



SENtre BEHAVIOUR MANAGEMENT POLICY

Abstract

This policy details the processes and procedures for keeping everyone safe at SENtre
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Positive Behaviour Management Policy

Introduction

This Behaviour Management Policy sets out how the provision promotes positive behaviour, supports emotional regulation, and responds safely and lawfully to behaviour that may place children or others at risk.

1. Statutory Framework

This policy is written in line with the Early Years Foundation Stage (EYFS) Statutory Framework (2025), the Equality Act 2010, and relevant Department for Education guidance. It reflects the principle that children's behaviour is a form of communication and must be responded to in a way that is inclusive, proportionate, and safeguarding-focused.

2. Principles of Behaviour Management

We aim to create a safe, calm, and nurturing environment in which children feel valued and supported. Positive behaviour is promoted through clear expectations, consistent routines, and warm, respectful relationships. Reasonable adjustments are made for children with special educational needs or disabilities (SEND), recognising that behaviour may be linked to unmet needs.

3. Promoting Positive Behaviour

Positive behaviour is encouraged through praise, role modelling, and reinforcement of expected behaviours. Staff use de-escalation strategies, low-arousal approaches, and emotional coaching to support children to regulate their behaviour.

4. Use of Calm / Regulation Spaces

Calm or regulation spaces are used to support emotional regulation and wellbeing. They are not used as a punishment. Children are always supervised, spaces are never locked, and use is time-limited. Where use constitutes a restrictive intervention, it is recorded and reviewed.

5. Restrictive Physical Intervention

Restrictive physical intervention is used only as a last resort to prevent immediate harm to the child or others. It is proportionate, reasonable, and applied for the shortest time possible. Any use of physical intervention is recorded on the same day, including the circumstances leading up to the incident, strategies attempted, staff involved, and outcomes. Parents or carers are informed on the same day or as soon as reasonably practicable.

6. Responding to High-Risk Behaviour

Where behaviour presents a significant risk, an individual risk assessment is completed and the child's behaviour support plan is reviewed. Decisions are made on an individual basis, with consideration of reasonable adjustments, staffing arrangements, and additional support. Blanket thresholds or automatic attendance bans are not used.

7. Temporary Suspension of Sessions

As a non-school provision, statutory exclusions do not apply. In exceptional circumstances, a temporary suspension of sessions may be used to ensure safety. Any suspension is proportionate, time-limited, documented, and reviewed with parents or carers, with clear plans for return.

8. Reintegration and Multi-Agency Working

Following any suspension, a reintegration plan is agreed with parents or carers. Where appropriate, external professionals may be involved to support the child. Progress is reviewed regularly, and plans are adjusted as needed.

9. Anti-Bullying and Discriminatory Incidents

Bullying, harassment, or discriminatory behaviour is not tolerated. All incidents are recorded, parents or carers are informed, and safeguarding procedures are followed where required.

10. Roles and Responsibilities

The Behaviour Lead is responsible for overseeing the implementation, monitoring, and review of this policy. All staff are responsible for applying the policy consistently and raising concerns promptly.

11. Review of the Policy

This policy is reviewed annually, or sooner if there are changes to legislation, guidance, or the needs of the children attending the provision.