



Behaviour Support and Restrictive Intervention Policy

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BEHAVIOUR SUPPORT POLICY

RATIONALE

All children at the Haughton have severe to moderate learning difficulties and complex needs. It is understood that behaviour is part of an expression of their communication and feelings.

All children at the Haughton are treated with dignity and respect at all times.

The children are at the heart of everything we do.

All work is aimed to nurture positive relationships and responses to enable children to build on their strengths and to positively participate within their life.

The behaviour policy is set within the context of the school's mission statement, vision, school's aims and values and ethos.

The development of positive behaviour is part of a learning journey for all children and is supported by collaborative work with their family and other professionals.

All staff work within the legal framework and understand their duty of care.

We aim to:

- Ensure high expectations of children's behaviour.
- Support children to develop skills to manage their own behaviour.
- Ensure staff understand and support children in a non-confrontational, calm proactive and supportive manner.
- Involve and work collaboratively with children, parents, colleagues and inter-disciplinary professionals.
- Ensure that behaviour is supported in a planned and co-ordinated manner.

Guiding Philosophy

Our guiding philosophy is based on the following principles

- **Care:** Respect, dignity, empathy, and person-centred approach
- **Welfare:** Maintaining independence, choice and well-being
- **Safety:** Protecting rights and minimising harm
- **Security:** Safe, effective and collaborative relationships

Rights and Responsibilities

These are for all members of the school community.

We have the right: -

- to be treated with fairness, consideration and respect
- for everyone and their belongings to be safe at all times
- to work in a safe, clean and friendly environment
- to work and learn to the best of our ability without distraction or disruption
- **Our responsibilities are: -**
 - to treat everyone with fairness and respect
 - to ensure the safety of ourselves, others and belongings
 - to provide and maintain a safe, clean and friendly school environment
 - to work to the best of our ability without distracting or disturbing anyone else

- All staff have Duty of Care in respect of the children they are responsible for.

Classroom Management Strategies

All staff are individuals and as such will have different strategies for ensuring a positive learning environment within the classroom. However, CPI Safety Intervention principles and processes apply throughout the school. All staff are trained in these principles and techniques and the school has two licensed trainers.

Staff have also had training on trauma informed practice, meeting children's sensory needs, Zones of Regulation and SCERTS. These are embedded into practice within the classrooms to support, structure, routine and regulation.

Rights, responsibilities, routines and expectations should be taught/discussed at the start of the year and regularly re-enforced, in a manner that is appropriate for the age and cognitive ability of the children.

It is important that these are supported by regular reinforcement through visual aids and verbal reminders to provide predictability and consistency.

When dealing responding to inappropriate behaviour all staff are trained to use proactive, positive strategies to support regulation, as well as CPI Safety Intervention principles as described by the RESPONSE© model. See below

Relax and Neutralise
Explain and ask
State what you
want
Prompt and gesture
Option to act
Nurture recovery
Support
Engage and learn

This model ensures a consistency of approach whilst allowing staff to respond to the individual needs of each child.

The key to good behaviour support is the reinforcement of positive behaviours.

NATIONAL AND LOCAL GUIDANCE

Haughton School works within current legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

Importantly the school works in partnership with the LA and Safeguarding to ensure that children are kept safe and their well being is at the core of our work

ENVIRONMENTAL RESOURCES

The school has a range of resources to support and engage children in positive learning opportunities. These include; a sensory gym, sensory equipment, extensive outdoor play resources/equipment, music and technology facilities.

All resources must be used in accordance with the guidance with particular reference to guidance on time out and seclusion. The following are specifically highlighted:

- Within the school classroom doors for younger children have high/ double handles and rooms not suitable for open access to children (food technology room, teacher's, offices, staffroom, exit doors) have fob entry pads. This is to prevent risk of harm and to maintain the school's duty of care. Children are supervised at all times.
- There are two designated calming rooms to support positive behaviour. The rooms are designed to allow children who are in a heightened state and experiencing emotional dysregulation, access an environment with reduced multi-sensory input. When in use the rooms are supervised at all times. School staff MUST ensure that they are clear on the guidance of the law for time-out and seclusion and follow all required processes, including use of the areas, recording and reporting requirements.

SUPPORTING PUPIL BEHAVIOUR POSITIVELY

For all children positive behaviour is encouraged and supported by:

- High quality teaching and learning well matched to individual children
- An exciting and engaging curriculum based on personalised learning
- High quality role models of staff with a consistent approach by all
- An understanding of the impact of additional educational needs on children's learning underpinned by a comprehensive staff training programme.
- An understanding of individual children's regulation needs
- An inclusive communication approach
- High quality facilities and resources
- Enhanced staff : child ratios based on individual needs
- Work in partnership with parents and other professionals
- In-depth knowledge of every child's interests and learning needs

Examples of positive strategies for supporting behaviour:

- Ensuring strategies and approaches that support regulation are embedded into daily routines.

- Reward appropriate behaviour following strategies such as praise, confirmation, reward charts, stickers.
- Identify and model appropriate behaviour
- Personalising the timetable
- Clear visual strategies including schedules, timers etc
- Change of environment and activity e.g. use of sensory rooms, playgrounds, field, halls
- Divert, distract or change adults to diffuse
- Acknowledging children's need for personal space
- Clear, simple language used with time to process and respond.
- One person clearly taking the lead in supporting a child

Examples of rewards for positive behaviour:

Staff use a wide range of different rewards dependent upon the child's level of understanding, motivation and age appropriateness, these include:

- Effort is immediately rewarded with a verbal response and/or social praise
- Achievements (e.g. completing a stage of the reading scheme, swimming etc) the child receives certificates or stickers chosen by the child and placed wherever the child chooses i.e. on their clothing or in home/school diary.
- Work reward strategies with a range of motivating activities/toys/environments used as rewards.
- Children's achievements are shared with parents through the home/school diary, telephone calls, meetings.
- Stars, stickers and smiley faces are instant and ongoing throughout the day
- A given number of stars or stickers (dependant on individual) will lead to a prize
- Time at a favourite activity or time in a favoured location
- In weekly assemblies a child / children from each class are rewarded with a Headteacher's award

SANCTIONS

Our philosophy is built on positive ways of developing behaviour. Any behaviour strategies need to be understood by the child and consequences need to be meaningful.

Sanctions available are: -

- A look/non verbal signal
- Child spoken to
- Positive correction approaches (ie making clear to the child what they should be doing)
- Moving a child to a different area within class
- Removing the child from the classroom with a teaching assistant
- Taking the child to another colleague
- Taking the child to a member of the school leadership team or requesting the attendance of a member of the leadership team to talk to the child
- Loss of privileges
- Discussion with parents
- Meeting with parents
- Fixed term exclusion
- Permanent exclusion

At Haughton School we do not use the removal of drinks or food as a consequence for behaviour difficulties. The removal of any normal routine activities within school must be

agreed with the Leadership team and parents; this will only be considered if understood by the child.

Each class has an appropriate reward system, based on the collection of stickers, stars or tokens in exchange for prizes. Once these have been earned they cannot be taken away, the removal of previously earned rewards is not considered an acceptable response to behaviour difficulties.

SUPPORTING CHILDREN WITH BEHAVIOURS THAT CHALLENGE

Children who regularly present with behaviours that challenge will be supported by:

- the range of support and strategies detailed above
- a comprehensive assessment analysing the functions of the behaviour
- assessment of why the behaviour is occurring
- liaison with parents and professionals
- an agreed Regulation Plan is shared and disseminated with all key people and child (if appropriate)
- ongoing monitoring and review of the impact of the plan
- a behaviour risk assessment if needed

Regulation Plans

A child who regularly presents with behaviour that challenges will have a Regulation Plan (refer to Appendix 1). The process will involve:

- A functional analysis of the behaviour
- Involvement of all relevant professionals in the assessment and identification of strategies
- Seeking the views of the child where appropriate
- Parental knowledge, views and agreement.
- Ensuring all parties agree the plan is within the DFE guidelines
- Sharing and agreeing the plan with a member of the leadership team
- Reviewed on ongoing basis and formally in line with school annual review

The plan will detail known information including:

- A precise description of the behaviour that challenge
- Possible reasons for the behaviour (why it occurs and known triggers)
- Strategies to support behaviour at each stage
- Detailed staged approach to how the behaviour will be supported
- Any emergency actions to be taken (use of CPI Safety intervention and calming room would be included here)
- Incident forms will be completed on the behaviour recording system and monitored.
- Detailed procedures that are to be followed

BULLYING & HARASSMENT

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">● Racial● Faith-based● Gendered (sexist)● Homophobic/biphobic● Transphobic● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Haughton School does not tolerate bullying and all incidents are treated seriously. Due to the nature of children's needs/level of supervision the incidents of bullying within school have been exceptionally low. Staff will always remain vigilant and report immediately to a member of the leadership team any bullying concerns.

Prevention

The school will raise the awareness of bullying through curriculum activities (PSHE and other lessons); through giving children an opportunity to talk about bullying and through School Council anti-bullying campaigns.

The school will aim to prevent bullying through good supervision within the school at all times

Procedures for Dealing with Bullying

Staff will investigate all reported incidents of bullying.

Children will be encouraged to report any incidents of bullying.

If a child is found to have been bullying the sanctions/interventions found within the behaviour management policy will be followed. Where appropriate external agencies will be involved. Parents will always be informed.

A child found to be bullying will have support to identify the reasons for the behaviour and to help prevent them bullying again.

A child found to have been bullied will have pastoral support to process and manage the impact of the bullying, as well as advice/support strategies to help should bullying occur again. Parents will always be informed where incidents of bullying occur.

Children will be informed of actions that constitute bullying, assertive strategies for dealing with bullying and how to inform adults of their concerns

At all times strategies are in place to: -

- prevent the opportunities for bullying,
- assist children who have bullied to stop
- empower victims.

Procedures for Dealing with Racial and Sexual Harassment

Racial and Sexual harassment will not be tolerated in school.

Appropriate staff will investigate any cases of racial or sexual harassment.

All members of the school community will be encouraged to report any incidents of harassment.

All incidents will be recorded and reported and the child's parents informed. Governors will also be notified.

Anyone who has been found to be harassing others will be dealt with seriously using appropriate sanctions found within the behaviour management policy and parents will be informed. They will also be supported to prevent them from being involved in a similar incident again.

The school will support the victim of harassment.

The LA will be informed annually of the pattern and frequency of any incidents.

The school believes in equality of opportunity for all members of the school community and therefore we will do our utmost to minimise incidents of harassment for any reason.

IF A CHILD GOES MISSING DURING THE SCHOOL DAY

- If a child runs out of a class, they will be shadowed by a member of the class team to establish where he or she has gone.
- Teachers / member of staff in context will immediately alert a member of the leadership team if the child has left the school premises or if they cannot be found within school after a thorough search.
- The appropriate response will be made using the knowledge of the individual with consideration that a child may try to run further away if they are approached (see Absconding Policy)
- If a child has left the school premises parents will be contacted and the police will be informed that a child has left school and is at risk. (refer to Absconding Policy in Appendix 3)

SEARCHING AND CONFISCATION (DFE Screening, searching and confiscation 2024)

Searching, **screening** and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- o The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- o In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- o It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- o Assess whether there is an urgent need for a search
- o Assess whether not doing the search would put other pupils or staff at risk
- o Consider whether the search would pose a safeguarding risk to the pupil
- o Explain to the pupil why they are being searched
- o Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- o Explain how and where the search will be carried out
- o Give the pupil the opportunity to ask questions
- o Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head Teacher/Deputy Head Teacher, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- o Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

- o Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- o Desks
- o Lockers
- o Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- o Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- o If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- o What happened
- o What was found, if anything
- o What has been confiscated, if anything
- o What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Interpretation for Haughton

As always safeguarding and partnership with parents will be the emphasis on our work. At Haughton these powers will be likely to be used in that context – e.g. if a child has brought items into school which may be dangerous to themselves or others.

MALICIOUS ALLEGATIONS.

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Key points from legislation (DFE Behaviour and Discipline in Schools (2011))

Disciplining beyond the school gate covers the school's response to all non-criminal behaviour which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school e.g.

Any inappropriate behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school.

Interpretation for Haughton

All children are supervised in any school-related activity, including home to school transport (by transport staff) at all times. Staff supervising school trips etc. will follow guidance appropriate to the individual child's plans and risk assessments. Haughton works in close partnership with Transport and/or parents to support the management of children's behaviour. Importantly we wish to make what can be a challenging experience for some children as positive as possible. Referrals are made to other services where necessary to further support this area.

PUPIL SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to behaviour that challenges may be differentiated to cater to the needs of the individual child.

A child who is exhibiting behaviour that challenges will be assessed to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from other professional to identify or support specific needs. When acute needs are identified in a child, we will liaise with other agencies linked with the LA and plan support programmes for the child. We will work with parents to create the plan and review it on a regular basis.

TRAINING

All of Haughton Staff are trained on supporting behaviour using the CPI Safety Intervention model. Behaviour support training also forms part of continuing professional development. Other training also links to behaviour e.g. all training on communication and special educational needs.

MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the Headteacher and Haughton School's governing body on an annual basis. At each review, the policy will be approved. The written statement of behaviour principles (Appendix 3) be reviewed and approved at the same time.

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusion policy
- Safeguarding policy
- Equal Opportunities policy

ROLES AND RESPONSIBILITIES

The Governing body

The governing body is responsible for reviewing and approving this policy and the written statement of behaviour principles. In conjunction with the headteacher they will monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the full governing body.

The Headteacher will also ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied appropriately.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents.

Parents

Parents are requested to:

- Support their child in adhering to the children's code of conduct, as it applies to their individual child.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns, changes of behaviour or known reasons for any changes with the school as soon as possible.

RESTRICTIVE PHYSICAL INTERVENTION

OBJECTIVES

The primary objective of this policy is to keep all members of the school community safe. As such, it is important that members of staff, governors, parents and children (where appropriate) understand the circumstances under which restrictive physical intervention may be used. It is also important that members of staff understand what form restrictive physical intervention can reasonably take.

Restrictive physical intervention is the deliberate use of force by a member of staff to restrict a child's movement against his or her will.

There are times when children's behaviour presents particular challenges, that result in risk to themselves or others, that may require restrictive physical intervention. This policy sets out our expectations for the use of such intervention.

RATIONALE

Restrictive physical intervention should be avoided wherever possible. Proactive regulation strategies and approaches must always be used first. Staff must always be mindful of their own safety – they must not attempt restrictive physical intervention if they do not believe they can do so safely. **Force must not under any circumstances be used as a punishment, for compliance or in order to humiliate a child.** Everyone has a right to use reasonable force to prevent an attack on themselves or others.

NON RESTRICTIVE PHYSICAL INTERVENTIONS

It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations, such as:

- giving physical guidance to children (for example in practical activities)
- providing emotional support when a child is distressed
- providing physical care (such as first aid or toileting).

Non-restrictive will include physical bodily contact in activities such as physiotherapy, PE & personal care. All staff should be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a child and the use of force to restrict movement or to disengage from children whose behaviour presents a clear risk of injury

Most of our children will benefit from adults physically interacting with them as part of the way we teach. The kinds of physical interactions which are routine will include a range of physical prompts-

- Holding a child's hand
- Guiding a child by linking arms or placing a hand on their shoulder.
- Guiding a child's hand to demonstrate as part of teaching process.

In addition to this if a child is distressed, it may be appropriate to place an arm around their shoulder / hug them gently to comfort them.

Equipment such as splints, standing frames, wheelchairs and buggies may be required for therapeutic use- any use in relation to behaviour is not appropriate as a means of restrictive physical intervention. Any use should therefore be considered in relation to guidance below.

RESTRICTIVE PHYSICAL INTERVENTION

The guidance recognises that special schools cater for children who may present severe behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or the serious disruption of a learning environment. The Use of Restrictive interventions, including use of reasonable force, in schools (2026) clarifies the position about use of restrictive physical interventions by teachers and others authorised by the headteacher to control or restrain children.

Definition

We define restrictive physical intervention as follows:

Restrictive physical intervention is the deliberate use of force by a member of staff to restrict a child's movement against his or her will.

There are times when children's behaviour presents particular challenges that may require restrictive physical intervention as outlined above. This policy sets out our expectations for the use of such intervention.

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Legislation states staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. Our staff are CPI trained.

Principles for the use of restrictive physical intervention in the context of positive approaches

The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation.

To make this assessment, the member of staff should consider the following:

Is it necessary? Is it reasonable? Is it proportionate? Have they considered the pupil's welfare?

We only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children's behaviour. We aim to do all we can in order to avoid using restrictive physical intervention. We would only use restrictive physical intervention where we judge that there is no reasonably practicable less intrusive alternative. However, there may be rare situations of such concern where we judge that we would need to use restrictive physical intervention immediately. We would use restrictive physical intervention at the same time as using other approaches, such as saying, "Stop!" and giving a warning of what might happen next. Safety is always a paramount concern and staff are not advised to use restrictive physical intervention if it is likely to put themselves at risk.

Staff should also consider;

- the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities
- past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- how to ensure children's dignity
- how they ensure children understand what is happening, why, and what the pupil needs to do. (For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.)

This policy is also consistent with our Safeguarding and Equal Opportunities policies, and with national and local guidance for schools on safeguarding children.

Physical Management of Children

When the need to manage potentially aggressive behaviour arises staff follow the least restrictive HOLDING techniques developed by CPI and outlined below

Hierarchy of response

- Holding skills should be appropriate and proportionate to the child's behaviour. Staff should be guided by the behaviour of the child being held to identify the level of restriction required.

Organise and plan intervention

- This relates to the behaviour plan. Any physical intervention should have already been planned for.

Listen to the child

- Remember all behaviour is communication. Children in crisis will use actions to express their feelings. It is important that these are not automatically interpreted as deliberate acts of violence or aggression.

De-escalate at every opportunity

- Let go to calm not Calm to let go

Involve the child

- Ensure the child has been involved in the development of the IBP

Never use as a punishment

Glass-like transparency

- Ensure that policies, guidelines, post incident support, analysis, record keeping and complaints procedure are followed.

Duty of care

We all have a duty of care towards the children in our setting. This duty of care applies as much to what we don't do as what we do. When children are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the child to another activity or a simple instruction to "Stop!" along with a distraction to what may be happening next. However, if we judge that it is necessary, we may use restrictive physical intervention.

Reasonable force

When we need to use restrictive physical intervention, we use it within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. We use as little force as is necessary in order to maintain safety, and we use this for as short a period as possible.

Reasonable force may include:

- leading a child by the hand or arm
- gentle pressure on the centre of the child's back to steer away from harm / harming
- holding the child still

In addition:

- it must be in proportion to the circumstances and constitute the minimum necessary to achieve the desired result
- it must take account of the age, size, gender and understanding of the child

It is good practice to inform children simply what is about to happen and one person to continue to talk to the child during the incident in a calm and measured manner if it does not escalate the situation.

Restrictive physical intervention should not generally be used to prevent a child from leaving a room or the school premises, unless it is likely that the child is placing him/herself or other people at risk by doing so. It may, however, be appropriate to stand between children or to block a child's path but only in the circumstances listed above.

Our duty of care means that we might use a restrictive physical intervention if we judge that a child would be putting themselves in an unacceptable risk. This duty of care also extends beyond our site boundaries: there may also be situations where we need to use restrictive physical intervention when we have control or charge of children off site (e.g. on trips).

We never use restrictive physical intervention out of anger or as a punishment.

Use of restrictive physical interventions in unforeseen and emergency situations

As a school we acknowledge that, on occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that:

- before using force – staff attempt to use diversion or diffusion to manage the situation
- when using force – staff must use techniques and methods with which they are familiar, confident and are permitted by the school
- in exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can to comply with Section 550A of the Education Act 1996.

Planned interventions-Positive Handling Plans/Regulation Plans (Refer to Appendices 1 &2)

Any planned strategies will be recorded in a child's individual Positive Handling Plan and/or their Regulation Plan.

The process will involve:

- A formal risk assessment (if appropriate) and plan will be completed and agreed with parents) in the context of the above guidance and CPU Safety Intervention trainers.
- The plan will be part of the child's Regulation Plan

The positive handling plan will be attached to the Regulation Plan and kept in the class essential information file. A copy of the positive handling plan will also be kept in the child's personal file.

The positive handling plan must be agreed with the headteacher , parents, and CPI Safety Intervention ATC coordinator.

The positive handling plan must be updated as necessary but always at the end of the academic year and will be reviewed within the Annual Review and EHCP meetings.

Every Physical Restrictive Intervention will be recorded on the school behaviour recording system and will follow the DfE guidance.

ACTION FOLLOWING AN INCIDENT

Post Incident Support

The Leadership team must be informed of anyone that has been involved in a physical intervention to allow them to check that anyone involved is physically and emotionally fine.

Staff will be offered opportunity to take a break if upset by the incident.

The Leadership team will offer the opportunity to talk through the incident further. Staff have access to LA counselling Service.

Recording incidents – (including both restrictive and non restrictive interventions)

Staff should seek the advice and support of senior colleagues if needed. All incidents must be recorded on Sleuth on the day they occur. This will include any incident that prejudices good order such as:

- Total non co-operation with a member of staff

- Verbally abusive behaviour towards staff or other children.
- Physical aggression towards others
- Destructive behaviour towards property and equipment

Any incident of violence towards staff or children which may or may not have caused injury should also be recorded on a T&W Violent incident form

- Abusive/violent behaviour to children/staff
- Child endangering self
- Threatening behaviour to children/staff – (this may not necessarily result in physical restraint i.e. if a child hurts another child but then is compliant.)

Involvement of parents

The Head teacher (or appointed representative) will contact parents as soon as possible after any incident.

Complaint about Staff using force

- Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's normal complaints procedure.
- Any allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education should be followed. This includes the provisions regarding suspension of staff

Interpretation at Haughton

Haughton School has extensive staff training and support systems in place as detailed in this policy document. In the unlikely event of a complaint, we will work in partnership with parents, LA and Safeguarding as is our policy, whilst offering appropriate support to staff.

MONITORING, EVALUATION AND REVIEW

Restrictive physical intervention incidents will be reviewed daily by the Headteacher and with the support of the CPI Safety Intervention ATC coordinator.

STAFF TRAINING

Staff in school are trained in CPI Safety Intervention. The School has two trainers- an approach approved by BILD.

This policy is covered within induction for all new staff including supply staff. Staff employed are fully aware of the needs of the children and the School's Personal and Social Development Policy particularly in treating children with dignity and respect. Supply staff are offered opportunities to attend further training.

Staff are trained within their first term within school in CPI Safety Intervention. An annual refresher takes place every year on a PD day. The training is very proactive in understanding challenging behaviour. It covers the law, the school policy, distraction and de-escalation techniques. The following practical aspects are taught:

Principles of holding children & young persons

- Seated holds – low, medium and high level restriction
- Standing holds – low, medium and high level restriction
- Disengagement skills

Any further interventions are taught only as necessary as part of a Positive Handling Plan. It is expected that staff will practice their skills within the class team and seek advice if unsure.

SUCCESS CRITERIA

- Positive ethos and climate that supports ALL children is always demonstrated.
- High expectations evident throughout school with behaviour well-managed.
- Behaviour is consistently managed with planned strategies.
- All work within the school meets legal requirements.
- The environment and staff interactions (e.g. tone of voice, body language used etc) are carefully planned to reduce the need for the child's behaviour to be challenging.
- Staff are able to demonstrate competency.
- All guidelines within policy are consistently followed.

MONITORING AND EVALUATION OF POLICY

The Policy will be reviewed each year in the light of school self- review, or as necessary in light of legal changes and advice from CPI accredited training provider for Safety Intervention. .

Monitoring responsibilities:

The ATC coordinator monitors the frequency of incidents, accidents and restrictive physical interventions and advises the Head of any patterns or concerns.

SLT and Safety Intervention trainers monitor the policy through:

- Classroom observations
- Evaluating restrictive physical interventions.
- Making referrals to other professionals.
- Agreeing the IBPs in line with policy.

Further information

- Behaviour in Schools guidance Reducing the need for restraint and restrictive interventions
- Equality Act 2010
- Advice for schools Searching, Screening and Confiscation in Schools
- Suspension and Permanent Exclusion
- Mental Health and Behaviour in Schools
- Keeping Children Safe in Education

ALL STAFF MUST KNOW AND UNDERSTAND KCSIE 2025



Regulation Plan

_____ 's Regulation Plan		Class _____
Key information -		
What I look like when I am in the green zone		
What supports me to stay in the green zone		
What I look like when I am in the yellow zone		
What supports me to regulate when I am in the yellow zone		
What I look like when I am in the red zone		
What supports me to regulate when I am in the red zone		

Date of review:

Signed by parents/carers:

Date:



Positive Handling Plan

Assessing and managing foreseeable risks for children who present challenging behaviours	
Name:	Class:
	Date
Positive Handling Plan	
<p>(Restrictive Physical Intervention will be used only when necessary in line with the legal guidance and behaviour plans / risk assessments they will be reviewed regularly with the aim of reducing the need for RPI)</p> <p>Any physical intervention is only used in the best interest of the child whose behaviour is of an immediate concern and when all other alternatives have been tried (as directed on IBP / Risk Assessment) this should be the last resort using the minimum amount of time and reasonable amount of force.</p>	
Restrictive physical intervention to be used	Circumstances under which the RPI will be used.

Identification of Risk	
Describe the foreseeable risk	<p>----- behaviours are:</p> <p>Real message of behaviour-</p> <p>Triggers-</p>
Is the risk potential or actual?	
List who is affected by the risk	

Assessment of Risk	
In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Risk Reduction Options			
Measures	Possible options	Level of risk	Benefits
Proactive interventions to prevent risks			
Early interventions to manage risks			
Reactive interventions to respond to adverse outcomes			

Communication of Behaviour Management Plan & School Risk Management Strategy	
Plans and strategies shared with:	Communication Method
Members of staff devising plan: Members of outside agencies contributing to plan:	Parent / Carer contributing to plan: Date: Review Date:

GUIDELINES FOR COMPLETING REGULATION PLAN/POSITIVE HANDLING PLAN

FIRST Regulation Plan

- Concerns regarding behaviour should be fully discussed with a member of the Leadership Team/PBS Team
- Concerns should be discussed with parent to share information and gain their valuable contribution.
- Parents should be asked if there is any other medical information that may need to be considered that is not known or other factors that may be affecting the child.
- An Regulation Plans/Positive Handling Plan should be put together- agreed/ signed by parent
- Teachers must get the appropriate signatures to validate each form.
- This will be reviewed with parents at Annual review
- Advice from all professionals working with child should be considered.
- Child views about their own behaviour and how it is managed should be sought whenever possible
- Consideration should be given as to whether other professional referrals are needed

ASSESSMENT OF BEHAVIOUR

- Any child who requires strategies to support their behaviour in school must have a Regulation or Positive Handling Plan, not just those exhibiting challenging behaviour.
- Staff team, alongside the PBS team must analyse and assess the child's behaviour. Within the assessment staff, should consider the actions of staff, environment and known medical information.
- The Regulation plan/Positive Handling Plan should state each different behaviour.
- The identified reason must state the possible reasons for the behaviour exhibited.
- Strategies: strategies to be implemented must be agreed and checked against the legal guidance. It should be written clearly in precise language. It should be specific including any consistent language to be used etc. The team must gather evidence from observations to evaluate.
- The plan should be kept in the class essential information file so is accessible to all staff.
- The assessment and strategies **MUST** always be current. It is a working document so plan should be annotated on. Observation/evaluative comments should be recorded on a record sheet attached to plan.
- The plan should recognise any patterns of behavioural sequence and ensure a range Plans and strategies shared with:



**Houghton School
Absconding Policy**

Houghton School provides a secure environment for our children, with a Fob entry and exit system. It is therefore unlikely that a child will be able to abscond from the premises, however despite staff vigilance there are occasions where a determined child may manage to leave the building and premises.

In the event of a child absconding from school the Headteacher, her nominated deputy or another member of the senior leadership team becomes the 'Lead' person and must be kept fully informed.

Where a child is found to be absent from class without authorisation and cannot be located within 5 minutes by the class team, the following procedures should be followed:

- Member of staff to inform member of senior leadership team
- SLT member organises search of building and known places that the child may remove to.
- If the child is not found then all available staff to check the perimeter of the school and immediate area.
- Any staff who leave school grounds must take mobile phone to contact school.
- If appropriate and directed by 'Lead Person', school office to phone the police when area has been fully checked.
- School office to contact parents/carers and ask them to come to the school
- Once a child has been found then the lead SLT member will use their professional judgement in discussion with the relevant class teacher to outline the response towards the child and the support the child will need in the future.
- A written report will be filed on the incident.
- Member of SLT to brief police and parents

Where a child attempts or is seen to be leaving the school premises without authorisation the following procedures should be followed:

- Staff must follow the child to the perimeter fence or gate and must try to persuade the child to stay in the school.

- If a child is deemed to be a high risk to him/herself or other people then staff should adhere to the Physical Interventions Policy with reference to holding the child, if appropriate.
- If staff are close enough to the child they will use the appropriate SPI Safety Intervention techniques to safely return the child to school.
- At all times staff must be aware that active pursuit may encourage the child to leave the immediate vicinity of the school and may also cause the child to panic, possibly putting him or herself at risk by running onto a busy road.
- If the child has left the immediate vicinity of the school, the school office and SLT members must be contacted immediately and the lead person will direct the course of action.
- Staff will follow the child and engage in a local search, following the child at a safe distance if in view.
- Staff will ensure they are carrying a mobile phone and will remain in contact with the school.
- The SLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact school.
- The school office will contact the child's parents/carers.
- If the searching staff lose sight of the child they must contact the school office giving details of their location and the clothes which the child is wearing

If the child has left the immediate vicinity of the school grounds and is no longer visible then the SLT will make a decision as to how to take matters further which will take into account the age of the child, the prevailing weather conditions, the nature of the incident which led to the child absconding, the child's previous history of being involved in episodes of absconding and their outcomes. If the child returns of their own volition, parents/carers and the police will be informed as soon as possible.

Upon his or her return to school, and when the child is calm, the child must be seen by the SLT so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions.

A written report will be filed on the incident.



Written Statement of Behaviour Principles

Reviewed Annually by Haughton School Governing Body

Section 88 of the Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2016) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

All children at Haughton School have moderate to severe learning difficulties and complex needs and therefore it is understood that behaviours can form part of their communication of their thoughts and feelings.

It is intended that this statement will help staff to be aware of and understand their role in managing the behaviour of the children

This is a statement of principles, not practice.

The Governors at Haughton School believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Haughton School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our children as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- The children should be at the centre of everything that we do.
- Staff and volunteers should always set an excellent example to the children.
- All children, staff and visitors have the right to always feel safe at school.
- All behaviour should be managed in a planned and co-ordinated manner.
- Haughton School is an inclusive school. All members of the school community should be free from discrimination of any sort and treated with dignity and respect. Measures to protect children are set out in the Behaviour and Equality policies.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Consequences for unacceptable/poor behaviour should be known and understood by all staff and children and applied in accordance with the needs of the children.
- It is recognised that the use of rewards and consequences must have regard to the individual situation and the individual child. The Head teacher is expected to use her discretion in their use. Consequences should however be applied fairly, consistently, proportionally and reasonably, taking into the needs of individual children, and offering support as necessary
- The development of positive behaviour should be part of the work of all children.
- All staff at school will follow guidance on the use of reasonable force, all staff will be appropriately trained in the use of physical intervention and follow advice on de-escalation and behaviour management techniques.
- The school will work in partnership with parents and other professionals.
- The Governors strongly believe, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect children and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by children or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The school will fulfil its legal duties in respect of safeguarding
- Due to the age and needs of the children it is unlikely that staff will need to search them for prohibited items but if this is deemed necessary the Headteacher will inform the relevant authorities when items prohibited by law, weapons, non-prescription drugs etc are brought onto the school premises.