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POLICY TEMPLATE · CHILDREN'S HOMES

# Positive Behaviour Support Policy

Editable Word policy template
built around Regs 11, 19, 20 and 35

- Promoting positive behaviour
- De-escalation stages and do/don't
- Consequences allowed and never allowed
- Debriefs, recording: 24h, 48h, 5 days
- Behaviour support plan and records

Works alongside your restrictive practice policy




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## Positive Behaviour Support Policy

### What's in the full version

- **Positive behaviour support policy**
- **Staff quick-reference**
- **Behaviour support plan**
- **Record of a measure of control or discipline**
- **Child's debrief**
- **Monthly manager oversight form.**

### Pages in this sample

– Positive Behaviour Support Policy (first page)
– Positive Behaviour Support Policy (page 2)

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# Positive Behaviour Support

Our behaviour management policy under regulation 35: relationships, de-escalation, fair consequences and learning

DOCUMENT CONTROL

| | |
|---|---|
| **Organisation** | [Organisation name] |
| **Home** | [Home name and address] |
| **Setting type** | Children's home (England) |
| **Document title** | Positive behaviour support policy (behaviour management policy, regulation 35) |
| **Version** | [1.0] |
| **Approved by** | [Name and role — Registered Manager / Responsible Individual] |
| **Date approved** | [DD/MM/YYYY] |
| **Next review date** | [DD/MM/YYYY — at least annually, and after any significant change] |
| **Day-to-day owner** | [Registered Manager — name] |
| **Related documents** | [Restrictive practice and physical intervention policy]; [Safeguarding and child protection policy]; [Anti-bullying policy]; [Missing from care policy]; [Complaints procedure]; [Statement of purpose]; [Local protocol on reducing criminalisation] |

**How to use this template:** This is an editable policy template, not a finished document, and it is not legal advice. Replace every item in [square brackets] with your own details. This policy and your restrictive practice and physical intervention policy together make up the behaviour management policy required by regulation 35, which Ofsted calls the positive behaviour support policy on the SC1. Submit both. Make sure section 4 matches your statement of purpose (Schedule 1 para 17) and the training your staff actually receive. Have the registered person approve it before use. Delete every shaded guidance box (including this one) before you issue it. The Sources section at the end lists the public materials this template was written from, which were checked in November 2026. Always confirm that those materials are still current before you rely on them.

## What's in this policy


- 1 Purpose and scope
- 2 Who this applies to, and who you go to
- 3 The law and guidance
- 4 Our approach
- 5 Promoting positive behaviour
- 6 Each child's behaviour support plan
- 7 Noticing and de-escalating
- 8 Consequences: what we use and what we never use
- 9 Restraint and other restrictive practice
- 10 Police involvement
- 11 After an incident: debriefs and repair
- 12 Recording
- 13 Children's involvement
- 14 Staff training, supervision and support
- 15 Oversight and review
- Appendix A Staff quick-reference


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- Appendix B Behaviour support plan
- Appendix C Record of a measure of control or discipline (regulation 35(3))
- Appendix D Child's debrief: "How was it for you?"
- Appendix E Monthly manager oversight
- Sources used in preparing this template


## 1 Purpose and scope

This policy sets out how staff at [Organisation name] promote positive behaviour and relationships, respond when children are struggling, and which measures of control and discipline may and may not be used. It applies to everyone who works in the home, including agency staff and volunteers.

With the restrictive practice and physical intervention policy, it is the home's behaviour management policy under regulation 35(1). That policy covers restraint in detail; this one covers everything else, and must be read with it.

## 2 Who this applies to, and who you go to

| Role | Name, phone, email |
|---|---|
| **Registered Manager (policy owner)** | [Name, phone, email] |
| **Deputy / senior on shift** | [As per rota] |
| **On-call manager (out of hours)** | [Phone] |
| **Responsible Individual** | [Name, phone, email] |
| **Physical intervention training provider** | [Name, system, contact] |
| **Police liaison / local protocol contact** | [Name, phone] |

## 3 The law and guidance

- **Regulation 35.** The registered person must prepare and implement a behaviour management policy setting out how appropriate behaviour is promoted and the measures of control, discipline and restraint that may be used, keep it under review (35(1)–(2)), and keep records of every measure within set times (35(3)).
- **Regulation 11: positive relationships standard.** Staff must, among other things, meet each child's behavioural and emotional needs as set out in their plans; communicate clear expectations; help children take responsibility, resolve conflict without harm and understand healthy and harmful relationships; understand that behaviour can communicate past experiences and present emotions; get supervision to manage their own feelings; and de-escalate confrontations (11(2)(a)(i)–(xi)).
- **Regulation 19.** No measure of control or discipline may be excessive or unreasonable, and ten measures are banned outright (section 8).
- **Regulation 20.** Restraint is only for preventing injury to any person or serious damage to property, and must be necessary and proportionate. (Secure children's homes may also restrain to prevent absconding.)
- **Regulation 22(5)–(6).** Restrictions on contact or communications are allowed only to safeguard or promote the child's welfare, with the placing authority's consent or, in an emergency, with full details to them within 24 hours. They are never a punishment.
- **The Guide.** Paragraphs 8.11–8.15 (positive behaviour) and 9.33–9.40 (behaviour management) of the Guide to the Children's Homes Regulations, including restorative sanctions (9.38), rewarding positive behaviour (9.39) and reducing police involvement (9.40); 9.59–9.60 on records and the child's views.

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