# Positive Behaviour Policy

*No Boundaries Alternative Provision Ltd*

## Purpose

The purpose of this policy is to promote positive behaviour, respect, inclusion and safety throughout No Boundaries Alternative Provision. It establishes clear expectations, promotes positive relationships and outlines how staff will prevent and respond to behaviour that may place learners or others at risk.

This policy should be read alongside our Child Protection and Safeguarding Policy and is informed by the following legislation and guidance, where applicable:

- Equality Act 2010
- Keeping Children Safe in Education (DfE, 2026)
- Working Together to Safeguard Children (DfE, 2026)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2022, updated 2024)
- Alternative Provision: Statutory Guidance for Local Authorities and Schools (DfE, updated 2025)
- Restrictive Interventions, Including Use of Reasonable Force, in Schools (DfE, 2026) — used as a reference for good practice, recognising the distinction between schools and independent alternative provision providers.

## Scope

This policy applies to:

- All children and young people taking part in No Boundaries activities.
- All staff, volunteers, contractors, and visitors. It covers:
- General standards of behaviour.
- Preventing and responding to bullying (including cyberbullying).
- Preventing and responding to drug and substance misuse.
- Managing aggressive behaviour.
- Use of reasonable force/restraint.

## Principles

No Boundaries recognises that behaviour is a form of communication and may be influenced by a young person's experiences, additional needs, emotional regulation, relationships and previous experiences of education.

We aim to understand the need behind behaviour while maintaining clear, consistent boundaries that keep everyone safe. Our approach is relational, restorative and individualised, with an emphasis on co-regulation, repairing relationships and helping young people successfully re-engage.

Reasonable adjustments will be made for learners with SEND and other identified needs. Expectations will remain clear, but the support required to meet those expectations may look different for different learners.

## Behaviour Expectations

### For Children and Young People:

Children and young people participating in No Boundaries activities are expected to:

- Work with staff to keep yourself and others safe.
- Treat other people, their belongings and the environment with respect.
- Engage with learning and activities as far as you are able, accepting support when things feel difficult.
- Use language and behaviour that does not deliberately harm, intimidate or discriminate against others.
- Work with staff to repair situations and relationships when things go wrong.

### For Staff:

Staff are expected to:

- Model positive and respectful behaviour at all times.
- Apply this policy consistently, ensuring fairness and transparency.
- Use positive reinforcement to reward good behaviour and restorative approaches to address issues.
- Support pupils in understanding expectations and learning from mistakes.

## Positive Recognition and Responses to Behaviour

Staff will recognise effort, progress, positive choices, engagement and successful regulation through genuine, specific praise and positive feedback. Progress may also be shared with parents/carers and commissioning settings where appropriate.

When behaviour becomes challenging, staff will respond calmly and proportionately. Responses may include:

- co-regulation and reassurance;
- reducing demands or adapting the environment where appropriate;
- redirection or a reminder of expectations;
- offering time and space to regulate;
- changing or pausing an activity where safety requires it;
- restorative conversations when the learner is ready;
- reviewing triggers and support strategies;
- contacting parents/carers and/or the commissioning setting;
- reviewing the learner's individual support or risk-management plan following significant or repeated incidents.

No Boundaries does not use punitive sanctions for behaviour arising directly from an identified additional need where a reasonable adjustment or supportive response would be more appropriate. This does not remove the need for clear boundaries or action where behaviour places the learner or others at risk.

If a student is putting themselves or others in danger, we will take the following steps:

1. Contacting the pupil’s school to report concerns and agree on next steps.
2. Recording serious or persistent incidents for monitoring and coordination with school and parents/carers.

## Prevention of Bullying (Including Cyberbullying)

No Boundaries is committed to providing an inclusive, respectful and safe environment where bullying is not tolerated.

Bullying may involve repeated behaviour intended to hurt, intimidate or exclude another person, often involving an imbalance of power. It can include physical, verbal, social, online, discriminatory or prejudice-based bullying, including bullying related to disability, SEND, race, religion, sex, sexual orientation or other personal characteristics.

Single incidents of harmful behaviour will also be taken seriously, even where they do not meet the definition of bullying.

**Prevention**

Staff will promote positive relationships, model respectful communication, teach social and emotional skills, and support learners to recognise and report bullying. Reasonable adjustments will be made to ensure that learners with SEND or communication difficulties can raise concerns safely.

**Responding to Concerns**

- All reports of bullying will be taken seriously and responded to promptly.
- Learners may report concerns to any trusted member of staff, who will pass them to the DSL.
- Staff will establish the facts sensitively, speaking to those involved and considering individual communication and support needs.
- Immediate action will be taken where necessary to protect learners from further harm.
- Incidents and actions taken will be recorded on MosaicEd.
- Parents/carers and commissioning schools will be informed as appropriate, taking account of safeguarding and confidentiality.
- Learners affected by bullying will receive appropriate emotional and practical support.
- Staff will support learners responsible for harmful behaviour to understand its impact and develop safer ways of interacting.
- Restorative approaches may be used where appropriate, but learners will not be pressured into mediation or reconciliation.
- Serious incidents, including suspected child-on-child abuse, discrimination or criminal behaviour, will be managed in accordance with the Child Protection Policy and referred to external agencies where necessary.
- The DSL will monitor repeated incidents and review support plans and risk assessments to reduce the likelihood of recurrence.

Concerns that are not resolved may be raised through No Boundaries' Complaints Policy.

## Drug and Substance Misuse

- The use, possession, or supply of illegal drugs, alcohol, vaping products, or other harmful substances is prohibited at all No Boundaries activities.
- Prescription medication must only be held and administered in line with No Boundaries's Health & Safety Policy and with parental consent.
- Any suspected drug-related incident will be treated as a safeguarding concern and may be reported to the police where appropriate.

## Aggressive Behaviour Policy

Aggressive behaviour includes:

- Physical aggression (hitting, kicking, pushing).
- Threatening or intimidating language or gestures.

- Deliberate damage to property.

**Response:**

- Staff will prioritise safety by de-escalating situations where possible.
- Where behaviour presents a significant or ongoing safety risk, an activity may be stopped or adapted and the learner's placement, risk assessment and support arrangements may be reviewed with parents/carers and the commissioning setting.
- All incidents will be recorded and reported to the Designated Safeguarding Lead (DSL).
- Parents/carers will be informed promptly.
- Relevant Schools will be informed promptly

## Use of Reasonable Force and Restraint

No Boundaries is committed to maintaining a safe, supportive environment in which physical intervention is minimised through positive relationships, proactive planning, co-regulation and de-escalation.

Staff will prioritise non-physical approaches wherever possible, taking account of each learner's individual needs, communication differences, disabilities, previous experiences and known triggers.

Physical intervention or restraint will only be considered where it is lawful, necessary and proportionate to prevent an immediate risk of harm. It must never be used as punishment, to enforce participation in activities or simply to secure compliance with instructions.

Where physical intervention is necessary:

- Staff must use the least restrictive response appropriate to the circumstances.
- Any intervention must last for the shortest possible time and end as soon as the immediate risk has passed.
- Staff must consider the learner's physical and emotional safety, including any known medical needs, disabilities or trauma.
- Planned physical interventions must only be undertaken by appropriately trained and authorised staff, in accordance with individual risk assessments and support plans.
- Staff must not use techniques that deliberately cause pain or compromise breathing.
- The learner and any staff involved must receive appropriate support following an incident.

All incidents involving restraint or the use of force must be reported promptly to the Designated Safeguarding Lead (DSL) and recorded on MosaicEd as soon as practicable, and on the same day.

Parents/carers and the commissioning school will be informed promptly, normally on the same day, unless doing so would create a safeguarding risk.

Following an incident, staff will review the circumstances, the effectiveness of preventative strategies and any necessary changes to the learner's individual support plan or risk assessment.

No Boundaries will follow the principles of the Department for Education's *Restrictive Interventions, Including Use of Reasonable Force, in Schools* (2026), alongside relevant safeguarding legislation and guidance.

## Safeguarding Link

Poor behaviour, bullying, or drug/substance misuse may be indicators of underlying safeguarding concerns. All incidents will be considered in line with our Safeguarding Policy and may lead to referrals to children's social care or other agencies.

## Recording and Monitoring

- All significant behaviour incidents, including aggression, bullying, unsafe behaviour and physical interventions, must be recorded promptly and factually on MosaicEd, No Boundaries' electronic recording and safeguarding system.
- Records should include the circumstances leading up to the incident, the behaviour observed, actions taken by staff, any injuries or harm, and follow-up actions required.
- Any incident involving a safeguarding concern must be reported promptly to the Designated Safeguarding Lead (DSL), in accordance with the Child Protection Policy.
- Parents/carers and commissioning schools will be informed of significant incidents as appropriate, taking account of safeguarding and confidentiality requirements.
- The DSL and Directors will review incidents regularly to identify patterns, triggers, emerging risks and opportunities to improve support.
- Following significant or repeated incidents, individual behaviour support plans and risk assessments will be reviewed and updated where necessary.
- If MosaicEd is temporarily unavailable, staff will record incidents using a secure temporary recording form. This information will be transferred to MosaicEd as soon as the system becomes available, and the temporary record will be securely disposed of in accordance with data protection procedures.

Policy Approved: Tabitha Rowley, Director

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