



Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)

Contents

Version History.....	7
Executive Summary	7
1. Purpose and Scope of the Policy (Alternative Provision	8
1.1 Purpose	8
1.2 Scope	9
1.3 Legal and Statutory Framework.....	9
1.4 Principles Underpinning Behaviour Management.....	10
1.5 Related Policies and Procedures.....	10
2. Behaviour Management (Alternative Provision Context)	11
2.1 Our Approach to Behaviour Management	11
2.2 Behaviour as a Barrier to Learning	11
2.3 Trauma-Informed and Attachment-Aware Practice	12
2.4 Proactive and Preventative Practice	12
2.5 Positive Behaviour Support and Reinforcement	13
2.6 De-escalation and Early Intervention.....	13
2.7 Least Restrictive Practice	13
2.8 Consistency and Accountability.....	14

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 1 of 59
--	------------------------	----------------------	--------------



3.	Behaviour as Communication	14
3.1	Understanding Behaviour in an Alternative Provision Context.....	14
3.2	The Impact of Trauma, Exclusion, and Disrupted Education	15
3.3	Trauma-Informed Interpretation of Behaviour	15
3.4	Behaviour, Emotion, and Regulation.....	15
3.5	Building Trust Through Consistent Responses	16
3.6	Learning and Growth Through Reflection	16
4.	Objectives for Learner Behaviour	17
4.1	Our Behavioural Objectives	17
4.2	Core Behaviour Expectations	17
4.3	Emotional Regulation and Self-Awareness	18
4.4	Readiness to Learn and Engagement.....	18
4.5	Social Development and Relationships	18
4.6	Preparation for Adulthood and Future Pathways	19
4.7	Individualisation and Reasonable Adjustments	19
5.	Strategies to Support Learners to Achieve Behaviour Objectives	19
5.1	A Relational and Consistent Approach	19
5.2	Modelling Positive Behaviour	20
5.3	Clear Structure, Routines, and Boundaries.....	20
5.4	Communication That Supports Regulation	20
5.5	Individualised Behaviour Support.....	21
5.6	De-escalation and Early Intervention Strategies.....	21
5.7	Supporting Choice, Control, and Autonomy.....	22
5.8	Fair and Proportionate Consequences	22
5.9	Emotional Literacy and Skill Development.....	22
5.10	Promoting Inclusion, Belonging, and Positive Identity	23
5.11	Partnership Working	23
6.	Safeguarding, Physical Intervention and Reasonable Force.....	23
6.1	Safeguarding as the Foundation of Behaviour Management	23
6.2	Commitment to Least Restrictive Practice	24

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 2 of 59
--	------------------------	----------------------	--------------



6.3	Definition of Physical Intervention and Reasonable Force	24
6.4	Situations Where Physical Intervention Must Not Be Used	24
6.5	Authorisation, Training and Competence.....	25
6.6	Risk Assessment and Individual Planning	25
6.7	During an Incident	25
6.8	Post-Incident Actions and Safeguarding Response	26
6.9	Monitoring and Reduction of Physical Intervention.....	26
6.10	Safeguarding Culture and Professional Accountability	26
7.	Individual Behaviour Support Plans and Risk Assessments	27
7.1	Purpose of Individual Planning	27
7.2	Development of Behaviour Support Plans.....	27
7.3	Content of Behaviour Support Plans.....	28
7.4	Risk Assessments	28
7.5	Health, SEND and Additional Needs.....	28
7.6	Review and Updating of Plans	29
7.7	Learner Involvement.....	29
7.8	Staff Responsibilities and Access.....	29
7.9	Commitment to Reflective Practice.....	30
8.	Rewards, Consequences and Prohibited Measures	30
8.1	Our Approach to Rewards and Consequences.....	30
8.2	Positive Reinforcement and Rewards	31
8.3	Educational and Restorative Consequences	31
8.4	Safeguards Around Consequences	32
8.5	Prohibited Measures.....	32
8.6	Consistency and Oversight	33
8.7	Learner Involvement and Voice	33
9.	Police Involvement	33
9.1	Commitment to Minimising Criminalisation.....	33
9.2	Circumstances Where Police Involvement May Be Necessary.....	34
9.3	Authorisation and Decision-Making.....	34

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 3 of 59
--	------------------------	----------------------	--------------



9.4 Managing Police Attendance.....	34
9.5 Communication and Notifications	35
9.6 Recording and Review	35
9.7 Partnership Working	35
10. Post Incident Support for Learners and Staff.....	36
10.1 Purpose of Post-Incident Support.....	36
10.2 Immediate Health and Wellbeing Checks	36
10.3 Emotional Support for Learners.....	36
10.4 Reintegration into Learning	37
10.5 Staff Debrief and Support.....	37
10.6 Recording and Reflective Review.....	38
10.7 External and Specialist Support	38
10.8 Promoting a Reflective and Supportive Culture	38
11. Roles and Responsibilities of Staff	39
11.1 Shared Responsibility for Behaviour and Safeguarding.....	39
11.2 Leadership Responsibilities	39
11.3 Designated Safeguarding Lead (DSL).....	39
11.4 Teaching, Support and Pastoral Staff.....	40
11.5 Responsibilities During Incidents	40
11.6 Recording and Reporting Responsibilities.....	40
11.7 Professional Conduct and Reflective Practice	41
11.8 Volunteers, Visitors and External Professionals	41
12. Recording, Reporting and Information Sharing.....	41
12.1 Importance of Accurate Recording.....	41
12.2 What Must Be Recorded	42
12.3 Incident Recording Requirements	42
12.4 Recording Physical Intervention	42
12.5 Safeguarding Reporting.....	43
12.6 Management Oversight and Review.....	43
12.7 Information Sharing.....	43

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 4 of 59
--	------------------------	----------------------	--------------



12.8 Record Storage and Retention.....	44
12.9 Learner Access to Records	44
13. Complaints	44
13.1 Commitment to Openness and Accountability	44
13.2 Supporting Learners to Raise Concerns	45
13.3 How Complaints Can Be Made.....	45
13.4 Handling of Complaints	45
13.5 Complaints Involving Safeguarding or Serious Concerns	46
13.6 Recording and Review of Complaints	46
13.7 External Escalation.....	46
13.8 Protection from Reprisal	47
14. Training and Professional Development.....	47
14.1 Commitment to High-Quality Practice.....	47
14.2 Core Mandatory Training.....	47
14.3 Induction and Role-Specific Training	48
14.4 Training Linked to Learner Needs	48
14.5 Ongoing Professional Development	48
14.6 Reflective Supervision and Emotional Support.....	49
14.7 Monitoring Training Effectiveness	49
14.8 Commitment to Continuous Improvement	49
15. Working in Partnership.....	50
15.1 Commitment to Collaborative Working	50
15.2 Partnership with Parents and Carers	50
15.3 Working with Placing Authorities and Commissioners.....	50
15.4 Education Partnerships	51
15.5 Safeguarding and Specialist Services	51
15.6 Shared Responsibility and Professional Curiosity	51
15.7 Resolving Disagreements.....	52
15.8 Review and Continuous Improvement	52
16. Monitoring Review and Governance	52

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 5 of 59
--	------------------------	----------------------	--------------



16.1 Purpose of Monitoring and Review..... 52

16.2 Leadership Oversight..... 53

16.3 Governance and Strategic Oversight 53

16.4 Monitoring Behaviour and Incident Data 53

16.5 Learner Voice and Feedback 54

16.6 Quality Assurance and External Scrutiny 54

16.7 Policy Review Cycle 54

16.8 Promoting a Culture of Continuous Improvement 55

APPENDIX 1: EQUALITY IMPACT ASSESSMENT..... 56

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 6 of 59
--	------------------------	----------------------	----------------------------



Version History

Version No.	Author/Editor	Approved by	Date Issued	Next Review Date	Brief Summary of Changes
1	Lorraine Miranda	Rhea Marwaha	15.04.2026	13.04.2029	New Policy

Executive Summary

Nova Newcastle Ltd is committed to providing a safe, structured, nurturing, and aspirational learning environment for learners who present with complex social, emotional, mental health (SEMH), behavioural, and additional educational needs. As an Alternative Provision operating in England, Nova Newcastle Ltd recognises its responsibility to meet the highest safeguarding and behaviour standards expected by Ofsted, regardless of registration status.

This Behaviour, Safeguarding and Positive Behaviour Support Policy (including De-escalation and Reasonable Force) sets out the principles, expectations, and procedures that guide how behaviour is understood, supported, and responded to within the provision. It reflects a trauma-informed, attachment-aware, and psychologically informed educational approach, recognising that many learners accessing Alternative Provision have experienced adverse childhood experiences, disrupted education, exclusion, or unmet needs.

At Nova Newcastle Ltd, we believe that behaviour is a form of communication. Challenging or distressed behaviour is understood not as defiance, but as an expression of unmet need, emotional dysregulation, anxiety, trauma, or difficulty accessing learning. Our approach prioritises early intervention, de-escalation, emotional regulation, and relational support, ensuring that learners feel safe, understood, and respected while being supported to develop self-control, resilience, and positive engagement with education.

This policy is underpinned by the principles of PACE (Playfulness, Acceptance, Curiosity, and Empathy) and Nova Newcastle Ltd's organisational SHIELD framework, which together promote safety, healing relationships, individuality, empathy, compassion, and personal development. These principles guide all interactions between staff and learners and shape a culture where boundaries are clear, consistent, and applied with warmth, fairness, and understanding.

Nova Newcastle Ltd is firmly committed to safeguarding and learner welfare.

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 7 of 59
--	------------------------	----------------------	--------------



Behaviour management practices are designed to promote emotional and physical safety, reduce risk, and prevent harm. Physical intervention (reasonable force) is used only as a last resort, where there is an immediate risk of injury, serious harm, or significant damage, and only in accordance with statutory education guidance. Physical intervention is never used as punishment, coercion, or a means of enforcing compliance and is always followed by reflective review, recording, and support.

This policy aligns with the following statutory guidance and expectations:

- Keeping Children Safe in Education (latest version)
- Behaviour in Schools – Advice for Headteachers and School Staff
- Use of Reasonable Force – Advice for Headteachers and Staff
- Working Together to Safeguard Children
- Education Inspection Framework (EIF)
- Equality Act 2010
- SEND Code of Practice
-

The policy applies to all staff, agency workers, volunteers, and professionals working within or on behalf of Nova Newcastle Ltd, across on-site provision, off-site activities, transport, and community-based learning. Everyone has a shared responsibility to uphold the principles set out in this document and to promote a culture of safety, dignity, respect, and high expectations for all learners.

Through consistent implementation of this policy, Nova Newcastle Ltd aims to:

- Promote positive behaviour and emotional regulation
- Reduce incidents of escalation and restrictive practice
- Support learners to re-engage with education and learning
- Prepare learners for reintegration, transition, employment, or adulthood
- Ensure safeguarding is embedded in all behaviour management practice

This policy should be read alongside Nova Newcastle Ltd’s Safeguarding and Child Protection Policy, SEND Policy, Complaints Policy, Health and Safety Policy, and Staff Code of Conduct.

1. Purpose and Scope of the Policy (Alternative Provision)

1.1 Purpose

The purpose of this policy is to set out a clear, consistent, and legally compliant framework for behaviour management and support within Nova Newcastle Ltd, an Alternative Provision (AP) in

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 8 of 59
--	------------------------	----------------------	--------------



England. The policy establishes how behaviour is understood, supported, and responded to in a way that promotes safeguarding, emotional wellbeing, engagement in learning, and positive outcomes for all learners.

Nova Newcastle Ltd recognises that learners accessing Alternative Provision often present with complex social, emotional, mental health (SEMH) needs, additional learning needs, disrupted educational histories, and experiences of trauma, exclusion, or instability. This policy therefore adopts a trauma-informed, attachment-aware, and psychologically informed educational approach, ensuring that behaviour support is relational, proportionate, ethical, and focused on learning and development, rather than punishment or control.

The policy also ensures that behaviour management practices at Nova Newcastle Ltd are fully aligned with Ofsted expectations, statutory safeguarding guidance, and national education standards, regardless of the provision's registration status.

1.2 Scope

This policy applies to all learners attending or accessing education through Nova Newcastle Ltd, whether on a full-time, part-time, short-term, or commissioned basis.

It applies across all contexts and environments in which Nova Newcastle Ltd delivers education or supervision, including:

- On-site educational provision
- Off-site education, enrichment, or therapeutic activities
- Community-based learning
- Educational visits and trips
- Transport arranged or supervised by Nova Newcastle Ltd
- One-to-one and small group learning sessions

The policy applies to all adults working within or on behalf of the provision, including:

- Employees (teaching, support, pastoral, and leadership staff)
- Agency or temporary staff
- Volunteers and placement students
- Visiting professionals and contractors (where relevant to learner interaction)

All individuals are required to understand, follow, and uphold the principles and procedures outlined in this policy.

1.3 Legal and Statutory Framework

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 9 of 59
--	------------------------	----------------------	--------------



This policy is informed by, and must be read in conjunction with, the following statutory guidance and legal frameworks:

- Keeping Children Safe in Education (latest statutory guidance)
- Behaviour in Schools – Advice for Headteachers and School Staff
- Use of Reasonable Force – Advice for Headteachers and Staff
- Working Together to Safeguard Children
- Education Inspection Framework (EIF)
- Equality Act 2010
- SEND Code of Practice (0–25 years)

Where learners have identified special educational needs or disabilities (SEND), behaviour support will be delivered in line with the Equality Act 2010, ensuring that reasonable adjustments are made and that learners are not unfairly disadvantaged or discriminated against as a result of their needs.

1.4 Principles Underpinning Behaviour Management

Behaviour management at Nova Newcastle Ltd is underpinned by the following core principles:

- **Safeguarding first** – the safety and welfare of learners and staff is paramount
- **Behaviour as communication** – behaviour is understood in the context of need, experience, and emotional state
- **Trauma-informed practice** – responses recognise the impact of trauma, loss, and disrupted attachments
- **Relational consistency** – clear boundaries delivered with warmth, respect, and predictability
- **Least restrictive approach** – de-escalation and support are prioritised at all times
- **High expectations** – learners are supported to meet clear, positive expectations linked to learning and personal development

Behaviour management is viewed as an integral part of supporting engagement, attendance, learning readiness, and long-term outcomes, including reintegration into mainstream education, transition to further education or employment, and preparation for adulthood.

1.5 Related Policies and Procedures

This policy should be read alongside the following documents:

- Safeguarding and Child Protection Policy
- SEND Policy

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 10 of 59
--	------------------------	----------------------	---------------



- Complaints Policy
- Health and Safety Policy
- Staff Code of Conduct
- Attendance and Engagement Policy

Together, these documents form a comprehensive framework for ensuring that learners at Nova Newcastle Ltd are safe, supported, respected, and enabled to succeed.

2. Behaviour Management (Alternative Provision Context)

2.1 Our Approach to Behaviour Management

At Nova Newcastle Ltd, behaviour management is viewed as a core element of effective Alternative Provision, directly linked to safeguarding, emotional wellbeing, engagement in learning, and positive educational outcomes. We recognise that many learners accessing Alternative Provision have experienced exclusion, disrupted education, trauma, unmet SEND needs, or difficulties regulating emotions within traditional educational environments.

Our behaviour management approach is therefore proactive, relational, and trauma-informed, designed to support learners to feel safe, regulated, and able to engage meaningfully in education. Behaviour is not managed through punishment or control, but through understanding, structure, consistency, and emotionally attuned support.

The primary aim of behaviour management at Nova Newcastle Ltd is to:

- Maintain a safe and calm learning environment
- Support learners to regulate emotions and behaviour
- Promote positive relationships and mutual respect
- Enable sustained engagement with learning
- Reduce the need for restrictive or reactive interventions

2.2 Behaviour as a Barrier to Learning

Nova Newcastle Ltd recognises that dysregulated or distressed behaviour can present a significant barrier to learning — both for the learner themselves and for others within the provision. Our approach focuses on removing barriers to education, rather than excluding learners from it.

Behaviour support strategies are designed to:

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 11 of 59
--	------------------------	----------------------	---------------



- Increase learners' readiness to learn
- Support attendance and engagement
- Reduce anxiety, avoidance, and conflict
- Promote emotional regulation within educational activities

Where behaviour escalates, staff focus on restoring safety and learning readiness, rather than imposing sanctions that remove access to education.

2.3 Trauma-Informed and Attachment-Aware Practice

Behaviour management at Nova Newcastle Ltd is rooted in an understanding of trauma, attachment disruption, and adverse childhood experiences (ACEs). Many learners may have learned to respond to perceived threat, change, or authority with fight, flight, freeze, or shutdown responses.

Staff are trained to:

- Recognise early indicators of emotional dysregulation
- Respond calmly and predictably to distress
- Avoid confrontational or shaming approaches
- Provide emotional containment and co-regulation
- Maintain consistent boundaries without escalation

By responding with curiosity and empathy, staff help learners develop trust, emotional safety, and the capacity to self-regulate over time.

2.4 Proactive and Preventative Practice

Nova Newcastle Ltd adopts a **proactive rather than reactive** approach to behaviour management. Staff work to anticipate potential triggers and put in place support strategies before behaviour escalates.

Proactive strategies include:

- Predictable routines and clear expectations
- Individualised timetables and flexible learning approaches
- Sensory regulation strategies and movement breaks
- Calm spaces and planned time-out for regulation (not exclusion)
- Relationship-building and consistent key adults
- Clear preparation for transitions or changes

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 12 of 59
--	------------------------	----------------------	---------------



These approaches reduce anxiety and help learners feel secure, supported, and ready to engage.

2.5 Positive Behaviour Support and Reinforcement

Positive behaviour is actively taught, modelled, and reinforced at Nova Newcastle Ltd. Staff place strong emphasis on recognising effort, progress, and positive choices, rather than focusing solely on outcomes or mistakes.

Positive reinforcement may include:

- Verbal praise and encouragement
- Recognition of effort and resilience
- Achievement tracking and celebration
- Opportunities for preferred activities linked to engagement
- Restorative conversations that build insight and confidence

Reinforcement strategies are individualised, developmentally appropriate, and designed to build self-esteem, motivation, and a positive learner identity.

2.6 De-escalation and Early Intervention

All staff are trained to prioritise de-escalation and early intervention when behaviour begins to escalate. This includes:

- Using calm, respectful language and tone
- Reducing environmental stressors
- Offering choices to increase a sense of control
- Allowing time and space for regulation
- Redirecting learning approaches where appropriate

De-escalation strategies are informed by each learner's Individual Behaviour Support Plan and Risk Assessment, ensuring responses are consistent and personalised.

2.7 Least Restrictive Practice

Nova Newcastle Ltd is committed to a least restrictive approach to behaviour management. Restrictive practices, including physical intervention, are avoided wherever possible and only considered where there is an immediate risk of harm and all other strategies have been unsuccessful.

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 13 of 59
--	------------------------	----------------------	---------------



Behaviour management decisions are always guided by:

- Proportionality
- Necessity
- Safeguarding considerations
- The learner's individual needs and vulnerabilities

This commitment supports both learner dignity and staff safety, while reinforcing a culture of care, accountability, and reflective practice.

2.8 Consistency and Accountability

Consistency in behaviour management is essential to emotional safety. All staff are expected to apply this policy fairly, consistently, and transparently, ensuring that learners experience predictable responses and clear boundaries.

Leaders within the provision are responsible for:

- Supporting staff to implement behaviour strategies effectively
- Providing guidance and supervision where challenges arise
- Monitoring behaviour incidents and responses for patterns and learning
- Ensuring continuous improvement in practice

3. Behaviour as Communication

3.1 Understanding Behaviour in an Alternative Provision Context

At Nova Newcastle Ltd, we understand that all behaviour is a form of communication. For many learners accessing Alternative Provision, behaviour may reflect unmet emotional needs, anxiety, trauma responses, sensory overload, frustration with learning, or difficulties linked to SEND rather than deliberate defiance or non-compliance.

Learners may use behaviour as a way to communicate:

- Distress or emotional overwhelm
- Fear, uncertainty, or lack of trust
- Difficulties with change or transitions
- Frustration related to learning gaps or past educational failure
- A need for connection, reassurance, or control

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 14 of 59
--	------------------------	----------------------	---------------



Behaviour is therefore viewed as meaningful and purposeful, even when it is challenging.

3.2 The Impact of Trauma, Exclusion, and Disrupted Education

Many learners at Nova Newcastle Ltd will have experienced adverse childhood experiences (ACEs), including loss, neglect, instability, bullying, or exclusion from mainstream education. These experiences can significantly affect emotional regulation, impulse control, and responses to authority or perceived threat.

Repeated educational disruption or exclusion can result in:

- Heightened sensitivity to correction or challenge
- Low self-esteem and fear of failure
- Avoidance of learning situations
- Hypervigilance or shutdown responses

Staff recognise that such behaviours often develop as protective coping strategies, not intentional misconduct. Our role is to help learners feel safe enough to develop alternative, more adaptive ways of expressing themselves.

3.3 Trauma-Informed Interpretation of Behaviour

Nova Newcastle Ltd adopts a trauma-informed approach that asks “What has happened to this learner?” rather than “What is wrong with them?”.

When behaviour is challenging, staff consider:

- What the learner may be communicating through their behaviour
- Whether there are unmet needs or environmental stressors
- How previous experiences may be influencing current responses
- Whether learning demands are appropriate and accessible

This reflective approach helps staff respond with curiosity, empathy, and support, rather than escalation or punishment.

3.4 Behaviour, Emotion, and Regulation

Learners who struggle with behaviour often experience difficulty identifying, expressing, and regulating emotions. Behaviour may escalate when emotional capacity is exceeded or when learners lack the skills to manage feelings safely.

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 15 of 59
--	------------------------	----------------------	---------------



Staff support learners to:

- Recognise emotions and physical sensations
- Understand how emotions influence behaviour
- Develop emotional vocabulary and self-awareness
- Learn safe coping strategies and regulation techniques

Tools and approaches may include:

- Emotion charts and visual supports
- Zones of Regulation or similar frameworks
- Social stories and reflective discussions
- Calm spaces and sensory regulation strategies

These approaches help learners build the internal capacity to regulate over time.

3.5 Building Trust Through Consistent Responses

Consistency in adult responses is essential in helping learners feel safe and understood. When behaviour is met with calm, predictable, and respectful responses, learners begin to trust that adults will remain regulated even when situations are difficult.

At Nova Newcastle Ltd, staff are expected to:

- Respond to behaviour with emotional containment and clarity
- Maintain clear boundaries without confrontation
- Avoid power struggles or punitive reactions
- Repair relationships following incidents through restorative practice

This consistency supports learners to move away from defensive behaviours and towards self-reflection, responsibility, and positive engagement.

3.6 Learning and Growth Through Reflection

Incidents of challenging behaviour are treated as opportunities for learning and development, not solely as incidents to be managed.

Through reflective conversations and restorative approaches, learners are supported to:

- Explore what they were feeling and why
- Understand the impact of their behaviour on themselves and others

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 16 of 59
--	------------------------	----------------------	---------------



- Identify alternative strategies for future situations
- Rebuild trust and confidence following difficulties

This process reinforces that mistakes are part of learning and that growth is always possible within a supportive and respectful environment.

4. Objectives for Learner Behaviour

4.1 Our Behavioural Objectives

At Nova Newcastle Ltd, our objectives for learner behaviour are rooted in the belief that positive behaviour supports learning, wellbeing, and long-term life outcomes. Behaviour expectations are designed to help learners feel safe, respected, and able to engage meaningfully in education, while developing the emotional and social skills needed for adulthood.

We recognise that learners accessing Alternative Provision may be at very different stages of emotional, social, and developmental maturity. Behavioural objectives are therefore realistic, developmentally appropriate, and individualised, with progress measured against each learner's starting point.

4.2 Core Behaviour Expectations

Nova Newcastle Ltd supports learners to develop the ability to:

- **Engage safely and positively in learning**, recognising that education is a right and a pathway to future opportunity.
- **Show respect for themselves and others**, including peers, staff, visitors, and members of the wider community.
- **Care for personal and shared property**, understanding the importance of maintaining safe, respectful learning environments.
- **Follow reasonable instructions and boundaries**, recognising that these exist to promote safety, fairness, and learning.
- **Communicate needs, concerns, and emotions appropriately**, using words or agreed strategies rather than unsafe behaviour.
- **Manage conflict constructively**, developing skills in negotiation, compromise, and problem-solving.
- **Take increasing responsibility for behaviour**, supported by reflection, restorative discussion, and adult guidance.

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 17 of 59
--	------------------------	----------------------	---------------



These expectations are taught, modelled, and reinforced consistently by staff.

4.3 Emotional Regulation and Self-Awareness

A key objective of behaviour support at Nova Newcastle Ltd is to help learners develop emotional awareness and regulation skills.

Learners are supported to:

- Identify and name emotions and emotional triggers
- Recognise early signs of dysregulation
- Develop strategies to calm and regulate themselves
- Understand the connection between emotions, thoughts, and behaviour

Staff use co-regulation, reflective conversation, and structured tools to support learners in building these skills over time.

4.4 Readiness to Learn and Engagement

Behaviour objectives at Nova Newcastle Ltd are directly linked to readiness to learn. Learners are supported to:

- Attend regularly and punctually
- Engage with learning activities to the best of their ability
- Remain in learning environments safely and appropriately
- Persist with tasks, even when learning feels challenging

Where behaviour impacts engagement, staff work with learners to identify barriers and adapt learning approaches, rather than removing access to education.

4.5 Social Development and Relationships

Nova Newcastle Ltd promotes positive relationships as a foundation for behaviour and wellbeing. Learners are supported to:

- Build healthy, respectful relationships with peers and adults
- Develop empathy and understanding of others' perspectives
- Participate positively in group activities
- Understand boundaries, consent, and respectful communication

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 18 of 59
--	------------------------	----------------------	---------------



Staff model positive relationships at all times and intervene promptly where behaviour threatens safety or inclusion.

4.6 Preparation for Adulthood and Future Pathways

Behaviour support at Nova Newcastle Ltd also aims to prepare learners for life beyond the provision, including further education, employment, training, and independent living.

Learners are encouraged to develop:

- Self-discipline and accountability
- Confidence and resilience
- Respect for rules and social expectations
- Problem-solving and decision-making skills

These skills support successful transitions and long-term outcomes.

4.7 Individualisation and Reasonable Adjustments

Nova Newcastle Ltd recognises its duties under the Equality Act 2010 and the SEND Code of Practice.

Where learners have identified special educational needs or disabilities, behaviour expectations and strategies will be adapted through reasonable adjustments, ensuring that learners are supported fairly and not disadvantaged as a result of their needs.

Individual Behaviour Support Plans set out personalised objectives and strategies, reflecting each learner's strengths, challenges, and goals.

5. Strategies to Support Learners to Achieve Behaviour Objectives

5.1 A Relational and Consistent Approach

At Nova Newcastle Ltd, we believe that learners are most able to regulate their behaviour and engage in learning when they experience consistent, predictable, and emotionally attuned relationships with adults. Behaviour support is therefore grounded in strong relational practice, with staff acting as calm, reliable, and emotionally available figures.

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 19 of 59
--	------------------------	----------------------	-----------------------------



Staff are expected to:

- Build trusting, respectful relationships with learners
- Maintain a calm, regulated presence, particularly during periods of distress
- Deliver clear expectations and boundaries consistently
- Respond to behaviour with empathy, fairness, and professionalism

This approach creates emotional safety and reduces the likelihood of escalation.

5.2 Modelling Positive Behaviour

Staff at Nova Newcastle Ltd actively model the behaviours they wish to see in learners. This includes:

- Respectful communication and active listening
- Calm problem-solving and conflict resolution
- Emotional regulation during challenging situations
- Appropriate use of language, tone, and body language

By modelling positive behaviour, staff provide learners with daily, practical examples of how to manage emotions, relationships, and challenges constructively.

5.3 Clear Structure, Routines, and Boundaries

Many learners in Alternative Provision benefit from clear structure and predictable routines. Staff ensure that expectations are communicated clearly and reinforced consistently.

This includes:

- Structured daily timetables
- Clear transitions between activities
- Visual supports where appropriate
- Explicit explanations of rules and boundaries
- Advance preparation for changes or unfamiliar situations

Boundaries are always applied in a way that is supportive rather than punitive, helping learners understand the reasons behind expectations.

5.4 Communication That Supports Regulation

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 20 of 59
--	------------------------	----------------------	---------------



All interactions with learners are delivered using warm, calm, and respectful communication. Staff avoid confrontational language, raised voices, sarcasm, or shaming responses.

Effective communication strategies include:

- Using simple, clear language
- Offering limited, realistic choices
- Allowing processing time
- Acknowledging feelings before addressing behaviour
- Using curiosity rather than accusation

This approach reduces defensiveness and supports emotional regulation.

5.5 Individualised Behaviour Support

Each learner at Nova Newcastle Ltd is supported through an Individual Behaviour Support Plan (IBSP) and Risk Assessment, where required. These plans are informed by:

- The learner’s educational history and needs
- Identified triggers and early warning signs
- Preferred de-escalation and regulation strategies
- Sensory needs and environmental considerations
- Learner voice and personal goals

Staff are expected to be familiar with and consistently implement each learner’s plan to ensure continuity and effectiveness.

5.6 De-escalation and Early Intervention Strategies

Staff are trained to recognise early signs of emotional dysregulation and to intervene early to prevent escalation.

De-escalation strategies may include:

- Offering time and space for regulation
- Redirecting or adapting learning activities
- Providing access to calm or sensory spaces
- Using grounding or breathing techniques
- Engaging in supportive one-to-one conversations

De-escalation is always prioritised over reactive or restrictive responses.

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 21 of 59
--	------------------------	----------------------	---------------



5.7 Supporting Choice, Control, and Autonomy

Many learners accessing Alternative Provision have experienced a lack of control in previous environments. Staff support learners to develop autonomy by:

- Involving them in decision-making where appropriate
- Offering structured choices
- Encouraging self-reflection and goal-setting
- Supporting problem-solving rather than imposing solutions

This approach helps reduce power struggles and increases engagement.

5.8 Fair and Proportionate Consequences

Where behaviour is unsafe or inappropriate, staff respond with fair, proportionate, and educational consequences designed to support learning and accountability.

Consequences are:

- Directly related to the behaviour
- Explained clearly and calmly
- Time-limited and reviewed
- Never humiliating, shaming, or punitive

Consequences are never used to deny access to education or essential support.

5.9 Emotional Literacy and Skill Development

Nova Newcastle Ltd actively supports learners to develop emotional literacy and coping skills.

This may include:

- Teaching emotional vocabulary
- Supporting reflection on feelings and behaviour
- Practising coping strategies
- Using tools such as Zones of Regulation, emotion charts, or social stories

Developing these skills supports long-term behavioural change and emotional resilience.

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 22 of 59
--	------------------------	----------------------	---------------



5.10 Promoting Inclusion, Belonging, and Positive Identity

Staff work to ensure that learners feel included, valued, and accepted within the provision.

This includes:

- Encouraging participation in group activities
- Celebrating progress and achievements
- Addressing bullying or exclusion promptly
- Reinforcing a positive learner identity

A sense of belonging reduces challenging behaviour and supports wellbeing.

5.11 Partnership Working

Behaviour support is most effective when delivered collaboratively. Nova Newcastle Ltd works closely with:

- Parents and carers (where appropriate)
- Placing authorities and commissioners
- Education professionals and Virtual Schools
- Health, therapeutic, and support services

Information is shared appropriately to ensure consistency and continuity of support.

6. Safeguarding, Physical Intervention and Reasonable Force

6.1 Safeguarding as the Foundation of Behaviour Management

At Nova Newcastle Ltd, safeguarding is central to all behaviour management practice. Every response to learner behaviour is guided by the principle that the welfare, safety, and dignity of the learner are paramount.

Behaviour management is not viewed in isolation; it is an integral part of safeguarding, emotional wellbeing, and safe access to education. All staff understand that inappropriate, excessive, or poorly managed responses to behaviour can themselves constitute a safeguarding concern.

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 23 of 59
--	------------------------	----------------------	---------------



This section should be read alongside Nova Newcastle Ltd’s Safeguarding and Child Protection Policy and is fully aligned with *Keeping Children Safe in Education (KCSIE)*.

6.2 Commitment to Least Restrictive Practice

Nova Newcastle Ltd is committed to a least restrictive approach to behaviour management. This means that:

- De-escalation and preventative strategies are always prioritised
- Restrictive practices are avoided wherever possible
- Physical intervention is used only as a last resort

Physical intervention is never used to punish, intimidate, threaten, enforce compliance, or manage behaviour that does not pose a risk of harm.

6.3 Definition of Physical Intervention and Reasonable Force

For the purposes of this policy, physical intervention refers to any occasion where a member of staff uses physical contact to restrict or control a learner’s movement.

Any physical intervention used within Nova Newcastle Ltd constitutes “reasonable force” as defined under Section 93 of the Education and Inspections Act 2006 and must be applied strictly in accordance with *Use of Reasonable Force – Advice for Headteachers and Staff*.

Reasonable force may only be used to:

- Prevent a learner from causing injury to themselves or others
- Prevent serious damage to property
- Prevent behaviour that poses a significant risk to safety or serious disorder

The degree of force used must be reasonable, proportionate, and necessary in relation to the risk presented and must last only for the shortest time necessary to restore safety.

6.4 Situations Where Physical Intervention Must Not Be Used

Physical intervention must **never** be used:

- As a punishment or sanction
- To enforce compliance with instructions
- In response to verbal challenge, refusal, or non-compliance alone
- To manage behaviour that could be safely addressed through de-escalation

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 24 of 59
--	------------------------	----------------------	---------------



- In a way that causes pain, humiliation, or distress
- To restrict access to education as a behavioural response

Any use of physical intervention outside these principles will be treated as a serious safeguarding concern and managed accordingly.

6.5 Authorisation, Training and Competence

Only staff who have received appropriate, up-to-date training in behaviour management and physical intervention techniques are permitted to use reasonable force.

Nova Newcastle Ltd ensures that:

- All staff are trained in de-escalation and trauma-informed practice
- Physical intervention training focuses on safety, dignity, and risk reduction
- Staff understand the legal framework governing reasonable force
- Refresher training is provided at regular intervals

Staff must only use techniques in which they have been trained and must act within their level of competence at all times.

6.6 Risk Assessment and Individual Planning

Where there is a foreseeable risk that a learner may require physical intervention, this will be identified and documented within the learner’s Individual Behaviour Support Plan (IBSP) and Risk Assessment.

These documents will include:

- Known triggers and early warning signs
- Agreed de-escalation strategies
- Any specific risks relating to health, disability, or trauma
- Clear guidance on how staff should respond to escalating behaviour

Risk assessments are reviewed regularly and updated following any significant incident.

6.7 During an Incident

During any incident where physical intervention becomes necessary:

- Staff must remain calm, proportionate, and focused on safety

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 25 of 59
--	------------------------	----------------------	-----------------------------



- The least restrictive option must be used
- The learner’s dignity and privacy must be preserved as far as possible
- Intervention must cease as soon as the risk has reduced
- Other learners must be safeguarded from harm or distress

At no time should members of the public, parents, or other learners be asked to assist in managing or restraining a learner.

6.8 Post-Incident Actions and Safeguarding Response

Following any use of physical intervention:

- The learner’s physical and emotional wellbeing must be checked immediately
- First aid or medical attention must be provided where required
- The incident must be reported and recorded in line with Section 12 of this policy
- A debrief must take place with the learner once they are calm and able to engage
- Staff involved must participate in reflective debrief and support

The incident will be reviewed by senior leadership to ensure that the intervention was lawful, proportionate, and necessary, and to identify any learning or preventative actions required.

6.9 Monitoring and Reduction of Physical Intervention

Nova Newcastle Ltd actively monitors all incidents involving physical intervention with the aim of reducing restrictive practice over time.

Senior leaders analyse incident data to:

- Identify patterns or recurring triggers
- Review the effectiveness of behaviour support strategies
- Ensure consistency and legality of responses
- Inform staff training and development
- Strengthen preventative and relational approaches

Any concerns regarding inappropriate use of physical intervention will be escalated and managed in line with safeguarding procedures, including referral to external agencies where required.

6.10 Safeguarding Culture and Professional Accountability

All staff are responsible for upholding a culture where:

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 26 of 59
--	------------------------	----------------------	-----------------------------



- Learners feel safe, respected, and protected
- Behaviour is managed ethically and reflectively
- Concerns about practice can be raised without fear
- Safeguarding is everyone’s responsibility

Any allegation or concern regarding inappropriate behaviour management or use of force will be treated seriously and addressed in accordance with safeguarding and whistleblowing procedures.

7. Individual Behaviour Support Plans and Risk Assessments

7.1 Purpose of Individual Planning

At Nova Newcastle Ltd, behaviour support is individualised, planned, and proactive. Every learner is supported through a structured approach that recognises their unique needs, experiences, strengths, and risks, ensuring consistency and safety across the provision.

Individual Behaviour Support Plans (IBSPs) and Risk Assessments are key tools in:

- Promoting emotional regulation and positive behaviour
- Supporting engagement in learning
- Reducing the likelihood of escalation or restrictive practice
- Safeguarding learners and staff
- Ensuring consistent and informed responses by all adults

7.2 Development of Behaviour Support Plans

An Individual Behaviour Support Plan is developed for each learner at the point of admission, or as soon as reasonably practicable thereafter. Plans are informed by all available information, including:

- Referral documentation and commissioning information
- Previous educational records and behaviour reports
- SEND information, including EHC Plans or SEN Support Plans (where applicable)
- Safeguarding and risk information
- Input from parents, carers, and placing authorities (where appropriate)
- The learner’s own views, experiences, and preferences

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 27 of 59
--	------------------------	----------------------	---------------



Plans are written in clear, practical language and are accessible to all staff working with the learner.

7.3 Content of Behaviour Support Plans

Each Individual Behaviour Support Plan will include:

- An overview of the learner’s strengths, interests, and protective factors
- Known triggers, stressors, and early warning signs of dysregulation
- Typical presentations of distress or escalation
- Proactive strategies to support emotional regulation and engagement
- Agreed de-escalation approaches and calming strategies
- Environmental or sensory considerations
- Clear guidance on appropriate adult responses
- Post-incident support and restorative approaches

Where relevant, plans will also reference reasonable adjustments required under the Equality Act 2010.

7.4 Risk Assessments

Risk Assessments are completed alongside Behaviour Support Plans where there is a foreseeable risk to the learner or others.

Risk Assessments identify:

- Potential behavioural, emotional, or environmental risks
- The likelihood and potential impact of identified risks
- Preventative strategies to reduce risk
- Actions to be taken if risk escalates
- Roles and responsibilities during incidents

Risk Assessments are dynamic documents and are informed by day-to-day observation, reflection, and incident analysis.

7.5 Health, SEND and Additional Needs

Where a learner has a medical condition, disability, or additional need that may affect behaviour or risk management, this information will be clearly recorded within the Behaviour Support Plan and Risk Assessment.

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 28 of 59
--	------------------------	----------------------	---------------



Where appropriate, advice will be sought from:

- Health professionals
- Educational psychologists
- SEND specialists
- Therapeutic or clinical services

This ensures that responses to behaviour are safe, informed, and appropriate.

7.6 Review and Updating of Plans

Behaviour Support Plans and Risk Assessments are reviewed:

- At least every **4–6 weeks**
- Following any significant behavioural incident
- When there is a change in the learner’s presentation, needs, or circumstances
- When new information becomes available

Reviews consider what is working well, what needs to change, and how support can be further adapted to reduce risk and promote positive outcomes.

Any updates must be communicated promptly to all relevant staff to ensure consistency of practice.

7.7 Learner Involvement

Learners are actively involved in the development and review of their Behaviour Support Plans wherever possible.

This may include:

- Sharing what helps them feel calm and safe
- Identifying early warning signs they recognise in themselves
- Agreeing preferred strategies and supports
- Reflecting on what works and what does not

Involving learners promotes ownership, trust, and engagement, and supports the development of self-awareness and regulation skills.

7.8 Staff Responsibilities and Access

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 29 of 59
--	------------------------	----------------------	-----------------------------



All staff working with a learner are responsible for:

- Familiarising themselves with the learner’s Behaviour Support Plan and Risk Assessment
- Implementing agreed strategies consistently
- Recording concerns, patterns, or changes in presentation
- Contributing to reviews and updates

Behaviour Support Plans and Risk Assessments are stored securely and shared on a need-to-know basis, in line with data protection legislation.

7.9 Commitment to Reflective Practice

Nova Newcastle Ltd is committed to continuous reflection and learning. Behaviour Support Plans and Risk Assessments are not static documents; they are actively used to:

- Inform daily practice
- Reduce incidents of escalation
- Strengthen relational approaches
- Improve outcomes for learners

Through reflective supervision, team discussion, and multi-agency collaboration, Nova Newcastle Ltd ensures that individual behaviour support remains responsive, ethical, and effective.

8. Rewards, Consequences and Prohibited Measures

8.1 Our Approach to Rewards and Consequences

At Nova Newcastle Ltd, behaviour is supported through positive reinforcement, relational practice, and restorative learning, rather than punishment or control. We believe that learners are more likely to develop lasting positive behaviour when they feel valued, understood, and supported, and when expectations are applied consistently and fairly.

Rewards and consequences are used to:

- Encourage positive engagement with learning
- Reinforce safe and respectful behaviour
- Support emotional regulation and responsibility

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 30 of 59
--	------------------------	----------------------	-----------------------------



- Promote reflection and learning from experience

They are never used to shame, humiliate, or exclude learners from education.

8.2 Positive Reinforcement and Rewards

Positive reinforcement is central to behaviour support at Nova Newcastle Ltd. Staff actively seek opportunities to recognise and celebrate effort, progress, resilience, and positive choices, regardless of how small these may appear.

Rewards may include:

- Verbal praise and encouragement
- Positive feedback and recognition
- Certificates or acknowledgements of achievement
- Access to preferred activities or responsibilities
- Celebration of milestones and progress
- Sharing positive achievements with parents, carers, or commissioners (where appropriate)

Reward systems are:

- Inclusive and accessible to all learners
- Individualised to reflect different motivators and needs
- Non-competitive, ensuring no learner is disadvantaged
- Reviewed regularly to ensure they remain meaningful and effective

8.3 Educational and Restorative Consequences

Where behaviour is unsafe, inappropriate, or impacts others, staff respond using educational and restorative consequences designed to support learning, accountability, and repair.

Consequences are:

- Directly related to the behaviour
- Proportionate and fair
- Explained clearly and calmly
- Time-limited and reviewed
- Focused on understanding and repair rather than punishment

Examples may include:

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 31 of 59
--	------------------------	----------------------	-----------------------------



- Restorative conversations or meetings
- Repairing or tidying damage caused
- Apologising or making amends
- Temporary loss of a specific privilege linked to the behaviour
- Reflective activities supported by staff

Once a consequence has been completed, the matter is considered resolved and should not be revisited or escalated further.

8.4 Safeguards Around Consequences

Nova Newcastle Ltd ensures that consequences are applied in a way that protects learner dignity and access to education.

Consequences must **never**:

- Result in informal or unofficial exclusion
- Remove a learner’s access to education or learning time
- Be applied collectively to a group for the actions of an individual
- Be used in response to behaviour linked to disability or unmet need without reasonable adjustment
- Be applied when behaviour is outside the learner’s control

Where behaviour is linked to SEND or emotional distress, staff focus on adjustment and support, not sanction.

8.5 Prohibited Measures

The following measures are **strictly prohibited** and must never be used under any circumstances:

- Any form of corporal punishment
- Deprivation of food or drink
- Restriction of access to toilets, medical care, or essential support
- Withholding or enforcing medication
- Denial of contact with parents, carers, social workers, or advocates
- Intentional deprivation of sleep
- Financial penalties or fines
- Humiliation, ridicule, or verbal abuse
- Requiring a learner to impose sanctions on another learner
- Group punishment for the behaviour of one individual

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 32 of 59
--	------------------------	----------------------	-----------------------------



Any use of prohibited measures will be treated as a serious safeguarding concern.

8.6 Consistency and Oversight

Senior leaders ensure that rewards and consequences are applied consistently and fairly across the provision.

This includes:

- Clear guidance and expectations for staff
- Monitoring of behaviour incidents and responses
- Reflective discussion in supervision and team meetings
- Review of practices where concerns arise

Inconsistency or inappropriate use of consequences will be addressed promptly through support, training, or formal management processes where necessary.

8.7 Learner Involvement and Voice

Learners are encouraged to participate in shaping aspects of reward systems and reflecting on consequences.

This may include:

- Identifying what motivates them
- Contributing to reward ideas
- Reflecting on the impact of behaviour
- Suggesting strategies that help them succeed

This collaborative approach supports ownership, engagement, and emotional growth.

9. Police Involvement

9.1 Commitment to Minimising Criminalisation

Nova Newcastle Ltd is committed to minimising the criminalisation of children and young people for behaviours that are best managed within an educational and safeguarding context. We recognise that many learners accessing Alternative Provision have experienced trauma,

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 33 of 59
--	------------------------	----------------------	-----------------------------



exclusion, or unmet needs, and that inappropriate use of police involvement can be harmful and counterproductive.

Behaviour that would not typically result in police involvement in a family or mainstream educational setting should, wherever possible, be managed through education-led behaviour support, safeguarding processes, and restorative practice.

9.2 Circumstances Where Police Involvement May Be Necessary

Police involvement will be considered only as a last resort and where one or more of the following apply:

- There is an immediate and serious risk of harm to the learner, other learners, staff, or members of the public
- A serious criminal offence is suspected or has occurred
- A situation cannot be safely managed by trained staff using de-escalation and reasonable force
- External authority is required to protect life or prevent serious injury

The decision to contact the police must always be based on risk, necessity, and proportionality, not convenience or behaviour management alone.

9.3 Authorisation and Decision-Making

Where possible, the decision to involve the police must be authorised by the Head of Provision or a senior leader. If this is not possible due to urgency, staff may contact the police to manage immediate risk, but must notify senior leadership as soon as practicable.

In making the decision, consideration will be given to:

- The age, vulnerability, and needs of the learner
- Any known trauma, SEND, or safeguarding factors
- The potential impact of police involvement on the learner
- Whether alternative safeguarding or education-led responses are available

9.4 Managing Police Attendance

If police attend the provision:

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 34 of 59
--	------------------------	----------------------	---------------



- Staff will remain calm, professional, and supportive
- The learner’s dignity and privacy will be protected as far as possible
- Other learners will be safeguarded from distress or disruption
- A senior leader will oversee and support the interaction

Police involvement should not replace internal safeguarding, behaviour support, or disciplinary processes.

9.5 Communication and Notifications

Following any police involvement:

- Senior leadership will inform parents or carers (where appropriate)
- Placing authorities, commissioners, or social workers will be notified as required
- The incident will be recorded fully and factually
- Any safeguarding concerns will be addressed in line with KCSIE

Communication will be timely, transparent, and proportionate.

9.6 Recording and Review

All incidents involving police contact must be:

- Clearly recorded, including rationale for involvement
- Reviewed by senior leadership
- Considered as part of behaviour and safeguarding monitoring

The purpose of review is to:

- Identify learning and preventative strategies
- Reduce future reliance on police involvement
- Ensure responses remain lawful, ethical, and child-centred

9.7 Partnership Working

Nova Newcastle Ltd works proactively with local police and safeguarding partners to promote understanding of:

- The needs of learners in Alternative Provision
- Trauma-informed and education-led responses
- The importance of minimising criminalisation

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 35 of 59
--	------------------------	----------------------	-----------------------------



Where appropriate, partnership approaches will focus on early help, diversion, and support, rather than enforcement.

10. Post Incident Support for Learners and Staff

10.1 Purpose of Post-Incident Support

At Nova Newcastle Ltd, we recognise that incidents involving challenging behaviour or physical intervention can be emotionally and physically impactful for both learners and staff. Effective post-incident support is essential to safeguarding, emotional recovery, relationship repair, and learning.

Post-incident processes are designed to:

- Ensure the immediate safety and wellbeing of all involved
- Provide emotional containment and reassurance
- Promote reflection and learning rather than blame
- Reduce the likelihood of future incidents
- Support a positive and safe return to learning

10.2 Immediate Health and Wellbeing Checks

Following any significant behavioural incident or physical intervention:

- The learner's physical and emotional wellbeing will be checked as soon as they are calm enough to engage
- Any visible injuries or health concerns will be addressed immediately
- First aid will be administered by a trained first aider where required
- Medical assistance will be sought without delay if there are any concerns

If a learner requests medical attention, this request must always be honoured.

Where a member of staff sustains an injury, appropriate first aid or medical treatment will be provided, and the incident recorded in line with health and safety procedures.

10.3 Emotional Support for Learners

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 36 of 59
--	------------------------	----------------------	---------------



Once the learner is calm and regulated, they will be offered supportive, restorative conversation with a member of staff who was not directly involved in the incident wherever possible. It is recommended that the adult involved in the incident completes a restorative conversation (when both adult and child are ready for this)

The purpose of this conversation is to:

- Help the learner process what happened
- Explore feelings and emotional responses
- Understand triggers and early warning signs
- Identify alternative strategies for future situations
- Rebuild trust and safety

Learners are supported to engage at a pace that is appropriate for them; conversations will not be forced or rushed.

10.4 Reintegration into Learning

Following an incident, staff focus on supporting the learner to re-engage with education as quickly and safely as possible.

This may include:

- Adjusted learning expectations for a short period
- One-to-one support or reduced demands
- Planned regulation breaks
- Clear reassurance around safety and expectations

Learners are not excluded from learning as a result of behavioural incidents. Reintegration is planned sensitively and collaboratively.

10.5 Staff Debrief and Support

All staff involved in an incident must be offered a post-incident debrief facilitated by a senior leader or appropriately trained colleague who was not directly involved.

The debrief provides an opportunity to:

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 37 of 59
--	------------------------	----------------------	---------------



- Reflect on what happened and why
- Consider what strategies were effective
- Identify learning or alternative approaches
- Process emotional impact
- Receive reassurance and support

This process is reflective, not disciplinary, unless concerns about practice are identified.

10.6 Recording and Reflective Review

All incidents are recorded in line with the provision's recording procedures.

Senior leaders review incident records to:

- Ensure responses were lawful, proportionate, and appropriate
- Identify patterns or emerging risks
- Inform updates to Behaviour Support Plans and Risk Assessments
- Identify training or support needs for staff

Learning from incidents is shared appropriately to improve practice and reduce future risk.

10.7 External and Specialist Support

Where incidents indicate a need for additional support, senior leaders will work with:

- Placing authorities or commissioners
- Parents or carers (where appropriate)
- SEND services
- Health or therapeutic professionals

This ensures that learners and staff receive timely and appropriate support and that behaviour strategies remain effective and responsive.

10.8 Promoting a Reflective and Supportive Culture

Nova Newcastle Ltd is committed to a culture where incidents are viewed as opportunities for learning and growth, not blame.

Staff are encouraged to:

- Reflect openly on challenges

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 38 of 59
--	------------------------	----------------------	-----------------------------



- Seek support when needed
- Raise concerns about practice
- Contribute to continuous improvement

This culture supports emotional wellbeing, professional confidence, and safe, ethical behaviour management.

11. Roles and Responsibilities of Staff

11.1 Shared Responsibility for Behaviour and Safeguarding

At Nova Newcastle Ltd, all staff share responsibility for promoting positive behaviour, emotional wellbeing, and safeguarding. Behaviour management is not the responsibility of any one role; it is embedded within everyday practice, relationships, and decision-making across the provision.

All staff are expected to act in accordance with this policy, uphold professional standards, and contribute to a safe, calm, and respectful learning environment.

11.2 Leadership Responsibilities

The **Head of Provision** is responsible for ensuring that:

- This policy is implemented consistently and effectively
- Staff receive appropriate training, guidance, and supervision
- Behaviour management practices align with statutory guidance and Ofsted expectations
- Incidents are reviewed, monitored, and acted upon appropriately
- Safeguarding concerns related to behaviour are identified and escalated

Senior leaders also ensure that behaviour support is adequately resourced and that staff feel supported and confident in managing challenging situations.

11.3 Designated Safeguarding Lead (DSL)

The **Designated Safeguarding Lead (DSL)** has specific responsibility for:

- Oversight of safeguarding concerns linked to behaviour or incidents
- Ensuring appropriate referrals are made where safeguarding thresholds are met

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 39 of 59
--	------------------------	----------------------	-----------------------------



- Providing advice and guidance to staff on safeguarding matters
- Ensuring behaviour incidents are considered through a safeguarding lens
- Liaising with external agencies where required

The DSL works closely with leadership to ensure that behaviour management remains safe, lawful, and child-centred.

11.4 Teaching, Support and Pastoral Staff

All staff working directly with learners are responsible for:

- Building positive, respectful, and trusting relationships
- Implementing Behaviour Support Plans and Risk Assessments consistently
- Using de-escalation and trauma-informed approaches
- Maintaining clear, calm, and professional communication
- Modelling positive behaviour at all times
- Supporting learners to reflect, repair, and re-engage with learning

Staff must recognise behaviour as communication and respond with empathy, consistency, and professionalism.

11.5 Responsibilities During Incidents

During incidents of challenging behaviour, staff must:

- Prioritise the safety and wellbeing of all learners and staff
- Use de-escalation strategies wherever possible
- Act proportionately and within the boundaries of training and competence
- Seek support from colleagues or senior staff where required
- Follow procedures for physical intervention only where absolutely necessary

Staff must never act alone in situations that exceed their competence or place anyone at undue risk.

11.6 Recording and Reporting Responsibilities

All staff are responsible for:

- Recording incidents accurately and promptly

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 40 of 59
--	------------------------	----------------------	-----------------------------



- Reporting safeguarding concerns without delay
- Contributing to reflective reviews and learning
- Sharing relevant information with colleagues on a need-to-know basis

Records must be factual, professional, and completed in line with data protection requirements.

11.7 Professional Conduct and Reflective Practice

Staff are expected to:

- Maintain professional boundaries at all times
- Reflect on their own emotional responses and practice
- Seek support or supervision when needed
- Engage positively in training and development
- Raise concerns about practice through appropriate channels

Nova Newcastle Ltd promotes a culture where staff feel able to challenge, question, and improve practice in the interests of learner safety and wellbeing.

11.8 Volunteers, Visitors and External Professionals

Volunteers, visitors, and external professionals are expected to:

- Act in accordance with this policy when working with learners
- Follow guidance provided by staff
- Report any concerns immediately

They must not manage behaviour independently unless explicitly authorised and appropriately trained.

12. Recording, Reporting and Information Sharing

12.1 Importance of Accurate Recording

At Nova Newcastle Ltd, accurate, timely, and transparent recording is a fundamental part of safeguarding, behaviour management, and accountability. Clear records ensure that:

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 41 of 59
--	------------------------	----------------------	---------------



- Learners are safeguarded effectively
- Patterns, risks, and emerging concerns are identified
- Practice is reflective and continuously improved
- Decisions can be evidenced and justified
- Information can be shared appropriately with relevant professionals

All records relating to behaviour and incidents must be completed factually, professionally, and without judgement or speculation.

12.2 What Must Be Recorded

The following must be recorded in line with provision procedures:

- Significant behavioural incidents
- Use of physical intervention or reasonable force
- Safeguarding concerns arising from behaviour
- Injuries to learners or staff
- Police involvement
- Post-incident debriefs and outcomes
- Changes to Behaviour Support Plans or Risk Assessments

Recording is a professional responsibility and must not be delayed or delegated inappropriately.

12.3 Incident Recording Requirements

Where a behavioural incident occurs, the incident record must include:

- Date, time, and location of the incident
- Names of learners and staff involved
- A clear, factual account of what happened, including antecedents and triggers
- De-escalation strategies attempted prior to escalation
- Details of any physical intervention used, including duration and rationale
- Any injuries sustained and action taken
- Immediate outcomes and support provided
- Follow-up actions required

Where physical intervention has been used, this must be explicitly documented, even if no injury occurred.

12.4 Recording Physical Intervention

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 42 of 59
--	------------------------	----------------------	-----------------------------



Any use of reasonable force must be recorded as soon as possible and before the end of the working day.

Records must clearly demonstrate that the intervention was:

- Necessary
- Proportionate
- In response to an immediate risk of harm
- Ended as soon as the risk reduced

Body maps or injury forms must be completed where relevant and stored securely.

12.5 Safeguarding Reporting

Where a behaviour incident raises a safeguarding concern:

- The concern must be reported immediately to the DSL
- Action will be taken in line with *Keeping Children Safe in Education*
- Referrals to external agencies will be made where thresholds are met

Safeguarding concerns are never managed solely as behaviour issues.

12.6 Management Oversight and Review

Senior leaders review behaviour and incident records to:

- Ensure consistency and quality of recording
- Identify patterns, trends, or recurring risks
- Monitor use of physical intervention
- Inform updates to individual plans
- Identify training or support needs

This oversight supports continuous improvement and risk reduction.

12.7 Information Sharing

Information relating to behaviour and safeguarding is shared lawfully, proportionately, and on a need-to-know basis.

Information may be shared with:

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 43 of 59
--	------------------------	----------------------	---------------



- Parents or carers (where appropriate)
- Placing authorities or commissioners
- Social workers or Virtual School Heads
- Health or therapeutic professionals
- Regulatory or safeguarding bodies

Information sharing complies with UK GDPR, the Data Protection Act 2018, and safeguarding guidance.

12.8 Record Storage and Retention

All records are:

- Stored securely
- Accessible only to authorised staff
- Retained in line with education data retention guidance

Records are not retained longer than necessary and are disposed of securely when no longer required.

12.9 Learner Access to Records

Learners have the right to access information held about them in accordance with data protection legislation.

Support will be provided to help learners understand information where appropriate, and requests will be managed sensitively and lawfully.

13. Complaints

13.1 Commitment to Openness and Accountability

Nova Newcastle Ltd is committed to fostering a culture of openness, transparency, and accountability, where concerns, feedback, and complaints are welcomed and viewed as opportunities to learn and improve practice.

Everyone connected with the provision — including learners, parents, carers, staff, placing authorities, commissioners, and professionals — has the right to raise concerns or make a complaint about any aspect of behaviour management or practice.

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 44 of 59
--	------------------------	----------------------	---------------



Complaints are handled fairly, sensitively, and promptly, and no individual will be treated less favourably for raising a concern in good faith.

13.2 Supporting Learners to Raise Concerns

Learners are actively encouraged and supported to express their views, worries, or complaints.

Nova Newcastle Ltd ensures that learners:

- Know how to raise a concern or complaint
- Understand who they can speak to
- Can raise issues verbally or in writing
- Are supported to access an advocate or trusted adult if they wish

Staff will take learner concerns seriously and respond in a calm, respectful, and supportive manner.

13.3 How Complaints Can Be Made

Complaints may be raised:

- Informally, through discussion with staff or a senior leader
- Formally, in writing or via agreed communication channels
- Through a representative or advocate

Where possible, informal resolution will be sought first. However, individuals may choose to make a formal complaint at any stage.

13.4 Handling of Complaints

All complaints are managed in accordance with Nova Newcastle Ltd's Complaints Policy and follow clear stages, including:

- Acknowledgement of the complaint
- Investigation by an appropriate senior leader
- A written response outlining findings and outcomes
- Information about next steps or escalation routes

Timescales are communicated clearly, and complainants are kept informed throughout the process.

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 45 of 59
--	------------------------	----------------------	---------------



13.5 Complaints Involving Safeguarding or Serious Concerns

Where a complaint involves:

- Allegations of abuse or harm
- Safeguarding concerns
- Inappropriate use of physical intervention
- Serious professional misconduct

The matter will be addressed immediately in line with safeguarding procedures and *Keeping Children Safe in Education*.

This may include referral to:

- The Designated Safeguarding Lead
- The Local Authority
- Other relevant safeguarding agencies
- LADO

Such matters will not be dealt with solely through internal complaints processes.

13.6 Recording and Review of Complaints

All complaints and outcomes are:

- Recorded accurately and securely
- Reviewed by senior leadership
- Considered as part of quality assurance and improvement

Themes or learning identified through complaints are used to improve behaviour management practice, training, and policy development.

13.7 External Escalation

Where individuals remain dissatisfied following completion of internal procedures, information will be provided about appropriate external escalation routes, which may include:

- The placing authority or commissioner
- The Local Authority

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 46 of 59
--	------------------------	----------------------	---------------



- Ofsted (for concerns about safeguarding or standards, rather than individual complaints)

Clear guidance is provided to ensure that individuals understand the correct routes and processes.

13.8 Protection from Reprisal

Nova Newcastle Ltd does not tolerate any form of retaliation against individuals who raise concerns or complaints.

All complaints are handled professionally, respectfully, and without prejudice, ensuring confidence in the process and trust in the provision.

14. Training and Professional Development

14.1 Commitment to High-Quality Practice

At Nova Newcastle Ltd, we recognise that effective behaviour management and safeguarding depend on a skilled, confident, and reflective workforce. We are committed to ensuring that all staff receive high-quality training and ongoing professional development that equips them to meet the complex emotional, behavioural, and educational needs of learners in Alternative Provision.

Training is viewed as an ongoing process, not a one-off event, and is embedded within the culture of continuous improvement.

14.2 Core Mandatory Training

All staff working at Nova Newcastle Ltd are required to complete and maintain up-to-date training in the following areas:

- Safeguarding and Child Protection (in line with *Keeping Children Safe in Education*)
- Behaviour management and de-escalation
- Trauma-informed and attachment-aware practice
- Use of reasonable force and physical intervention
- Equality, diversity, and inclusion

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 47 of 59
--	------------------------	----------------------	---------------



- Health and safety
- Online safety (where relevant to role)

Training records are monitored to ensure compliance and currency.

14.3 Induction and Role-Specific Training

All new staff receive a comprehensive induction before working independently with learners. Induction includes:

- Understanding this Behaviour Management Policy
- Familiarisation with Behaviour Support Plans and Risk Assessments
- Expectations around professional conduct and boundaries
- Safeguarding reporting procedures
- De-escalation and incident response protocols

Staff also receive role-specific training appropriate to their responsibilities, including teaching, pastoral, leadership, or support functions.

14.4 Training Linked to Learner Needs

Where learners present with specific or complex needs, training is adapted to ensure staff are equipped to provide effective support.

This may include training in:

- SEMH and emotional regulation
- SEND and neurodiversity
- Autism and sensory processing differences
- Managing anxiety, avoidance, or school refusal
- Supporting learners with histories of trauma or exclusion

Training needs are reviewed regularly in response to learner profiles and emerging challenges.

14.5 Ongoing Professional Development

Professional development at Nova Newcastle Ltd is supported through:

- Regular supervision and reflective practice sessions
- Team meetings focused on behaviour, safeguarding, and learning
- Case discussion and shared learning

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 48 of 59
--	------------------------	----------------------	-----------------------------



- Coaching and mentoring
- Access to external training and specialist input

Staff are encouraged to reflect on their own practice and to contribute to the development of provision-wide approaches.

14.6 Reflective Supervision and Emotional Support

Working in Alternative Provision can be emotionally demanding. Nova Newcastle Ltd ensures that staff have access to **reflective supervision and emotional support**, allowing them to:

- Process challenging experiences
- Reflect on emotional responses
- Develop resilience and confidence
- Maintain professional wellbeing

This support helps prevent burnout and supports consistent, calm behaviour management practice.

14.7 Monitoring Training Effectiveness

Senior leaders monitor the impact of training through:

- Observation of practice
- Review of incident data
- Staff feedback and reflection
- Learner outcomes and engagement

Where gaps are identified, additional training or support is provided.

14.8 Commitment to Continuous Improvement

Nova Newcastle Ltd is committed to maintaining high standards through ongoing learning and development.

Training programmes are reviewed and updated in response to:

- Changes in statutory guidance
- Ofsted feedback or recommendations
- Learning from incidents or complaints
- Developments in best practice

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 49 of 59
--	------------------------	----------------------	-----------------------------



This ensures that staff remain knowledgeable, confident, and effective in supporting positive behaviour and safeguarding.

15. Working in Partnership

15.1 Commitment to Collaborative Working

At Nova Newcastle Ltd, we recognise that effective behaviour support and safeguarding cannot be delivered in isolation. Positive outcomes for learners are achieved through strong, transparent, and purposeful partnership working with families, commissioners, and professionals.

We are committed to working collaboratively to ensure that behaviour support is consistent, informed, and responsive, and that learners experience joined-up care and education.

15.2 Partnership with Parents and Carers

Where appropriate, Nova Newcastle Ltd works openly and constructively with parents and carers to support learners' behaviour, wellbeing, and engagement in education.

This includes:

- Sharing information about behaviour support strategies
- Celebrating progress and positive outcomes
- Involving parents or carers in reviews and planning
- Communicating promptly about concerns or incidents

We recognise that relationships with families may be complex and will always approach engagement with sensitivity, respect, and professionalism.

15.3 Working with Placing Authorities and Commissioners

Nova Newcastle Ltd works closely with placing authorities, commissioners, and local authorities to ensure that behaviour support aligns with commissioning arrangements and statutory responsibilities.

This includes:

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 50 of 59
--	------------------------	----------------------	-----------------------------



- Contributing to planning and review meetings
- Sharing relevant behaviour and safeguarding information
- Supporting reintegration planning or transition pathways
- Reviewing progress against agreed outcomes

Communication is timely, accurate, and evidence-based.

15.4 Education Partnerships

Strong partnerships with education professionals are central to effective Alternative Provision.

Nova Newcastle Ltd works collaboratively with:

- Referring schools and academies
- Virtual School Heads
- Tutors and outreach services
- Reintegration and transition teams

These partnerships support continuity of learning, consistency in expectations, and successful transitions between settings.

15.5 Safeguarding and Specialist Services

Where required, Nova Newcastle Ltd works in partnership with safeguarding and specialist services, including:

- Children's social care
- Early help services
- Health professionals
- Educational psychologists
- CYPS/CAMHS and other therapeutic services

Information is shared appropriately to ensure that learners receive timely and effective support and that safeguarding risks are managed proactively.

15.6 Shared Responsibility and Professional Curiosity

All partnership working at Nova Newcastle Ltd is underpinned by:

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 51 of 59
--	------------------------	----------------------	---------------



- Mutual respect and professional challenge
- Clear roles and responsibilities
- Honest communication
- A shared commitment to learner safety and wellbeing

Staff are encouraged to maintain **professional curiosity**, ask questions, and escalate concerns where necessary to ensure that learners are protected and supported.

15.7 Resolving Disagreements

Where disagreements arise between professionals or agencies, these are managed constructively and escalated appropriately.

Nova Newcastle Ltd remains focused on:

- The best interests of the learner
- Safeguarding responsibilities
- Evidence-based decision-making

Disagreements are not allowed to delay or compromise learner safety.

15.8 Review and Continuous Improvement

Partnership working is reviewed regularly to ensure it remains effective and responsive.

Feedback from partners is welcomed and used to strengthen practice, improve communication, and enhance outcomes for learners.

16. Monitoring Review and Governance

16.1 Purpose of Monitoring and Review

At Nova Newcastle Ltd, behaviour management is subject to ongoing monitoring, evaluation, and review to ensure that practice remains safe, effective, lawful, and aligned with statutory guidance and Ofsted expectations.

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 52 of 59
--	------------------------	----------------------	---------------



Monitoring is not solely a compliance exercise; it is an essential part of maintaining a reflective, learning-focused culture that continuously improves outcomes for learners and supports staff confidence and wellbeing.

16.2 Leadership Oversight

The **Head of Provision** holds overall responsibility for ensuring that this policy is implemented consistently and effectively.

Leadership responsibilities include:

- Ensuring staff understand and follow this policy
- Embedding behaviour expectations through induction, training, and supervision
- Monitoring incidents, behaviour trends, and use of physical intervention
- Responding promptly to concerns or emerging risks
- Ensuring safeguarding considerations remain central to behaviour management

Behaviour management is reviewed regularly as part of leadership meetings and quality assurance processes.

16.3 Governance and Strategic Oversight

Governance oversight is provided by the Proprietor / Board / Governance Lead, who is responsible for ensuring that:

- Behaviour management arrangements are robust and effective
- Safeguarding is appropriately integrated into behaviour practice
- Leaders are held to account for standards and outcomes
- Resources and training are sufficient to support safe practice

Governance bodies receive regular updates on behaviour management, safeguarding themes, and areas for development.

16.4 Monitoring Behaviour and Incident Data

Senior leaders analyse behaviour and incident data to:

- Identify patterns or recurring triggers
- Monitor the frequency and nature of incidents

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 53 of 59
--	------------------------	----------------------	-----------------------------



- Review use of physical intervention
- Evaluate the effectiveness of Behaviour Support Plans
- Inform training, staffing, and environmental adjustments

This analysis supports proactive planning and risk reduction.

16.5 Learner Voice and Feedback

Learner views and experiences are an important part of monitoring effectiveness.

Nova Newcastle Ltd gathers learner feedback through:

- Informal discussion and reflection
- Reviews of Behaviour Support Plans
- Surveys or structured feedback activities
- Support from trusted adults or advocates

Feedback is used to improve practice and ensure that behaviour support remains respectful, fair, and responsive.

16.6 Quality Assurance and External Scrutiny

Behaviour management practice is also reviewed through:

- Internal audits
- Safeguarding audits
- Feedback from commissioners and partners
- Ofsted inspection or monitoring activity

Learning from external scrutiny is welcomed and used to strengthen policy and practice.

16.7 Policy Review Cycle

This policy is formally reviewed annually, or sooner where required, in response to:

- Changes in legislation or statutory guidance
- Ofsted recommendations or findings
- Learning from incidents or complaints
- Developments in best practice

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 54 of 59
--	------------------------	----------------------	-----------------------------



Any amendments are communicated promptly to staff and implemented through training and guidance.

16.8 Promoting a Culture of Continuous Improvement

Nova Newcastle Ltd is committed to a culture where behaviour management is:

- Ethical and child-centred
- Reflective and evidence-based
- Transparent and accountable
- Continuously improving

Through strong leadership, effective governance, and active monitoring, Nova Newcastle Ltd ensures that behaviour management practice supports safe learning environments, positive relationships, and successful outcomes for all learners.

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 55 of 59
--	------------------------	----------------------	-----------------------------



APPENDIX 1: EQUALITY IMPACT ASSESSMENT

The organisation aims to design and implement policies and procedures that meet the diverse needs of our service and workforce, ensuring that none are placed at a disadvantage over others, in accordance with the Equality Act 2010. Consideration has been given to the impact this policy might have with regard to the individual protected characteristics of those to whom it applies.

In an Alternative Provision setting, consideration must also be given to the impact of policies and practice on **children and young people**, many of whom may be vulnerable learners, have SEND, experience trauma, or be at increased risk of exclusion or discrimination.

Consideration has been given to the impact this policy might have with regard to the individual protected characteristics of those to whom it applies, including both **staff and pupils/learners**, parents/carers, and wider stakeholders.

Ref #	Question	Yes	Comments
		No	
		N/A	
1	Does the document/guidance affect one group less or more favourably than another on the basis of:	No	
	Age	No	
	Race/Ethnic origins (including Gypsy, Roma and Traveller)	No	
	Sex (man or woman)	No	

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 56 of 59
--	------------------------	----------------------	-----------------------------



	Gender Reassignment	No	
	Pregnancy/Maternity	No	
	Religion or Belief	No	
	Sexual orientation including lesbian, gay and bisexual people	No	
	Marriage/Civil Partnership	No	
	Disability - learning disabilities, physical disability, sensory impairment and mental health problems	No	
	Carers	No	
2	Is there any evidence that some groups are affected differently?	No	
3	If you have identified potential discrimination, are there any exceptions valid, legal and/or justifiable?	No	
4	Is the impact of the document/guidance likely to be negative?	No	
5	If so, can the impact be avoided?	N/A	
6	What alternative is there to achieving the document/guidance without the impact?	N/A	
7	Can we reduce the impact by taking different action?	N/A	
8	Does this policy impact pupils with SEND, SEMH needs or Education, Health and Care Plans (EHCPs)?	No	
9	Could this policy lead to disproportionate behaviour sanctions, exclusions or barriers to reintegration for any protected group?	No	

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 57 of 59
--	------------------------	----------------------	---------------



10	Does this policy ensure reasonable adjustments are made so disabled pupils and staff can access education, support and services fairly?	Yes	
11	Does this policy promote inclusion and belonging for pupils who may experience discrimination, bullying or peer-on-peer abuse linked to protected characteristics?	Yes	
12	Does this policy support safeguarding duties, including protection from discriminatory bullying, online harassment and peer-on-peer abuse?	Yes	
13	Are there any barriers for parents/carers from diverse backgrounds (e.g., language, culture, disability) in accessing information or engaging with the organisation?	No	
14	Does this policy promote equality of opportunity in curriculum access, support planning and learner voice?	Yes	
15	Have pupils' individual vulnerabilities been considered, including those who are Looked After, Previously Looked After, or known to social care?	Yes	

For advice in respect of answering the above questions, or if a potential discriminatory impact has been identified, please contact the Designated Safeguarding Lead (DSL) or Equality and Diversity Lead.

Names and Organisation of Individuals who carried out the Assessment: Please give contact details.	Date of the Assessment
Name & Job Title: Rhea Marwaha, Director	15.04.2026

Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 58 of 59
--	------------------------	----------------------	---------------



Behaviour, Safeguarding and Positive Behaviour Support Policy (Including De-escalation and Reasonable Force)	Current Approved Date:	Date of Next Review:	Page 59 of 59
--	------------------------	----------------------	-----------------------------