



Making Skills Positive Behavior Policy



Version	1.0
Date Created/Updated	16 th March 2026
Date to be reviewed	16 th March 2027
Owner	Claire Kerr

Date	Amendments made	Updated by



TRAUMA-INFORMED POSITIVE BEHAVIOUR MANAGEMENT POLICY

Safeguarding Alignment Section – Making Skills

Organisation: Making Skills

This policy must be read in conjunction with the Making Skills Safeguarding and Child Protection Policy.

Date of issue: _____

Review date: _____

1. Safeguarding Commitment

Making Skills is committed to safeguarding and promoting the welfare of all learners. This trauma-informed behaviour policy supports safeguarding by ensuring that behavioural responses prioritise safety, dignity, and emotional wellbeing.

2. Behaviour as a Safeguarding Indicator

Staff recognise that changes in behaviour, emotional regulation, or engagement may be indicators of unmet needs, distress, or safeguarding concerns. All staff remain vigilant and respond to behaviour within a safeguarding framework.

3. Trauma-Informed Practice and Safeguarding

A trauma-informed approach reduces the risk of re-traumatisation and supports safeguarding by:

- Creating emotionally and physically safe environments
- Responding to behaviour with curiosity and compassion
- Avoiding punitive or shaming responses
- Supporting regulation before resolution

4. Responding to Concerns

If behaviour raises safeguarding concerns, staff must follow the procedures outlined in the Safeguarding Policy. This includes recording concerns promptly and reporting them to the Designated Safeguarding Lead (DSL).

5. De-escalation and Risk Reduction

Staff use de-escalation strategies to reduce risk and maintain safety. These strategies support safeguarding by minimising physical intervention and promoting calm, regulated responses.



6. Physical Intervention and Safeguarding

Any physical intervention will only be used as a last resort to prevent immediate harm. All incidents will be recorded, reviewed, and reported in line with safeguarding and incident reporting procedures. All incidents of physical intervention **MUST** be reported to the EOTAS coordinator on the day of occurrence, along with parents/carers also being informed on the same day.

7. Information Sharing and Confidentiality

Information relating to behaviour and safeguarding is shared on a need-to-know basis in line with data protection and safeguarding guidance.

8. Partnership with Parents and Carers

Making Skills works collaboratively with parents and carers to support positive behaviour and safeguard learners. Concerns will be shared appropriately and sensitively.

9. Equality, SEND and Vulnerability

Safeguarding practice recognises that learners with SEND or additional vulnerabilities may require differentiated responses. Reasonable adjustments and personalised behaviour support plans form part of safeguarding practice.

10. Staff Training and Accountability

All staff receive safeguarding training and guidance on trauma-informed behaviour management. Staff are accountable for implementing this policy consistently and in line with safeguarding expectations.