **safe and structured environments** where CYP feel secure.
- Use **clear routines, visual supports, and sensory considerations** to reduce anxiety.
- Recognise and celebrate **small steps of progress** in behaviour and emotional regulation.
- Maintain **high but achievable expectations**, tailored to each CYP's needs.

6. Proactive & Preventative Strategies

To reduce behaviours that challenge, we use:

✓ **Relationship-Based Support** – Building **trust and rapport** with CYP to create a safe and predictable environment.

✓ **Clear Communication** – Using **visual aids, social stories, Makaton, or simplified language** to aid understanding.



- ✓ **Sensory Regulation** – Identifying and addressing **sensory triggers** to help CYP self-regulate.
- ✓ **Emotional Literacy** – Teaching CYP to recognise and communicate their emotions in constructive ways.
- ✓ **Safe Spaces and Breaks** – Providing CYP with **quiet areas or movement breaks** when needed.
- ✓ **Positive Reinforcement** – Using praise and encouragement **tailored to individual needs** to reinforce positive behaviour.

7. De-escalation and Managing Crisis Situations

When a CYP is in distress, the following de-escalation techniques are used:

- ✓ **Calm and Reassuring Approach** – Keeping a low voice and slow movements to avoid escalating emotions.
- ✓ **Co-regulation** – Staff will remain calm, limit language and be present to support the CYP.
- ✓ **Active Listening** – Acknowledging CYP's emotions and using open-ended questions to help them feel heard.
- ✓ **Offering Choices** – Giving CYP control over small decisions to restore a sense of autonomy.
- ✓ **Reducing Stimuli** – Removing potential triggers or moving to a quieter space.
- ✓ **Time and Space** – Allowing CYP the time they need to calm before discussing the incident.

8. Physical Intervention and Restrictive Practices

Physical intervention is always a last resort and should only be used when:

- There is an immediate risk of harm to the CYP, others, or property.
- All de-escalation strategies have been exhausted.
- The intervention is **proportionate, reasonable, and necessary** to maintain safety.

Where any form of restrictive physical intervention is used:

- It must be **recorded in an incident report**.
- Parents/carers must be **notified as soon as possible**.



- The incident must be **reviewed to reduce future occurrences**.

9. Post-Incident Reflection and Support

After any incident, CYP are supported to:

- ✓ **Reflect in a non-judgmental way** on what happened.
- ✓ **Rebuild relationships** and restore trust.
- ✓ **Develop alternative strategies** for managing emotions.

Staff will also review:

- What worked well and what could be improved.
- Whether additional **support, strategies, or adjustments** are needed.

10. Recording and Reporting Behavioural Incidents

All significant behavioural incidents will be **documented using an Incident Report Form** (Appendix A).

- Confidential records will be **stored securely** and shared with relevant professionals where necessary.
- Patterns of behaviour will be **monitored and analysed** to inform future support.

11. Working in Partnership with Families and Professionals

- ✓ **Open communication** with families ensures consistency in behaviour support.
- ✓ Where appropriate, we work with **SENCOs, therapists, and external agencies** to create personalised behaviour support plans.
- ✓ Families are involved in discussions about behaviour strategies and interventions.



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11. Review and Evaluation

This policy will be reviewed annually or after any significant incidents to ensure its effectiveness and relevance. Any changes or improvements will be made based on feedback, incidents, or to ensure it aligns with best practices and legal requirements.

For further information, please visit: <http://nd-send-specialists.co.uk>

1. Appendix

A. ND SEND Specialists Ltd. Incident Report template



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Incident Report

Name of Child / YP		Date of Birth	
Name of Staff		Date of Incident	Click or tap to enter a date.
Activity/Session		Time of Incident	
Name of Setting		Location of Incident	
Other Pupil/s Involved?		Other Staff Involved?	

Antecedents

Triggers		Activity	
Events Leading Up to the Incident			

Behaviour

De-escalation / Regulation Strategies	
Behaviours	
Details of Incident	

Injury

Pupil Injured		Staff Injured	
Did an Injury Occur?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Body Part Affected	
Where Did the Injury Occur?		Treatment Given	
Description of How Injury Occurred			



Restrictive Physical Intervention (RPI)			
Was Restrictive Physical Intervention Used?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Staff Involved	
Type of RPI		Duration	
RPI Details			
Resolution & Follow-Up			
How Was the Incident Resolved?			
Parent/Carer Informed	<input type="checkbox"/> Yes <input type="checkbox"/> No	Type of Contact <i>E.g. email, telephone etc.</i>	
Date of Parent/Carer Contact	Click or tap to enter a date.	Time	
Description of Contact with Parent/Carer			
Reported by		Job Title	
Signature		Date	
Follow-Up Actions / Recommendations			
Review of Incident <i>(by Director / Designated Safeguarding Lead)</i>			
Signed <i>(Director / Designated Safeguarding Lead)</i>		Date	