

Behaviour Policy

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Introduction and ethos

Our School Vision

To inspire and empower our pupils and our community to be ambitious, fearless and successful

This policy references

- DFE Use of reasonable force and other restrictive intervention guidance 2026
- Human Rights Act 1998
- Equality Act 2010

This policy is shared annually with all staff and is a key policy which is shared with all new staff members. This policy is available on the school website so that all school stakeholders are aware of the procedures in place at school.

Context

The Pupils at Stephen Hawking School all have severe and complex learning disabilities. Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, many of our pupils are non-verbal or find verbal communication challenging and may express their needs, discomfort or confusion through actions. This policy is built on the principles of mutual respect and is designed to create a positive learning environment for all. It is aligned with the UN Convention on the Rights of the child (UNCRC). It ensures that the best interest of the child is a primary consideration in our approach to behaviour (Article 3). By viewing behaviour as a vital form of communication (Article 12) and prioritising individual support plans over punitive measures (Article 37 protection from cruel or inhumane punishment), we ensure that every intervention supports the child's dignity, emotional well-being, and right to a positive learning environment (article 28 and 29).

Restrictive intervention: This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Devention and de-escalation

Staff at Stephen Hawking School must seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support and create an inclusive environment.

Staff are asked to build strong relationships with the pupils in their class so that they can easily identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. They should also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies. Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where appropriate, school staff will work with pupils and their parents in the co-production of behaviour support plans.

Behaviour support plans

Are created when pupils have displayed behaviours that may put themselves or others at risk of harm. Behaviour support plans outline any adjustments, such as addressing aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively. Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, or health professionals, and parameters around its use stated clearly in the plan. Where there is an identified risk, such as increased likelihood of the need to use reasonable

force and/or other restrictive interventions, the school will create risk assessments to mitigate risks. E.g. providing additional training and prevention strategies.

Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan. All behaviour support plans must be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

Pupils with behaviour support plans will not be disadvantaged in any school activities. Staff and parents should work together to ensure that all pupils have equal entitlement to enrichment activities.

We believe that all behaviours have meaning and that pupils' behaviour is a crucial aspect of their communication. All communication is acknowledged, interpreted and respected, and staff are skilled in interpreting and analysing different scenarios to understand why behaviours have occurred in order to plan proactive responses to this and reduce further instances of behaviour.

We recognise that our pupils have a range of learning difficulties which can impact their behaviour. All pupils have cognitive and communication impairments. Many have sensory and physical impairments, high levels of medical needs and some have social and emotional difficulties. Each of these difficulties impacts on our pupil's abilities to:

- Understand, remember and learn from previous experiences, events and practices
- Express their concerns or fears
- Move away from stimuli which causes distress
- Prepare for and anticipate multisensory stimulation

Supporting pupils with their behaviour responses is part of everyday learning and permeates into all wider learning. All staff are made aware of the needs of individual pupils and make the necessary adjustments to remove unnecessary triggers. The abilities and needs of pupils are very specific to each individual. Therefore, effective preventative interventions must be individually designed for each pupil in order to promote positive behaviour and wellbeing. Key points for all adults to consider are:

- Be proactive and promote learning in a positive way. Prevention is the focus rather than reaction

- Negative reinforcement, fear and punishment must not occur in any way
- Seek ways of communicating with pupils that are effective for that individual.
- Observe and listen carefully to the pupils' views and perspectives
- Respect the right to refuse

We believe that there is no 'bad' behaviour and that all behaviours tell us something is wrong. Some behaviours can evolve when a pupil's needs are not considered (e.g. boredom). The school curriculum supports pupils to learn about theirs and their peers behaviour through personal and social development and social and emotional development activities.

All staff must understand that the environment that pupils are in is an extremely important factor in supporting their emotional regulation. All adults are required to assist the pupils in learning to respect themselves and others within a positive environment with good modelling. Pupils are encouraged to participate at their level in all activities so they can build belief in their abilities and grow in confidence and develop good self esteem.

We respect all individual rights of our pupils and acknowledge that all pupils have the absolute right to refuse to participate in an activity. Staff endeavour to explore and understand why a pupil does not want to engage and strive to identify individual specific motivators. They reflect on pupil-centred information and environmental factors to create stimulating enabling environments which encourage engagement.

Aims & Objectives

As a school community, we have a clear and comprehensive knowledge of behaviour. This policy directly supports the progress and independence of all pupils. As such, the aims of this policy are to:

- Ensure that there is a clear pathway to facilitate appropriate support for children to learn to manage and regulate their behavior, utilising a range of different strategies to support communication and sensory regulation
- Ensure consistency and equity in approach for all children whilst taking into account individual abilities and needs

- Promote independence in managing positive behaviour
- To celebrate success of pupil's personal development
- Minimise the need for physical intervention and only use this in extreme circumstances and in the best interests of the child

When promoting positive behavior staff will:

- Know the expectations and responsibility of being a positive role model
- Be aware of the communication and sensory needs of all the pupils with whom they work
- Use motivators and clear communication to encourage positive behaviour
- Always ensure pupils have the required processing time to respond and understand that when pupil's arousal levels increase this can lead to inappropriate behaviour
- Work together with professionals and families to find solutions and create enabling learning and teaching environments to support positive behaviour
- Promote effective communication between pupils, their peers and adults
- Ensure every pupil has a curriculum offer with appropriate challenge

Communication

At Stephen Hawking School behaviour, including that which may challenge, is viewed as an important aspect of a child's way of communicating, and acknowledgement of pupil voice is a non-negotiable. To minimise behaviours presenting, communication and pupil voice must be a high priority in all classrooms and around the school building. Pupils should be aware of what is expected of them and this must be communicated in the most appropriate way for the child's communicative level with further adaptations made to support specific pupils. It is expected that this will be facilitated through a range of appropriate communication systems e.g. now and next, wait and personalised visual timetables. All pupils are encouraged to communicate at all times, with regard to learning and emotional need, during the school day. This includes being able to express their feelings and emotions. Enhancing the communicative capability of pupils and helping them to learn meaningful ways of communicating their needs is important in developing positive behaviour. Pupils who have not yet learned more appropriate ways of communicating may use unwanted behaviours instead.

All pupils have the right to refuse and this must be accepted by all staff members. Pupil's ability to understand and process what is being communicated, particularly if they are dysregulated, must be considered at all times with a shared understanding that response times can vary significantly between individuals. Repeating information or trying to rush pupils can potentially make it harder for them to understand what you are asking them to do and lead to further dysregulation. It may be appropriate to re-offer choices/activities when the pupil is ready to do this. There may be exceptional circumstances when it is essential that instructions are followed such as in an emergency evacuation. This will be managed sensitively in order to maintain safety of all and minimise distress to the pupil.

Recognising achievement

Positive behaviour should be recognised and reinforced by:

- Ensuring pupils know they have done the right, through use of the pupil's preferred communication system
- Sharing examples of positive behaviour with families so they have the opportunity to encourage this at home
- Giving certificates/rewards for positive behaviour and being clear with pupils about what they have achieved

We understand that rewards and celebrating success as well as positive behaviour towards others is an important part of life both in school and at home. Rewarding pupils makes them feel valued, builds confidence and motivates them to achieve.

Identifying and supporting behaviours that may challenge

Every child is an individual whose educational needs and communication will vary from others. We are aware that some behaviour responses may be informed by an individual's prior experiences. It is essential that positive relationships are built between pupils and staff in order to modify support pupils to be as independent as possible. Pupils need to be given time to settle into their new environment and during this time, staff will work hard to get to know the pupil and begin to build secure relationships with them. Research from Trauma Informed Practice shows that children and young people who have endured Adverse Childhood Experiences (ACES) are likely to present with a reduced impact in their ability to regulate their behaviour.

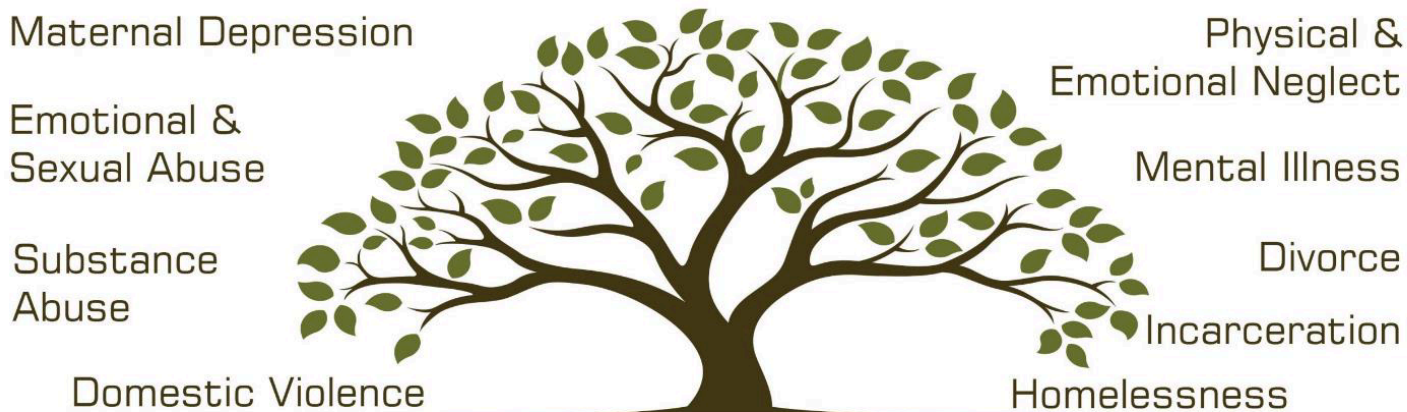
Adverse Childhood Experiences can include:

- Prejudice – due to disability
- Survivorship – many of the pupils have severe health needs from birth or have had traumatic births/early separation, experienced invasive medical procedures or prolonged stays in hospital
- Household or family adversity – due to the added pressures of having a child with a severe disability that often has an adverse effect on families such as poor or inappropriate housing, additional costs, childcare concerns
- Violence – some families have been the victims of domestic abuse or been adversely affected by crime or gang membership
- Adjustment – parents of children with disabilities are more likely to separate

Some of our pupils are affected by one of these ACEs however some pupils have been affected by a number of ACEs. As such staff must be aware of the need to consistently follow practice which recognises the need to accept and understand how pupils are feeling, processing and understanding the world around them. By placing ourselves as their partners rather than their superiors we can develop effective relationships which are founded in trust, understanding and empathy.

The Pair of ACE's

ADVERSE CHILDHOOD EXPERIENCES



ADVERSE COMMUNITY ENVIRONMENTS



Research into trauma explains the functions of dysregulated behaviour. Children who have experienced developmental trauma have to cope with:

- Not enough attention/failure to meet basic needs
- Too much danger

There are therefore two primary functions of behaviour:

- Need fulfilment
- Danger avoidance/safety seeking

Examples of other factors impacting on behaviour/regulation include:

- Difficulties with sensory processing and regulation
- Sensory sensitivity or overload/increased arousal levels
- Experience of pain
- Unmet need including lack of stimulation
- Uncertainty of what is happening and what is happening next
- Challenges/frustration in communicating needs, feelings and preferences

The key to supporting and teaching our pupils is the quality of relationships that they have with the people around them. Trauma **can** impacts on relationships and it is our role at school to create and model relationships with pupils which are caring, consistent, empathetic and nurturing.

Enhancing pupil self-esteem is acknowledged as a key factor in the promotion of more positive relationships, learning and behaviour. It is recognised that when pupils' arousal levels increase this can lead to a change in behaviour. As pupils grow and develop (including puberty and adolescence) they experience changes which may impact on their mood, temperament and behaviour. Therefore a strong emphasis on Personal, Social and Emotional development, including Sex and Relationship education, within the curriculum is essential, which is adapted to meet individual needs.

We ask everyone to try to anticipate pupils' emotional responses by observing and anticipating patterns.

- Observe yourself – notice your own cues of distress, support needs or loss of control

- Modulate yourself – if you can only stay in control of one thing, make it be you
 - Co-modulate your pupil – mirror what you see and cue support and reinforce use of regulation strategies
 - Pay attention to opportunities for control. Do this after everyone is calm
 - Reflect, process, limit set, problem solve
 - Work with pupils to build an awareness of what is going on emotionally for them, the ability to recognise and name emotional states and an understanding of where these states come from

Families have a vital role to play in promoting good behaviour in school and so effective home/school liaison is very important. The school has a right to expect that families will give their full support in dealing with their child's behaviour.

Environments

All environments are considered from the pupils' perspective as much as possible and are designed to promote independence and self-management. Staff teams will continually adapt their learning environments in response to the needs of the pupils. This includes the use of sensory integration in the environment. The level of stimulation in the environment will be in response to the arousal levels demonstrated by individual pupils. Where appropriate it may be necessary to restrict access to the wider environment in order to ensure pupils safety. This is considered on an individual basis as required. Pupils will never be left in an environment on their own without a staff member being present. In an extreme circumstance where pupils indicate they wish to be alone staff will respect this and move away as appropriate ensuring a form of visual contact can be maintained.

Restrictive intervention, including use of reasonable force

Appropriate Touch

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid

- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to selfregulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate exercises or techniques during lessons

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection and personal care policy
- the applicable circumstances, such as whether there are other adults present

For those pupils with Multi-Sensory Impairment (MSI), touch can be used in context to support the development of interactions between pupils and adults in school. Touch must always be necessary and age appropriate. Staff must be aware of the individual pupil's support plans and risk assess the situation if physical touch is necessary.

Pupils who have sensory processing needs may require touch or physical contact to support them in regulating. This should be detailed in their support plan and followed by supporting adults. Touch should only be used to provide positive experiences/support. The pupil involved should be given the opportunity to consent to any touch given and staff must be sensitive to any verbal and non-verbal communication the pupil may give which indicates that they do not want to be touched. This must be respected and touch withdrawn as indicated. Staff should be observant of any changes in behaviour (over excitement or negative reactions) that might indicate the need to reduce or withdraw touch. Staff should always offer appropriate processing time to enable the pupil to respond on their own.

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

We are aware of our legal duty to record and report the use of force and seclusion. We only permit the use of reasonable force if there is immediate and significant harm likely if the intervention were not to happen.

At Stephen Hawking School we are committed to ensuring all adults and pupils are safe from harm. Therefore using the dfe guidance we authorise all members of the school community to use reasonable force but only in the following circumstances:

1. Where a child is at risk of causing injury to themselves or others
2. Where there is risk of damaging property which could cause others injury (eg pulling large equipment off walls)

Staff who have completed TEAM TEACH training are best placed to use reasonable force. Pupils who are known to have behaviours that could hurt others will be given a behaviour support plan that offers agreed ways of working and any restrictive measures that may be required in moments of extreme need.

Reasonable force: All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Self-regulation Zones/Calming Spaces

Many pupils choose to find spaces away from their peers when they find classroom activities over stimulating and staff can create a safe space around the pupil to enable them to regulate. Examples of this could include ensuring the room/space is vacated by other pupils/staff, or supplying sensory integration equipment that could support them in regulating such as a peanut ball, bear hug, dark tent or fidget toys. It is essential that pupils are supported in learning how to request a space of this nature in order to modify behaviours. Alternatively, a pupil may use a Calming Space to support them in regulating their emotions and sensory needs. These spaces are usually small areas within the school setting that are free from any objects and minimal furniture as appropriate. These areas will usually have no doors and the pupil will be able to leave at any time. A calming space can be created around a pupil if they become dysregulated and are finding it hard to move somewhere else. Pupils must not be routinely escorted to the Calming Spaces.

Maintaining the safety and wellbeing of pupils and staff is our highest priority. If a pupil is displaying they are in a heightened state of anxiety or distress it may be appropriate for them to have a Self-Regulation Zone created around them or be given an opportunity to

access a Calming Space within the school premises. Regular opportunities will be provided by staff to interact with and support the pupil to re-engage with their peers/activity as appropriate.

If a child is regularly being directed to access the Calming Space, the situation must be reviewed at least half-termly and the pupil's support plans must be reviewed and adapted to reduce the likelihood of it reoccurring. This should be shared with the senior leadership team for monitoring and reviewed as appropriate. It is essential that staff responses to incidents of behaviour are considered and consistent to maximise pupil's ability to learn to modify their behaviour over time. If a pupil has been physically supported to access a Calming Space, staff must complete a cpoms report (see recording and reporting)

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. Any adult who is found to use unreasonable force as punishment may be subject to the school's disciplinary procedures.

As set out in the DFE we do not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions as to do so could leave staff and pupils vulnerable.

Seclusion

Seclusion should not be implemented by staff through threat of punishment. As a last resort and following all other strategies to support the pupil to regulate their emotions a safe space may need to be found. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. If the pupil is at risk of hurting themselves, staff should call upon senior leaders to assist. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion must be recorded and reported. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour.

Restraint: This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms

of restraint. The use of buggies or specialist equipment such as seating and standing frames must never be used as a form of restraint.

Pupil and staff support

All behaviours are seen as communication. On occasion, presenting behaviours can be very concerning and require carefully considered responses. In circumstances where behaviours appear to be targeted at an individual, specific risk assessments will be put into place with the aim of reducing the behaviour. Where a pupil displays behaviour such as those which could appear to be sexualised, extreme changes in behaviour or emotional presentation, this should be recorded in CPOMs and discussed with the Designated Safeguarding Lead (DSL) as soon as possible after the behaviour is seen. The DSL and class team will discuss necessary monitoring, risk assessment and further action/support (see Child Protection Policy and RSE Policy for further advice). As appropriate this will be shared with the therapy and nursing team and referrals to external support services will be explored as required. Pupils who display behaviour that is challenging will have a behaviour support plan with strategies to address this. These plans will detail what positive steps can be taken to minimise possible barriers to learning for each individual and can be adapted where appropriate with the support of the SLT and therapists as appropriate. Planning for supporting positive behaviour always considers both a pupil's individual communication method and sensory needs. This is embedded into holistic approaches for supporting each pupil.

Where there is a likelihood that a pupil may require the support of Physical Intervention, this will be clearly detailed in their support plans and the circumstances in which this may be needed.

These will be reviewed on a termly basis or as the need occurs by the school behaviour lead.

In addition school leaders will evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends and how the use of restrictive interventions might be avoided in the future e.g. by amending or introducing a behaviour support plan.

If appropriate, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible. Incidents in which a member of staff

uses reasonable force or seclusion on a pupil must be recorded on cpoms in the behaviour category. This ensures senior leaders at school are made aware of the incident. In addition, any injuries should be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive.

School leaders will also hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation is part of the overall debriefing process and aims to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue. This process is facilitated by school leaders. By engaging in this process, we aim to foster a culture of continuous improvement.

Additionally, any pupil who witnesses an incident of restrictive intervention where a peer may have been injured or become distressed should also be provided with appropriate support where necessary.

Recording and reporting incidents of restrictive interventions force, seclusion and non-force related restraint (statutory guidance)

All incidents of restrictive interventions and seclusion and non-force related restraint as set out in this policy must be recorded on cpoms as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day

When recording the incident staff must include

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance

- any post-incident support such as details of any medical treatment for injuries or other adverse impacts

Reporting to parents

Reports of significant use of force, seclusion and non-force related restraint must be shared with parents as soon as practicable after the incident, and staff should endeavour to do this no later than the same day.

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Initial discussion should be in person and followed up in writing via email.

Following any incident school leaders will invite parents to have a follow-up discussion about the incident

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

The school may use this information to amend any existing behaviour support plans, as needed.

When determining when use of restrictive interventions is appropriate school leaders will ask the following questions .

Is it necessary?

Staff should consider whether there are other more effective, less restrictive ways to manage a situation.

- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, Equality Act 2010 past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain 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.

- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped

Training and Support

At Stephen Hawking School we support the use of a range of strategies which are appropriate to meet the needs of individuals. Training is provided throughout the year, by key members of school staff with the support of therapy teams. There is a particular focus on communication systems and sensory processing and regulation. External training is accessed when needed. Training needs are identified through the performance management cycle and development opportunities are provided accordingly.

Stephen Hawking School uses Team Teach which is an accredited approach to positive behaviour management (recognised by BILD) where the focus is on de-escalation and prevention rather than the consequences of unwanted behaviours. It provides positive handling strategies to support staff in managing situations that could become challenging. Identified staff complete the programme to equip them with the skills to reflect on situations and identify possible solutions for individuals.

The headteacher is responsible for ensuring staff have up to date Team Teach training.

The senior leadership team are available in the event that additional support is required. In the case of any urgent concerns contact should be made via telephone

Responses to Incidents

There are immediate responses or actions to some incidents that occur but it must be clear that any adult found to use the follow will be subject to the school disciplinary procedures

- Excessive force/corporal punishment
- Shouting
- Deprivation of food and drink

- Use of or withholding medication
- Not accepting a pupil's refusal to take part in or withdraw from an activity
- Shutting a pupil in a room as punishment at any time even when with an adult

For those pupils who display self-injurious behaviour it is essential that all staff working with them are aware of strategies used to reduce this behaviour as detailed in their plans.

Maintaining Confidentiality/Professionalism

Matters discussed in a class team or within school regarding events that have happened, should not be discussed with anyone who does not have a direct duty of care to that individual. Confidential reports and incident recording systems should be password protected and only be accessible by those using them and the senior leadership team.

Restrictive Physical Intervention

At Stephen Hawking School we aim to avoid the need for physical intervention and regard this as a last resort which should only be used in extreme circumstances. It is not possible to define every situation in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the categories set out by the Law. Staff have a duty of care to support pupils to be healthy and safe but also to promote their rights and independence. This is both a legal and statutory duty as well as a moral and ethical responsibility in our role as educators. Staff should always act within the boundaries of this policy. Physical intervention will only be used when it is in the best interests of the pupil, in ways which maintain the dignity and safety for all concerned and when other less intrusive approaches have been tried and been found to be unsuccessful. Under exceptional circumstances it may be the first course of action, for example, where a child is about to run out in front of a car.

Restrictive physical intervention should only be used:

- Rarely and as a last resort
- All other possible alternatives have been considered and tried
- As part of a total response to a pupil's behaviour and not in isolation
- When a child is deemed at being in considerable danger of harming self or others
- Staff have been fully trained and following guidance from this policy and training

- Physical restraint or the picking up of a child must not take place when a pupil is refusing to move/sitting on the floor when there is no threat to safety or self/others being harmed

Key points Only those trained in Team Teach should be involved in physical interventions. If physical restraint is used, SLT should be notified and it must be recorded as soon as possible and no later than the end of the school day.

Analysis and de-brief of the incident must take place after physical restraint has been used and must include discussion of any reparation of relationships in school which may have been impacted.

Staff should be guided to reflect on the approaches used to manage behaviour and review their effectiveness by senior leaders.

Parents should be notified that it has been necessary to physically intervene in order to keep their child safe. This must be done by the end of the school day at the latest.

Staff should always default to the least intrusive intervention appropriate to the particular circumstances which links back to rights and dignity, and health and safety.

Under no circumstances should a person be held by their joints or restrained if they are laying face down on the ground because the risks are significantly elevated. There is no place in the use of physical intervention to manage behaviour for techniques which will deliberately inflict pain.

Governor responsibilities This policy, as with the aims of the school, will be regularly evaluated, discussed and reviewed by the senior leadership team, Governors, parents and the Local Authority.

The Governing body reviews and interrogate data on restrictive interventions to ensure school leaders:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.

- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability

The Governing body is aware of the limitations of data and what can be inferred from it. Analysis is proportionate to avoid over-interpreting small subgroups of people.



Terminology Used In This Policy

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in appropriate touch within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

Appendix 1 – STAR behaviour observation record

Time & Date	Setting	Trigger	Action	Result

	Where? Context?	What comes before the behaviour. Who was there?What was happening?	The specific behaviour and what interventions were tried?	What happened after the behaviour? Were interventions effective?

Appendix 2 – Individual Behaviour Plan

 Individual Behaviour Plan (IBP) 2025