POSITIVE BEHAVIOUR SUPPORT POLICY

Policy & Procedure No.	**ED03**
Reviewed & Updated:	**January 2025, Sept '25, Sept '26**
Next Review:	**September 2027**
Written by:	**James Eagle**

CONTENTS

Reference to 3

1. Rationale 3

2. Our Aims and Principles 3

2.1 Our Policy 3

2.2 Our Aims 3

3. School Expectations 4

4. School Ethos 4

5. Restorative Justice 5

5.1 Principles of Restorative Justice 5

5.2 The Restorative Questions: 5

5.3 How to use the Restorative Questions: 6

5.4 Unsuccessful conferences or refusal to take part 6

6. The Curriculum and Learning 6

7. Support Plans 6

7.1 Individual Education Plan (IEP) / Social & Emotional Tracking (PIES) ..... **Error! Bookmark not defined.**

7.2 Positive Behaviour Support (PBS) Plans ..... **Error! Bookmark not defined.**

7.3 All behaviour plans 6

7.4 Risk Assessments (RA) 7

8. Classroom Management 7

9. Rules and Procedures 8

10. Rewards 8

10.1 Action / Consequence system 9

11. Sanctions 9

12. Communication, Parental and Multi-agency Partnership 13

13. Procedures for the Management of Inappropriate Behaviour 13

14. Complaints 15

Appendix 1: PRICE 15

Appendix 2: Searching Pupils 17

Reference to

RESPECT Agenda
PIES
Education and Inspections Act 2006
Education Act 2011
Equality Act 2010
Children Act 1989 and 2004
SEND Code of Practice: 0-25 Years (Updated 2024)
Keeping Children Safe in Education 2026 (KCSIE 2026)
Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024)
School Suspensions and Permanent Exclusions (DfE, July 2026)
Searching, Screening and Confiscation in Schools (DfE, July 2023)
Mobile Phones in Schools (DfE, June 2026)
Restrictive Interventions, Including Use of Reasonable Force in Schools (DfE, April 2026)
Working Together to Safeguard Children 2026 (where safeguarding concerns arise)
Relevant school safeguarding, complaints, exclusions and SEND policies

1. Rationale

Amberley Court School (ACS) seek to create a school environment which encourages and reinforces positive behaviour and mutual respect for all. ACS acknowledges that if pupils and staff feel safe and secure this will have a positive impact on teaching and learning. Staff also recognise that difficulties in controlling behaviour or understanding social interaction or norms may form an intrinsic aspect of some SEN.

Through positive management strategies, the curriculum, individual educational and behaviour programmes and comprehensive staff training, all pupils are supported to access all aspects of the school community.

2. Our Aims and Principles

2.1 Our Policy

- Aims to articulate the central values, rights and responsibilities which underpin the management and development of student behaviour within our school.
- Will have principles of Restorative Justice as its central pillar. *Restorative Approaches will offer an alternative to the traditional responses to challenging behaviours:*

Restorative Approaches offer a framework that enables pupils to develop their social and communication skills. We believe that Restorative Approaches are a fundamental component in helping the School Community to achieve our aims.

2.2 Our Aims

- To use Restorative Justice as an educative approach, to help those involved to learn how to change
- To provide a safe and secure environment for all

- To promote the positive behaviour of all pupils

- To ensure behaviour support is trauma-informed, child-centred and consistent with safeguarding duties.

- To recognise that behaviour may be a communication of unmet need, SEND, mental health difficulties, trauma, adverse childhood experiences or safeguarding concerns.

- To ensure all behaviour management decisions comply with Equality Act 2010 duties and reasonable adjustment requirements for pupils with SEND.

- To support the positive access of all pupils, whatever their special educational need, to all aspects of the school community.

- To provide a clear and consistent framework for appropriate behaviour which is known, agreed and supported by staff, pupils, parents and governing body

- To promote respect for peers, adults, and the environment

- To approach the management of behaviour in a positive non-confrontational way that is supported through learning and environmental structures and routines

- To plan and implement Positive Behaviour Support Timetables for every pupil as a priority area. These could consist of therapeutic sessions, pastoral or 1:1 session, THRIVE sessions, bespoke contextual safeguard sessions as well as de-escalation strategies from within their PBS plans

- To work closely with parents, carers and other agencies to provide consistency of approach and shared expectations within all areas of a pupils' life

3. School Expectations

The staff acknowledge that the standards of behaviour set by the school are goals to work towards and therefore are not identified in terms of what pupils can or cannot do. Thus, the school has a central role to play in supporting the pupils' social, emotional and moral development just as it does in their intellectual development.

The school also takes into consideration that each pupil brings to school a wide variety of behaviour patterns based on their stage of development, special educational need and differences in home values, attitudes and parenting skills.

At school we work towards standards of behaviour based on the basic principles of mutual respect, consideration, caring and responsibility for oneself and others and honesty. It follows that acceptable standards of behaviour are those which reflect these principles.

4. School Ethos

All school staff have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other. As adults we aim to:

- Enhance pupils outcomes holistically – academically, wellbeing, social and emotional.
- Create a positive climate with realistic, but challenging individual, expectations for pupils.

- Emphasise the importance of being valued as an individual within the group.
- Promotes, through example, respect for others, courtesy and fair treatment for all regardless of age, gender, race, culture, religion, ability or disability.
- Provides a caring and effective learning environment.
- Encourages relationships based on kindness, respect and understanding of the needs of others.
- Ensures, acknowledges and celebrates the achievements, efforts and contribution of all.
- Create a positive climate with realistic, but challenging individual, expectations for pupils.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, respect for others, courtesy and fair treatment for all regardless of age, gender, race, culture, religion, ability or disability.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure we acknowledge and celebrate the achievements, efforts and contribution, of all.

5. Restorative Justice

5.1 Principles of Restorative Justice

Restorative Justice 4 Schools detail practices to create a harmonious learning environment where pupils can self-regulate their own behaviour and learning. Restorative approaches are based on Respect, Responsibility, Repair and Re-integration.

It enables pupils to:

- Focus on harm caused by the wrong-doer and actively seek ways of repairing that harm.
- Help create dialogue and communication.
- Are fair, open, and honest; treating all participants with respect.
- Within a safe environment; will allow all participants to engage, learn and gain a shared understanding.
- Should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

5.2 The Restorative Questions:

- *What happened?*
- *What were you feeling / thinking at the time?*
- *What do you think / feel about it now?*
- *Who has been affected by what has happened?*
- *In what way?*
- *What impact has this incident had on you and on others?*
- *What has been the hardest thing for you?*
- *What do you think needs to happen to make things right?*

- *What do we need to do make sure this doesn't happen again?*

The questions are neutral and non-judgemental, they are about the wrong-doer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

5.3 How to use the Restorative Questions:

The Restorative Approach model can be applied in several ways, ranging from informal work in corridors and classes to formal conferences with the wrong-doer and the harmed including working with whole classes. Examples of restorative approaches in action include:

- Restorative Chat – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up; individual member of staff takes initiative and leads process.

- Corridor/Impromptu Conference – informal conference that does not include formal preparation but may include an informal contract and a follow up; individual member of staff takes initiative and leads process.

- Circle or Classroom Conference – a more-structured conference that requires a degree of pre-conference preparation and, possibly, a contract, debrief and a follow-up session. Referral for support can be made to the behavioural / pastoral team for the students concerned.

5.4 Unsuccessful conferences or refusal to take part

Unless all have agreed to take part in a Restorative Intervention, it will not proceed; all must be willing participants. If, during an intervention, any of those taking part are unable or unwilling to proceed, the intervention will close, and an alternative resolution will be implemented.

If those involved fail to comply with expectations of the agreement, alternative solutions including the school's sanctions may be negotiated or applied to the wrong doer.

6. The Curriculum and Learning

We believe that it is an appropriately structured curriculum and an effective learning environment with a breadth of opportunity that builds pupil development and contributes to positive behaviour and a feeling of safety and security within the school. In addition, specific aspects of the curriculum will support the development of communication, interactional, social, personal and positive behaviour skills and be practised in a range of cross-curricular activities and environments.

Specific behaviour management programmes for individual pupils will be identified through Positive Behaviour support (PBS) Plans and in the case of CLA pupils, associated Individual Education plans (IEP). Additional support may be obtained to extend the knowledge and expertise of staff.

7. Support Plans

7.1 Personalised Support Planning for Children Looked After and Previously Looked After Children

- Targets will be identified through:

Personal Education Plans (PEPs)

- EHCP outcomes
- Behaviour Support Plans
- Therapeutic intervention plans
- Planning will be undertaken collaboratively with:
- Local Authority Virtual School
- Parents/carers
- Social workers
- Relevant professionals
- School based PIES tracking

7.2 Positive Behaviour Support (PBS) Plans – all pupils

- Provides background information on emotional and communication factors
- Highlights triggers and indicating behaviours of the pupil
- Provides positive support strategies for staff to implement
- Supports the staff in using effective de-escalation and response techniques
- Provides a structured intervention to manage and support pupil behaviour
- "Any behaviour support strategy involving physical contact, restrictive intervention or individualised physical support must be:
  - risk assessed;
  - clinically and ethically defensible;
  - proportionate;
  - regularly reviewed;
  - agreed by senior leaders and parents/carers;
  - consistent with DfE Restrictive Interventions Guidance (2026) and Restraint Reduction Network Standards."

7.3 All Behaviour Plans should – IEP's, PBS plans etc.

- Be individualised for each pupil
- Be agreed by a senior staff member and parents/carers and in some instances virtual schools and the SENAT caseworker
- Be written with some involvement of, and consistently implemented by, the staff that are most familiar with the pupil
- Be discussed with the pupil where appropriate
- Be reviewed at regular intervals
- Discussed and approved by parent / carers at least annually

7.4 Risk Assessments (RA)

- Designed to highlight the types of behaviours presented and the level of risk this imposes, to enable appropriate support and mitigating actions to be put in place
- Highlight missing person Police contact times – this would be on a separate document to the RA (the individual misper)
- Actions to be adhered to during any government initiated closure of the school due to a pandemic type event

8. Classroom Management

The School believes that classroom management, routines, environmental structure and teaching methods have an important influence on pupils' behaviour. The classroom environment should be set up to support positive behaviour and give clear messages to the pupils about the extent to which they and their efforts are valued.

Classrooms will be organised to support pupil access to learning, on-task behaviour, alternative appropriate social and interactional skills and independence. Materials and resources should be arranged to aid

communication, understanding, accessibility and reduce anxiety, uncertainty, frustration and disruption, e.g. clear timetables.

Change in routine or transition from activity or area of the school may cause anxiety for some pupils. Additional reassurance or preparation; tactile, visual or auditory aids may support them and decrease inappropriate behaviour.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should reflect differentiation and support active participation where appropriate. Lessons should aim to develop the skills, knowledge and understanding that will enable the pupils to work, play and socialise in co-operation with others. Where appropriate, specialised teaching and learning approaches, styles and structures will be incorporated within pupils' learning programmes.

All pupils will have a case study attached to their paperwork devised by the classroom teacher. These case studies will consist of three parts – where the **pupil has come from**; their needs, academic levels, issues that have affected their education to date and their SEND requirements. What we do for the **pupil now**; how ACS and it's staff are going to support this pupil. Where the **pupils wants to attain in the future**; what do they see their future including – further education, career, apprenticeship, etc.

9. Rules and Procedures

The School believes that rules and procedures that form part of clear structures and routines are clearly defined and when consistently applied help the pupils to understand what is expected of them. The following principles will underpin the formation of rules:

- They will be kept to a necessary minimum.
- They will be positively stated, telling/showing the children what to do rather than what not to do.
- Everyone will be actively encouraged to take part in the promotion of the rules.
- Rules and procedures will promote the idea that every member of the school community has responsibilities towards the whole.
- Rules should ensure the safety of the pupils themselves, others and support a learning culture.
- Individual classrooms may adopt supplementary rules, if it is seen appropriate to support pupil's understanding and wellbeing.

Amberley Court School will adopt a RESPECT Agenda. This is clearly displayed in classrooms and corridors. Regular lessons in Personal, Social and Emotional Development take place where these principles are the focus.

10. Rewards

Our emphasis is on rewards to reinforce appropriate, rather than inappropriate, behaviour. Rewards for individual pupils will vary. Appropriate motivating rewards for individual pupils will be identified through observations and reward assessments.

Rewards may be different to suit a range of pupil's ages, needs and understanding. They may be immediate or delayed, basic or complex and may need to be changed frequently to maintain their motivational value.

Some examples of rewards are: A favourite object or activity, agreed privileges, verbal and non-verbal praise, stickers, tokens, whole class reward schemes, weekly nominations related to good work or behaviour,

achievements celebrated in a school assembly, special certificates, good news notes sent home, staff telephoning parents and visual markers in the form of the classroom sheets, if age appropriate.
The School will always promote a movement away from external to intrinsic rewards.

10.1 Action / Consequence system

ACS does not operate a formal consequence system as this can emphasise a lack of self-worth, self-confidence and general motivation. Instead the school aims to promote motivate pupils towards positive behaviour through empathetic discussion in order to find the **WHY** (reasons for the behaviours) as opposed to immediate negative actions (punishments). The system has the following elements:

a) Pupils are asked to discuss the issue at hand – this many be done inside or externally of the classroom or area the issue is occurring in.
b) This discussion **MAY** interrupt learning, activity or 'free' time – **CONSEQUENCE**.
c) Coping strategies and techniques will be discussed.
d) Safety considerations may lead to mitigating the child from being in that situation in the future such as throwing things in lunch club would lead to a consequence of not going to lunch club the following day.
e) The aim is to **COACH** pupils to regulate their own behaviours – **RESPONSIBILITY**.
f) Further sessions may be required to build on these strategies and build social stories – **INTERVENTION**.
g) Enabling the child to **UNDERSTAND** action and consequence rather than a blanket disciplinary approach will be fundamental within the positive behaviour strategy within ACS.
h) Parent / carer communication may be required.

11. Sanctions

Although the School sees rewards as central to the reinforcement of appropriate behaviour, and always aims to use the 'Restorative Justice' approach, realistically there is also a need for pupils to develop an understanding of the consequences of their actions. This may need to involve sanctions to register understanding of unacceptable behaviour and to protect the safety, security and stability of the school community.

The use and type of sanctions applied will depend on the individual needs of the pupils and their level of conceptual development. In general, appropriate sanctions will form part of any behaviour plans for individual pupils and may include; removal of adult attention through tactical ignoring of inappropriate behaviour, some time-out to de-escalate, explicit disapproval of inappropriate behaviour or withdrawal of privileges. *Note that we believe that break periods are a right of the child and not as a privilege, but the health and safety of all individuals remains paramount so decisions will be made on an individual basis.*

Prohibited Practices

Amberley Court School will not use:

corporal punishment;
pain-inducing techniques;
deprivation of food, drink or medication;
deliberate humiliation;
punitive restraint;
unsafe restraint techniques;
unlawful seclusion practices.

For our pupils, who each have positive behaviour plans, the management of inappropriate behaviour will be clearly set down and agreed by everyone concerned with the care and education of the pupil. These plans will

be available to all staff in there full format and an abridged format for each pupil, along with individual risk assessments, in each classroom for reference and visiting temporary staff.

Communication home and the transparency of information sharing can be used as a sanction if negative behaviours persist as can temporary and permanent exclusions, although this would only be considered in escalated situations (It should be noted that there are occasions when a pupil may need time to process their actions. This would possibly take the form of Independent Learning for a period of time, a meeting with the family or a discussed period of reflection time either at home or within school. This would be discussed with the parent/carer). The last thing the school wants is to have to remove a pupil from the school environment unless they have to be – exclusion, or it is the best interest of the pupil for as short period of time – reflection and processing time. If this does happen then remote / blended learning may be considered.

The consequence structure below is to be used as a guide and pupil's SEND requirements should always be taken into consideration when issuing any sanctions:

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Mobile phone refusal to be handed in	Spoken to by tutor/ duty staff Communication home (Phone call/ email), Pupil away from school community until compliance – Independent Learning.	Tutor report card/ behaviour contract. Communication home (Phone call/email) Restorative meeting, time away from class.	Pastoral team report/ behaviour contract. Communication home (Phone call/email), Restorative meeting, time away at break/lunch.	SLT report/ behaviour contract Communication home (Phone call/Email, Restorative meeting, time away at break/lunch/lesson time.	Principle report/ further action. (as deemed appropriate) Communication home
Disruptive behaviour including but not limited to, refusing to work in class/ walking out/ Damage caused	Spoken to by tutor. Communication home, (Phone call/ email), Restorative meeting, Work catch up agreed.	Tutor report card/ behaviour contract. Communication home, (Phone call/ email), Restorative meeting, time away from class, apologise to effected parties, Work catch up agreed. Pupil to help make good damage.	Pastoral team report/ behaviour contract. Communication home, (Phone call/ email), Restorative meeting, apologise to effected parties, Work catch up agreed, time away at break/lunch, Pupil to help make good damage. Independent Learning.	SLT report/ behaviour contract Communication home, (Phone call/ email), Restorative meeting, apologise to effected parties, Work catch up agreed time away at break/lunch/lesson time, Pupil to help make good damage.	Principle report/ further action. Communication home
Physical Aggression leading to causing physical harm, leading to, assault,	Spoken to by tutor. Communication home (Phone call/ email), Restorative meeting. Independent Learning for a specified period of time.	Tutor report card. Communication home, (Phone call/ email), Restorative meeting, time away at break	Pastoral team report Communication home, (Phone call/ email), Restorative meeting, time away at break/lunch	SLT report Communication home, (Phone call/ email), Restorative meeting, time away at break/lunch/lesson time	Principle report/ further action. Communication home

Inappropriate language leading to verbal aggression	Spoken to by tutor/ class teacher Communication home	Tutor report card. Communication home	Report to Pastoral team Communication home	SLT report Communication home. Independent Learning	Principle report/ further action Communication home
Verbal aggression towards staff/ young people	Spoken to by tutor. Communication home (Phone call/ email), Restorative meeting	Tutor report card. Communication home, (Phone call/ email), Restorative meeting. Independent Learning	Report to Pastoral Team Communication home (Phone call/ email), Restorative meeting	SLT report Communication home, (Phone call/ email), Restorative meeting	Principle report/ further action Communication home, Restorative meeting
Sexual harassment, sexual violence, harmful sexual behaviour, misogynistic behaviour, racist behaviour, homophobic behaviour, biphobic behaviour, transphobic behaviour, discriminatory behaviour and hate incidents	Spoken to by tutor. Communication home (Phone call/ email), Restorative meeting Such incidents will be considered safeguarding concerns and may require referral to the Designated Safeguarding Lead and external agencies where appropriate	Tutor report card. Communication home, (Phone call/ email), Restorative meeting, pshe session on inequality.	Pastoral team report/ behaviour contract, Restorative meeting Communication home, (Phone call/ email), Restorative meeting, session on inequality. time away at break/lunch. Independent Learning	SLT report/ behaviour contract. session on inequality. Parental meeting, Communication home (Phone call/ email),	Principle report/ further action, Parental meeting. Communication home
Risk to health and safety of self/others I.e. climbing walls fences etc, climbing roof, absconding from site.	Spoken to by tutor/ class teacher Communication home.	Tutor report card. Communication home. PSHE on keeping safe.	Report to Pastoral team Communication home Behaviour contract PSHE on keeping safe. Independent Learning	SLT report Communication home Behaviour contract, police/ other services intervention	Principle report/ further action Communication home Behaviour contract.
Stealing. Resources, Equipment, keys, fobs and any other items.	Spoken to by tutor/ class teacher Communication home. (Phone call/ email),	Tutor report card. Communication home (Phone call/ email), Educate on consequences	Report to Pastoral team Communication home (Phone call/ email), Behaviour contract.	SLT report Communication home (Phone call/ email), , police/ other services intervention	Principle report/ further action Communication home Behaviour contract.

	Return items with apology	Return items with apology	Educate on consequences Return items with apology	Behaviour contract Return items with apology	

- These are examples of poor choices and should not be considered as an exhaustive list but more of an action plan.
- Consequences need to be prompt to allow young people to link behaviours to consequences.
- Consequences need to be consistent BUT looked at on individual basis.
- Levels can be skipped depending on the severity of the issue.
- This is a guide and if you are unsure of the appropriate level seek advice from the SLT.

12. Communication, Parental and Multi-agency Partnership

We value two-way communication to create 'positive partnerships'; especially with parents/carers since we believe that these are crucial when promoting and maintaining positive behaviour across the settings. Where the behaviour of a pupil is giving cause for concern it is important that all those working with them are aware of those concerns and of the steps which are being taken to support the pupil at school. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupil's welfare. Early warning of concerns may be communicated to a senior staff member or the Head teacher.

When specific behavioural management strategies are to be introduced it is the responsibility of the class teacher to inform others at an appropriate staff meeting so that all adults implement a continuity of approach. This is important as it ensures that pupils are not left confused about what is expected of them.

If it is appropriate, we will liaise with any outside agency, such as a speech and language therapist, if it is felt that it will be of benefit to support the education and welfare of each student.

13. Procedures and further possibilities for the Management of Inappropriate Behaviour

- Any concerns regarding behaviour will be shared with the appropriate staff (Class Teacher). The Deputy, or Head, teacher may also be kept informed at different stages in any procedure.
- Observation schedules and/or 'ABC sheets' may be implemented to identify possible functions or reasons for displayed behaviour. Support will be requested from other professionals if required.
- All pupils will have a **Risk Assessment**, regularly reviewed, to identify specific areas of difficulty.
- Intervention programmes / **Positive Behaviour Plans** will be produced, agreed, implemented, monitored and reviewed on a regular basis by the staff concerned. *These are reviewed at least termly but can be amended at any time to reflect certain changes.*
- Monitoring and evaluation of behaviour programmes is the responsibility of the class teacher and the pastoral team.
- Parents/carers will be invited to take an active role in discussions about challenging behaviour and, if appropriate, practical implementation of any behaviour programmes within the home environment can also be discussed and supported.
- As physical support/management *may* need to be implemented, due to possible dangerous behaviour (i.e. when harm occurs to the pupil, others or property), parents/carers will be asked to agree in writing on first admission.

- Where incidents happen, records will be kept upon the school's Arbor system, daily, to form a behaviour log. Times will also be recorded, including the length of any physical intervention. This helps to highlight where difficulties arise most often so that targeted support can be offered.
- Parents/carers will be informed when a PRICE physical intervention and the use of Restrictive Intervention, including the Use of Reasonable Force has been used to support their child.
- The Managing Challenging Behaviour Policy outlines a more comprehensive local procedure on the school responses to aggressive behaviour and the use of physical intervention.
- A staff debrief is always undertaken following the use of a physical intervention, with a member of the senior leadership team.
- CCTV footage may be reviewed when there has been a 'significant incident'; particularly those that have required some physical intervention. This is so that good practise can be shared and so that we can identify where staff intervention can be further improved upon.
- Where behaviour presents a safeguarding concern, including:

  - harmful sexual behaviour;
  - sexual harassment;
  - child-on-child abuse;
  - serious violence;
  - online abuse;
  - misogyny;
  - discriminatory behaviour;
  - radicalisation concerns;

  staff must follow safeguarding procedures and refer concerns to the Designated Safeguarding Lead. Behaviour incidents will never be viewed in isolation from safeguarding needs.
- *Physical management of behaviours will only be used as a last resort; be detailed as part of the pupil's behaviour plan and, wherever possible, implemented by staff trained in 'PRICE and the use of Restrictive Intervention, including the Use of Reasonable Force ': *See Appendix 1*

**Where de-escalation methods have not been successful and a student is involved in physical intervention every effort will be made to keep them, and others, safe using trained and recognised methods. However, it is noted that where a student is violent it cannot be guaranteed that there will be no injury sustained, in the process of trying to prevent further violence.*

Recording and Reporting Restrictive Interventions

In accordance with DfE Restrictive Interventions Guidance (2026):

Every significant incident involving the use of force must be formally recorded.
Parents/carers must be informed as soon as reasonably practicable following the incident.
Records must include:
antecedents
de-escalation strategies attempted
justification for intervention
duration
staff involved
injuries sustained
post-incident debrief
Behaviour and restrictive intervention data will be analysed to identify patterns and reduce future use.

This is now a statutory requirement from April 2026

14. Complaints

The availability of a clear policy about *reasonable force* and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Use of physical force that is unwarranted, excessive, or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force should be dealt with under school disciplinary procedures.

Appendix 1: PRICE

Using PRICE and the use of Restrictive Intervention, including the Use of Reasonable Force methods for physical intervention

All staff at Amberley Court School have received PRICE training. PRICE Training is an organisation with an accredited programme under the Restrain Reduction Network Standards 2019.

Staff powers to use reasonable force derive from Section 93 of the Education and Inspections Act 2006 and associated DfE guidance and stipulates that 'reasonable force' may be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom, during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- Serious self – injuring
- causing injury to others
- committing a criminal offence
- damaging school property

Definitions of positive handling

Positive Handling uses the minimum degree of force necessary for the shortest period to prevent a pupil harming himself/ herself, others or property.

"The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause" *(paragraph: 3.4 page 10. DfES Guidance ref: LEA/0242/2002)*

The three types of positive handling are further described as follows:

1. **Physical Contact**
Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum.

2. **Physical Intervention**
This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant. This involves guiding a pupil to a safe outside area, sensory room or their safe space alongside an adult for co-regulation. Where a pupil requests to be alone, the co-regulation adult will distance themselves but remain close enough to support when required.

3. Physical Control/Restraint

This will involve the use of *reasonable force* when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be a last resort. All such incidents must be recorded and be stored in an accessible way. The level of compliance from the pupil determines whether the interaction is an intervention or a control/restraint.

In this school, staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Reasonable force will only be used as a last resort when all other behaviour management/ de-escalation strategies have failed or when pupils, staff or property are at risk.

De-escalation and Restorative Justice strategies may include:

- Verbal advice and support
- Using diversion
- Using diffusion
- Using negotiation
- Choices/consequences
- Time out offered
- Re-assurance
- Planned to ignore
- Humour

Additional reference documents:

'Restrictive Interventions, Including Use of Reasonable Force in Schools' (DfE, April 2026)

***Staff Training**

Amberley Court School acknowledges that physical intervention techniques are only a part of a whole school approach to behaviour management. The school uses a qualified PRICE Trainer and Child Protection co-ordinator. Training will be delivered on an annual basis however refresher courses are available on a needs-based approach and procedures are in place to monitor incidents.

Authorised staff

All permanent staff members in the school are authorised to use physical interventions as required to support diversion and diffusion of a crisis situation and staff trained in PRICE and the use of Restrictive Intervention, including the Use of Reasonable Force will be authorized to use physical interventions as a last resort when alternative strategies have failed.

Staff have a duty to inform the appropriate Senior Leadership staff member of any injuries which affect their ability to handle children.

**Where de-escalation methods have not been successful and a pupil is involved in physical intervention every effort will be made to keep them, and others, safe using trained and recognised methods. However, it is noted that where a student is violent it cannot be guaranteed that there will be no injury sustained, in the process of trying to prevent further violence.*

Action after an incident

The senior staff member leading 'behaviour management' will ensure that each incident is regularly reviewed. Any incident resulting in any injury will then be investigated further, by the Head teacher, as required.

If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour Plan
- Review of Risk Assessment
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Disciplinary Procedure
- Upholding and review of School Policy
- Exclusions Policy (see local policy/procedures), in the case of violence or assault against a member of staff
- The member of staff will be kept informed of any action taken.
- In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Appendix 2: Searching Pupils

If the Head Teacher has reasonable grounds for suspecting a pupil of concealing a particular 'concerning item' s/he may feel the need to search a pupil or their property in the interests of the safety, security or well-being of other pupils, staff and, possibly, of the pupil concerned. This policy reference has been made according to ***Searching, Screening and Confiscation in Schools (DfE 2023)***

Searches should be undertaken with due regard to safeguarding, dignity, proportionality, SEND needs and equality duties.

Consideration should be given to whether a search may be traumatising for a pupil, particularly those with previous adverse experiences.

Before making the decision to search a pupil the cause for concern should be discussed with the child and their co-operation requested. Searching a pupil is a last resort. Searches may only take place in the presence of at least two staff members bearing in mind gender, and with the consent of the child. Searching should be restricted to outer garments and pockets, bags and jackets etc.

If the pupil refuses to disclose willingly the item they are suspected of concealing, the school will consider contacting the parent/carer to agree on and support reaching a resolution.

END

POSITION	Headteacher	**NAME**	**James Eagle**	**SIGNATURE**	***J Eagle***	**DATE**	**01/09/2026**
POSITION	Governor	**NAME**	**Dave Johns**	**SIGNATURE**	***D Johns***	**DATE**	**01/09/2026**
POSITION		**NAME**		**SIGNATURE**		**DATE**	