



Behaviour Support and Restrictive Interventions Policy

Approved by: Full Governing Board

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Linked policies: Child Protection and Safeguarding Policy; SEND and Admission Policy; Equality Policy; Health and Safety Policy; Complaints Policy; Staff Code of Conduct;; First Aid Policy; Intimate Care Policy; Online Safety Policy.

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1. Aims

This policy aims to:

- Promote a positive culture of respect, safety and learning.
- Foster a relational, inclusive and trauma-informed approach to behaviour.
- Ensure consistency in behaviour expectations and responses.
- Support all pupils, regardless of background, identity, disability, communication profile or level of need, to self-regulate, feel safe, be heard and thrive in an inclusive learning environment.
- Actively promote equality, dignity, wellbeing and respect for pupils' rights.
- Embed a preventative, reflective and restorative approach to managing behaviour.
- Minimise the need for restrictive interventions, including reasonable force, seclusion and restraint, through early support, prevention, co-regulation and de-escalation.
- Ensure that, where restrictive intervention is necessary, it is used lawfully, safely, proportionately and for the shortest time necessary.
- Ensure that all significant incidents involving the use of force, and all incidents involving seclusion or restraint, are recorded, reported, reviewed and used to improve practice.

2. Legislation and Guidance

This policy is informed by and should be read alongside the following legislation and guidance:

- DfE: **Restrictive interventions, including use of reasonable force, in schools** April 2026.
- DfE: **Behaviour in Schools**.
- DfE: **Searching, Screening and Confiscation in Schools**.
- DfE: **Suspension and Permanent Exclusion Guidance**.
- DfE: **Keeping Children Safe in Education**.
- DfE: **Mental Health and Behaviour in Schools**.
- DfE: **Reducing the Need for Restraint and Restrictive Intervention**.
- SEND Code of Practice 2015.
- Equality Act 2010, including the duty to make reasonable adjustments and, where applicable, the Public Sector Equality Duty.
- Children and Families Act 2014.
- Education Act 2002, including section 175 safeguarding duties.
- Education and Inspections Act 2006, including sections 88 to 94 and section 93A.
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- Health and Safety at Work etc. Act 1974 and associated regulations.
- Human Rights Act 1998.

This policy has been revised to reflect the April 2026 DfE guidance on restrictive interventions, including the statutory guidance on recording and reporting significant incidents involving the use of force and the legal duties relating to seclusion and restraint.

Where this policy uses the word **must**, this indicates a legal or statutory requirement. Where it uses the word **should**, this indicates expected practice unless there is a clear and justifiable reason not to follow it.

3. Principles

At Parayhouse School, our principles are rooted in a deep understanding of each child as a unique individual with their own communication profile, sensory needs, developmental stage and lived experiences. We believe that every pupil deserves to feel safe, respected and valued.

Our ethos champions inclusion, dignity and wellbeing. We work collaboratively with families and professionals to create a learning environment where pupils are empowered to succeed through trust, empathy and relational support. We believe that all behaviour is communication.

The school adopts a positive behaviour support approach that is preventative, relational and person-centred. Whilst our practice reflects many recognised positive behaviour support principles, including understanding behaviour as communication and reducing barriers to participation, the school does not implement a formal Positive Behaviour Support (PBS) programme.

Our approach is:

- Person-centred, recognising individual needs, strengths, preferences and communication styles.
- Predictable and consistent, but flexible to context.
- Rooted in understanding, not blame.
- Focused on regulation, not punishment.
- Grounded in high expectations and unconditional positive regard.
- Preventative and proactive wherever possible.
- Least restrictive, proportionate and respectful of pupils' rights and dignity.

We commit to:

- Supporting pupils to understand and manage emotions in ways appropriate to their communication and developmental needs.
- Developing trusted relationships between staff and pupils.
- Valuing pupil voice, including non-verbal communication and behaviour as communication.
- Responding proportionately, restoratively and safely.
- Reducing reliance on restrictive interventions over time through analysis, planning and review.
- Ensuring that restrictive interventions are never used as punishment, retaliation, humiliation, staff convenience or to secure compliance where there is no relevant risk.

4. Definitions

This section reflects both a needs-led, trauma-informed understanding of behaviour and the terminology used in the April 2026 DfE guidance.

Regulated behaviour

Behaviour that supports a pupil's wellbeing, safety, learning and ability to engage positively with others.

Dysregulated behaviour

Behaviour that reflects an unmet need, emotional dysregulation, sensory overload, anxiety, pain, confusion, trauma response or communication difficulty. It may signal that a pupil is feeling overwhelmed, distressed or unsafe and is attempting to communicate, protect or regulate themselves.

Examples may include, but are not limited to:

- Withdrawal, shutdown or refusal.
- Absconding or running away.
- Shouting, vocalising or crying.
- Physical behaviours, such as hitting, pushing, biting or kicking.
- Self-injurious behaviour.
- Repetitive movements or scripting.
- Sensory-seeking or sensory-avoidance responses.
- Damage to property.

All behaviour is viewed in context, with consideration given to:

- The pupil's communication profile.
- Known triggers, past trauma or sensory sensitivities.
- Medical needs, pain or health factors.
- The environment and staffing context.
- The pupil's developmental and emotional needs.
- Any SEND, disability, vulnerability or safeguarding context.

Restrictive intervention

A means to prevent, restrict or subdue movement of the body, or part of the body, of a pupil. Restrictive intervention is an umbrella term covering both physical and non-physical actions that restrain pupils in different ways.

Reasonable force

A term used in legislation that 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 required, depending on the circumstances.

Significant incident involving use of force

Any incident where the use of force goes beyond appropriate physical contact between pupils and staff. This includes when physical force is used to implement a non-physical restrictive intervention.

Professional judgement will be applied when determining whether an incident meets the threshold of a significant incident involving the use of force.

Restraint

A non-disciplinary intervention that 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 may be restraint. Removing or withholding a walking aid or other mobility support may also be restraint because it limits movement, even where there is no direct physical contact.

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.

Seclusion is different from a pupil choosing to use a calm space, sensory room or other regulation space as part of their regulation plan. It is also different from a disciplinary removal from a classroom when the pupil is not prevented from leaving in the way described above.

Appropriate physical contact

There are circumstances where physical contact with pupils is appropriate and does not amount to restrictive intervention or reasonable force. Examples include providing first aid, guiding a pupil safely, comforting a distressed pupil where appropriate, demonstrating a physical skill in PE or music, or supporting a pupil to access a regulation space they have chosen.

Physical contact must always be appropriate to the pupil's age, communication needs, consent where this can be meaningfully sought, SEND, vulnerabilities, cultural context, safeguarding considerations and known preferences.

5. Roles and Responsibilities

Governing Board

The Governing Board will:

- Approve and monitor the school's behaviour principles and this policy.
- Ensure the policy complies with legal duties and statutory guidance.
- Ensure that procedures are in place for recording and reporting significant incidents involving the use of force.
- Ensure that procedures are in place for recording and reporting seclusion and restraint incidents.
- Take reasonable steps to assure itself that these procedures are followed.
- Review data on restrictive interventions regularly through the PDBW Committee or other agreed governance structure.
- Challenge leaders on patterns, repeat incidents, disproportionality, training needs and the effectiveness of prevention and de-escalation strategies.

Headteachers

The Headteachers will:

- Embed a safe, inclusive and relational behaviour culture across the school.

- Ensure behaviour incidents, restrictive interventions and support plans are reviewed through a lens of inclusion, safeguarding, SEND and equality.
- Ensure staff understand this policy and their responsibilities under it.
- Ensure appropriate training, supervision and support are in place.
- Ensure that restrictive-intervention records and reports are completed in line with statutory duties.
- Ensure that allegations or concerns about inappropriate use of force, seclusion or restraint are managed in line with the school's safeguarding procedures.

Deputy Head / Behaviour Lead

The Behaviour Lead will:

- Lead on behaviour-related matters across the school, in collaboration with the Headteachers, DSL and wider leadership team as appropriate.
- Review and analyse behaviour incidents and restrictive-intervention data regularly.
- Present termly behaviour and restrictive-intervention reports to the PDBW Committee.
- Identify training needs and coordinate behaviour-related CPD.
- Design and deliver setting-specific behaviour training for staff.
- Provide coaching and support to staff on behaviour strategies, prevention, de-escalation and post-incident learning.
- Ensure consistency in application of behaviour policies and practices.
- Support the development, review and quality assurance of behaviour support plans and individual risk assessments.

Designated Safeguarding Lead

The DSL will:

- Advise where behaviour incidents raise safeguarding concerns.
- Ensure concerns about the inappropriate use of force, seclusion, restraint or other restrictive interventions are considered in line with Keeping Children Safe in Education and the school's Child Protection and Safeguarding Policy.
- Liaise with the LADO where the threshold for an allegation against staff may be met.
- Ensure safeguarding records are maintained where relevant.
- Support staff to understand the links between trauma, abuse, neglect, SEND, communication needs and behaviour.

Staff

All staff will:

- Model calm, respectful, attuned responses.
- Build relationships and co-regulate with pupils.
- Understand each pupil's behaviour support plan, communication profile, sensory needs and risk assessment.
- Use visuals, social stories, personalised tools and communication supports.

- Use early intervention and de-escalation strategies before considering restrictive intervention wherever possible.
- Use restrictive intervention only where necessary, proportionate and in the pupil's welfare interests.
- Record and report incidents promptly and accurately, including on CPOMS or the school's agreed system.
- Engage in debrief, reflection and learning after incidents.
- Report any safeguarding concerns immediately to the DSL in line with the Child Protection and Safeguarding Policy.

Parents and carers

Parents and carers will be encouraged and supported to:

- Work in partnership with school.
- Attend reviews and provide insight into their child's needs, triggers, communication, regulation and support strategies.
- Contribute to behaviour support plans and risk assessments where relevant.
- Engage in follow-up conversations after significant incidents or restrictive interventions.

Pupils

Pupils will be supported, in ways appropriate to their communication and developmental needs, to:

- Co-create their own behaviour and regulation strategies.
- Express feelings, choices and preferences safely.
- Understand routines, expectations and support available.
- Participate in restorative and reflective processes after incidents where appropriate.

6. Behaviour Support, Regulation and Curriculum

We aim to create an environment where positive behaviour is taught, modelled, acknowledged and reinforced consistently. Our behaviour curriculum is underpinned by whole-school values and communication-friendly practice.

Core expectations

Our core expectations are displayed visually across the school:

- We are kind.
- We are respectful.
- We keep ourselves and others safe.
- We are ready to learn.

Pupils learn appropriate behaviours through explicit teaching, modelling, repetition, visual support and trusted relationships. We use:

- Zones of Regulation.
- SoSafe! curriculum.
- Social stories and comic strip conversations.

- Relationship-based and communication-friendly classrooms.
- Visual timetables and transition supports.
- Pupil voice and wellbeing check-ins.
- Individual behaviour support plans.
- Personalised regulation resources such as ear defenders, fidget items, sensory tools and calm boxes.

Whole-school prevention strategies

The school uses whole-school strategies to reduce the likelihood of distress and escalation, including:

- Creating predictable routines and clear transitions.
- Considering how the school and classroom environment can support pupils to achieve and thrive.
- Supporting staff to manage communal spaces such as corridors, playgrounds, dining areas and transport transitions.
- Training staff in effective communication, including tone of voice, body language, empathy and low-arousal responses.
- Developing trusted staff-pupil relationships.
- Analysing incident and restrictive-intervention data to inform improvement planning.

Individual prevention strategies

Individual support may include:

- Behaviour support plans.
- Individual risk assessments.
- Personalised communication systems.
- Sensory profiles and regulation plans.
- Adjustments to routines, staffing, environment or curriculum access.
- Collaboration with parents, carers, therapists, health professionals, social workers and other agencies.
- Giving pupils time, space and strategies to calm before behaviour escalates.

Where a pupil has a disability, the school will make reasonable adjustments to avoid disadvantage and enable the pupil to benefit from the education, facilities and services the school provides.

7. Regulation Spaces, Calm Spaces and Seclusion

Providing a range of breakout and regulation spaces is an essential part of our proactive and inclusive behaviour support strategy. These spaces offer pupils a safe and structured alternative to the classroom when they need time to regulate, reflect or access sensory support.

Breakout and regulation spaces are designed to adapt the learning environment to meet individual needs, prevent escalation and reduce distress. They form part of personalised support and allow for dignity, autonomy and emotional safety.

Sensory Room

The Sensory Room is:

- A therapeutic environment designed to support emotional and sensory regulation through calming or stimulating sensory input.
- Equipped with lights, textures, sounds and equipment tailored to individual sensory profiles.
- Used proactively as part of a pupil's personalised regulation plan or in response to early signs of dysregulation.
- Used to support emotional reset, enhance focus and increase readiness for learning.

The Sensory Room is not used as a reward, consequence, punishment or form of isolation.

Calm Room

The Calm Room is:

- A low-arousal, quiet and secure space designed to help pupils de-escalate and self-regulate in a supported or independent manner.
- A personalised environment with access to calming tools such as weighted blankets, soft furnishings or sensory aids tailored to pupil needs.
- Used proactively when a pupil recognises they need time away from a more stimulating setting, or responsively when they show signs of distress or overwhelm.
- Monitored and used in line with the pupil's individual behaviour support plan to ensure it supports rather than isolates.

Seclusion

Parayhouse School does not use seclusion as a disciplinary response.

If a pupil is kept confined away from others and prevented from leaving, either by physical obstruction, blocking or making them believe they will be punished if they try to leave, this may amount to seclusion under the April 2026 DfE guidance.

Seclusion may only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and there is an immediate risk of harm. It must not be implemented through threat of punishment.

Where seclusion is used:

- The space must be safe and must not feel threatening or intimidating to the pupil.
- The pupil must be supervised at all times.
- Staff must continue to assess whether seclusion remains necessary.
- The pupil must be allowed to leave as soon as the immediate risk of harm has reduced.
- The incident must be recorded and reported in accordance with this policy.
- The incident must be reviewed to consider how future use can be prevented or reduced.

A pupil choosing to access a calm room, sensory room or regulation space, with the ability to leave, is not seclusion. Staff must be alert to the distinction and must record and report any incident where a pupil is prevented from leaving.

8. Responding to Behaviour

Proactive strategies used across the school

Staff use a range of proactive strategies, including:

- Daily check-ins and wellbeing visuals.
- Clear, visual schedules and pre-warning of transitions.
- Social stories and role play.
- Personalised regulation plans and resources.
- Access to trusted adults for co-regulation.
- Low-arousal communication and de-escalation scripts, such as: "I can see you're not ready yet. I'll come back in a few minutes."
- Adjustments to the sensory, social or communication environment.
- Opportunities for choice, movement, sensory breaks and recovery time.

Tiered and relational response

This approach aligns with the principles of CPI and is designed to support pupils through a calm, safe and structured progression from dysregulation to restoration. Each tier reflects a stage in the pupil's emotional and behavioural state, with corresponding CPI-informed safety interventions that prioritise non-restrictive, supportive strategies.

1. **Attune** – Observe, name and validate the pupil's emotional state using active listening and non-verbal cues, consistent with CPI's emphasis on empathetic engagement.
2. **Regulate** – Offer co-regulation through calm tone, personal space, supportive stance and access to regulation tools or spaces, in line with CPI supportive interventions.
3. **Relate** – Rebuild trust through positive interaction and directive strategies where necessary, always delivered with dignity and respect.
4. **Reason** – When the pupil is calm, use restorative dialogue and problem-solving aligned with CPI's integrated experience model to promote learning and future self-regulation.

Staff are trained to understand when and how to escalate interventions safely and appropriately, with a focus on early intervention, de-escalation and post-incident learning.

9. Restrictive Interventions and Use of Reasonable Force

Parayhouse School is committed to reducing the need for restrictive interventions through effective behaviour support, positive relationships, proactive planning and the principles of CPI. CPI's core principles of Care, Welfare, Safety and Security underpin responses to behaviour that may place a pupil or others at risk. Restrictive interventions are considered only when necessary to maintain safety and are always used in the least restrictive manner possible.

Physical intervention and other restrictive interventions will only ever be used as a last resort, or where the urgency and seriousness of the risk means immediate action is necessary. They will always be used in

line with legal frameworks, safeguarding responsibilities, equality duties, health and safety duties, this policy and staff training.

Staff apply CPI principles to:

- Preserve the dignity, rights and emotional safety of all pupils.
- Prioritise proactive and preventative strategies.
- Ensure all interventions are person-centred, least restrictive and trauma-informed.
- Restore safety and connection post-incident through debrief and reflective practice.

Legal power to use reasonable force

In accordance with section 93 of the Education and Inspections Act 2006, all members of school staff have the legal power to use reasonable force in limited circumstances to prevent or stop a pupil from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

Deciding whether restrictive intervention is appropriate

The decision to use a restrictive intervention depends on the individual circumstances. Staff should consider:

Is it necessary?

- Are there other more effective, less restrictive ways to manage the situation?
- Is the intervention likely to reduce the relevant risks?
- Could the intervention escalate the situation or cause more harm than the behaviour itself?
- Can other staff provide support or additional information about risks in the environment?

Is it proportionate?

- Is the least restrictive intervention being used?
- Is it being used for the shortest time necessary?
- Is the degree of force no more than is necessary?
- Are the pupil's age, size, SEND, disability, communication needs, sensory needs, trauma history, medical conditions and vulnerabilities being considered?
- Have equality implications and reasonable adjustments been considered?

Has the pupil's welfare been considered?

- What is the likely physical and psychological impact on the pupil?
- Is the pupil's dignity being protected as far as possible?
- Can the intervention be moved away from peers or public view where safe and practical?
- Has the pupil been told calmly what is happening, why, and what they need to do?
- Does the pupil need non-verbal communication, visual support, processing time or support from a familiar adult?
- Is the pupil showing signs that the intervention should be reduced, changed or stopped?

Unacceptable uses of force

Force must never be used as punishment. Restrictive interventions must not be used to humiliate, intimidate, retaliate, enforce compliance where there is no relevant risk, or for staff convenience.

Staff must not use any restraint that affects a pupil's airway, breathing or circulation. This includes, but is not limited to:

- Covering the mouth or nose.
- Applying pressure to the neck region.
- Applying pressure to the abdomen.
- Any hold or position that creates a risk of positional asphyxia.

The use of force can be particularly dangerous where it occurs on the ground. If a pupil is unintentionally held on the ground, staff must release holds or reposition the pupil into a safer alternative or standing position as quickly as possible.

For any form of restraint, including seated and standing restraint, there is a risk of physical and psychological harm. Restraint should be avoided wherever possible and used only where necessary and proportionate.

Medical assessment and injury

Where appropriate, the pupil and any staff involved should receive medical assessment and treatment for injuries as soon as possible. Any injuries must be recorded in line with school procedures and reported as appropriate, including under health and safety reporting arrangements where required.

Behaviour support plans and risk assessments

Where a pupil is known to be at increased risk of requiring physical support or other restrictive intervention, an individual risk assessment and behaviour support plan will be developed collaboratively with staff, families and professionals where appropriate.

Plans should include:

- Known triggers and early warning signs.
- Communication needs and preferred communication strategies.
- Sensory needs and regulation strategies.
- Preventative and de-escalation approaches.
- Preferred staff responses.
- Strategies known to escalate distress and therefore to be avoided.
- Circumstances where increased physical contact may be appropriate.
- Any agreed supportive physical intervention approaches, where relevant.
- Medical, safeguarding or trauma-related considerations.
- Post-incident support and review arrangements.

The existence of a behaviour support plan does not remove the need for staff to assess whether any restrictive intervention is necessary and proportionate in the specific circumstances at the time.

Restrictive intervention must still be recorded and reported even where it has been anticipated or discussed with parents as part of a plan.

Plans will be reviewed periodically and after any significant incident or restrictive intervention.

10. Recording and Reporting Restrictive Interventions

The school will comply with statutory recording and reporting duties relating to significant incidents involving use of force, and with legal duties relating to seclusion and restraint.

Recording significant incidents involving use of force

The Governing Board must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil.

A written record must be made as soon as practicable after the incident. Staff involved should endeavour to complete the record no later than the same day.

The requirement to record applies even if the possible use of restrictive intervention has been agreed with parents or carers as part of a pupil's behaviour support plan.

As a minimum, the record should include:

- Names of the pupil and staff directly involved.
- Any relevant needs or circumstances of the pupil, including whether the pupil has an identified special educational need or disability and their SEN status code.
- Time, date, location and approximate duration of the intervention.
- A brief account of the incident, including what led up to it.
- Identified or potential triggers, where known.
- Preventative or de-escalation strategies used.
- The type of reasonable force applied, where relevant.
- The degree of force used, where relevant.
- Details of physical injuries sustained, if applicable.
- A brief account of why the use of force was assessed as necessary.
- Any post-incident support, including medical treatment for injuries or other adverse impacts.
- Pupil voice, where appropriate and accessible.
- Witness accounts, where appropriate.
- When and how parents or carers were notified.
- Follow-up actions, including review of behaviour support plans or risk assessments.

Reporting significant incidents involving use of force to parents or carers

Parents or carers must be informed of each significant use of force as soon as practicable after the incident. The school will endeavour to do this no later than the same day.

The report to parents or carers should be in writing, for example by email or the school's approved communication system. The report should include, as a minimum:

- Time, date, location and approximate duration of the intervention.
- A brief account of why the intervention was assessed as necessary.
- A brief account of what type of force was applied and the degree of force used.
- Details of any physical injuries sustained, if applicable.

The school will usually invite parents or carers to a follow-up conversation where appropriate. This may include discussion of:

- Behavioural triggers or warning signs.
- Whether agreed behaviour support plans were followed.
- What de-escalation strategies were used and how effective they were.
- What could be done differently in future.
- Whether the pupil's behaviour support plan or risk assessment should be amended.

Exceptions to reporting to parents or carers

The school will follow the statutory exceptions to reporting. An incident will not be reported to a parent where:

- It appears that reporting to a parent would be likely to result in serious harm to the pupil.

Where reporting to a particular parent would be likely to result in serious harm to the pupil, the school must report the incident to any parent to whom it can be reported without resulting in significant harm, or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

The DSL must be consulted where there is any concern that informing a parent or carer may place the pupil at risk of harm.

Recording and reporting seclusion and non-force restraint

The Governing Board must ensure that a procedure is in place for recording each seclusion or restraint incident.

This includes restraint incidents that occur without direct physical contact, for example removing or withholding a mobility aid where this limits a pupil's movement.

A written record must be made as soon as practicable after the incident. Staff involved should endeavour to complete the record no later than the same day.

As a minimum, records of seclusion or restraint should include:

- Names of the pupil and staff directly involved.
- Time, date, location and approximate duration of the intervention.
- Any relevant needs or circumstances of the pupil, including whether the pupil has an identified special educational need or disability and their SEN status code.
- A brief account of why the intervention was assessed as necessary.
- Details of physical injuries sustained, if applicable.
- Any post-incident support, including medical treatment for injuries or other adverse impacts.

- Whether parents or carers were informed and how.
- Any follow-up actions or plan amendments.

Parents or carers must be informed as soon as practicable after the incident, and the school will endeavour to do this no later than the same day. Where applicable, parents will receive a copy of the written record or written information about the incident, in line with the relevant legal requirements for the type of school.

The requirement to inform parents applies even if the use of seclusion or restraint in certain circumstances has been discussed or agreed as part of a pupil's behaviour support plan.

Where a restraint incident also constitutes a significant use of force, the school will follow the reporting procedure for significant use of force. The same information does not need to be reported twice, but the school will ensure that all relevant recording duties are met.

Recording system

Incidents will be recorded on CPOMS or the school's agreed recording system. Where CPOMS is unavailable, the school's incident/recording form will be used and uploaded or transferred to the agreed system as soon as possible.

Records must be factual, clear, timely and distinguish between fact, professional judgement and pupil or witness accounts.

11. Post-Incident Support, Debrief and Review

Providing meaningful support after a behaviour incident is crucial to emotional recovery, relationship repair and learning. It allows pupils to feel safe, heard and supported while enabling staff to reflect on what happened and plan preventative strategies.

After any significant behaviour incident or restrictive intervention, the school will consider:

- Immediate safety and medical needs.
- Emotional support for the pupil.
- Emotional support for staff involved.
- Support for any pupils who witnessed the incident, particularly where a peer was injured or distressed.
- Whether the DSL needs to be informed.
- Whether parents or carers need to be contacted under this policy.
- Whether behaviour support plans, risk assessments or environmental arrangements need to be reviewed.

Pupil support

Pupil support may include:

- Time and space to recover.
- Communication support to express what happened and how they felt.

- Restorative conversation when the pupil is calm and ready.
- Support from a trusted adult.
- Sensory regulation or therapeutic input.
- Review of triggers, communication needs and regulation strategies.
- Adjustments to the environment, curriculum or expectations.

Staff support

Staff support may include:

- Immediate check-in following the incident.
- Medical assessment or first aid if required.
- Reflective debrief with a senior member of staff or Behaviour Lead.
- Peer support, supervision or coaching.
- Further training where required.
- Support following allegations, complaints or distressing incidents in line with school procedures.

Debrief and reflection

Where appropriate, the school will hold follow-up conversation(s) to facilitate reflection, learning and support wellbeing. The process should:

- Explore what happened and why.
- Include separate reflections from pupils and staff involved where appropriate.
- Support repair and rebuilding of relationships.
- Identify what helped and what did not help.
- Identify future prevention and de-escalation strategies.
- Be facilitated, where possible, by a staff member who was not directly involved in the incident.

This process is part of the school's commitment to continuous improvement and reducing the future use of restrictive interventions.

12. Consequences

Consequences at Parayhouse School are designed to be restorative, educational and proportionate. They aim to help pupils reflect, restore relationships and develop greater self-awareness.

Consequences are applied fairly and consistently, with an emphasis on communication, pupil dignity and learning from experience.

Restorative consequences may include:

- Reparation, such as helping fix something that was damaged.
- Reflection time supported by an adult.
- Restorative conversations with peers or staff.
- Adjustments to individual plans to support future success.
- Communication with parents and carers to build shared understanding.

Consequences are always tailored to the individual and take into account the pupil's communication style, sensory needs, emotional state, developmental stage, disability, SEND, known triggers and safeguarding context.

Restrictive interventions, seclusion and restraint must never be used as punishment or as a disciplinary consequence.

13. Confiscation, Searching and Screening

Parayhouse School adheres to DfE guidance on searching, screening and confiscation to ensure pupils and staff remain safe and protected in school.

Searches may be carried out where there are reasonable grounds to suspect that a pupil is in possession of prohibited items, including but not limited to:

- Weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco or vaping products.
- Fireworks.
- Pornographic images.
- Any item likely to be used to cause injury or damage.

Key principles

- Only the Headteachers or authorised staff may conduct searches.
- Wherever possible, a second adult will be present.
- Searches will be conducted calmly and respectfully, with due regard to the pupil's needs, rights, dignity and communication profile.
- Parents will be informed where required or appropriate, including where prohibited items are found.
- Safeguarding and SEND needs will be considered before, during and after any search.
- Where possible, a member of staff familiar with the pupil will conduct or support the search.
- Searches and outcomes will be logged and reviewed for safeguarding, equality and practice implications.

Use of reasonable force during searches

Authorised staff may use such force as is reasonable to search for legally prohibited items, where permitted by law. Reasonable force must not be used to search for items banned only under school rules.

Confiscation

Staff may confiscate items that are harmful, unsafe, disruptive to learning or in breach of school rules. Confiscated items will be returned, retained, disposed of or handed to the police in line with DfE guidance and school procedures.

Screening

The school may screen pupils using a walk-through or hand-held metal detector if necessary to maintain safety. Screening will be used proportionately and with reference to safeguarding, SEND needs and dignity.

14. Bullying

Parayhouse School is committed to providing a safe, respectful and supportive environment for every pupil. Bullying of any kind is not tolerated. Our approach is proactive, inclusive and restorative, aligned with our core school values and embedded within this policy.

Bullying is defined as behaviour that is:

- Repeated.
- Intentional.
- Harmful, upsetting or frightening.
- Involving an imbalance of power.

Bullying may be physical, verbal, emotional, online or prejudice-based, including bullying related to race, gender, disability, sexuality, religion or other protected characteristics. It may also form part of child-on-child abuse and be dealt with as a safeguarding concern.

We educate pupils explicitly about kindness, respect, consent and boundaries through our PSHE curriculum, SoSafe! programme and embedded communication supports. Staff are trained to recognise signs of distress and respond quickly.

Pupils are encouraged to report concerns in a way that suits their communication needs, including through visuals, communication aids, trusted adults or worry boxes. All concerns are logged on CPOMS and taken seriously.

Investigations are prompt, thorough and sensitive to pupil needs. Support is provided for both the pupil experiencing bullying and the pupil displaying the behaviour. If bullying indicates a safeguarding risk, it is referred to the DSL in line with Keeping Children Safe in Education and the school's Child Protection and Safeguarding Policy.

All incidents are monitored for patterns, recurrence and equality implications.

15. Malicious, False or Unsubstantiated Allegations

Parayhouse School takes all allegations against staff and pupils seriously and follows statutory guidance.

Where an allegation is made about inappropriate use of force, seclusion, restraint or any restrictive intervention, this will be considered in line with Keeping Children Safe in Education, the school's Child Protection and Safeguarding Policy, the Staff Code of Conduct and LADO procedures where the threshold is met.

Where a pupil is found to have made a deliberately malicious or false allegation:

- The incident will be investigated thoroughly and recorded.
- Appropriate pastoral support will be offered to any staff or pupils involved.
- Disciplinary or restorative measures may be taken where appropriate, in line with this policy.

The school recognises that false, unfounded or malicious allegations may indicate distress, unmet need or safeguarding concerns. Any such incidents will be reviewed by the DSL, and referrals may be made to external support services where appropriate.

16. Training and Development

Parayhouse School is committed to equipping staff with the knowledge, skills and confidence to support pupils' behaviour through a relational, trauma-informed and inclusive lens. Training is proactive, reflective and tailored to the school context.

All staff receive ongoing training in:

- The individual needs of our pupils, including communication profiles, sensory preferences, emotional development and diverse ways of processing the world.
- CPI Safety Interventions for Children and Young People.
- De-escalation strategies.
- Communication supports and augmentative systems.
- Sensory integration.
- Trauma-informed practice.
- Safeguarding and child protection.
- SEND and reasonable adjustments.
- Recording and reporting duties for restrictive interventions, seclusion and restraint.

New staff complete induction training that includes a thorough review of this policy and the principles underpinning our relational approach. This induction is delivered by the Behaviour Lead, Key Teacher or class team and is tailored to the specific pupils within the class, focusing on individual support plans, regulation strategies, communication needs and routines.

Staff are also introduced to CPI safety intervention protocols, statutory recording and reporting duties, and the school's safeguarding procedures to ensure consistency and safety across the school.

Training is refreshed regularly and adapted in response to individual or whole-school need, as identified through behaviour data, restrictive-intervention data, reflective supervision, safeguarding review and governance oversight.

Peer coaching, team debriefs and reflective practice are embedded as part of our professional culture.

Behaviour training is reviewed and co-developed in collaboration with Headteachers, the Safeguarding Team and Behaviour Lead to ensure alignment with safeguarding, SEND and equality practice.

Staff who are likely to need to use reasonable force or other restrictive interventions should be adequately trained in safe and lawful use, prevention and de-escalation. The school will carry out risk assessments to ensure that staff who regularly work alongside pupils where restrictive interventions may be required can do so as safely as possible.

17. Monitoring, Governance and Review

Parayhouse School regularly monitors and reviews the implementation of this policy to ensure it remains effective, inclusive and reflective of current legal requirements and best practice.

Behaviour and restrictive-intervention data will be reviewed regularly by the Behaviour Lead, in collaboration with the Senior Leadership Team and Safeguarding Team.

Patterns will be analysed to identify:

- Whole-school, group or individual needs.
- Repeat incidents involving particular pupils, staff, settings, times or triggers.
- Whether behaviour support plans and risk assessments are effective.
- Whether prevention and de-escalation strategies are reducing the need for restrictive intervention.
- Staff training, supervision or support needs.
- Any disproportionate use of restrictive interventions involving pupils with SEND, disabilities, protected characteristics or other vulnerabilities.
- Environmental, curriculum or staffing factors that may contribute to escalation.

Behaviour and restrictive-intervention reports will be presented termly to the PDBW Committee for oversight and governance. Governors will review and interrogate data proportionately, recognising the limitations of small datasets while ensuring appropriate challenge and support.

Pupil voice, staff voice, family feedback and external professional input will contribute to evaluation and improvement.

This policy will be reviewed annually or earlier in response to:

- Changes in legislation or statutory guidance.
- Significant changes in school need or context.
- Learning from incidents, complaints, safeguarding reviews or governance scrutiny.
- Patterns in restrictive-intervention data.

All monitoring will ensure that the policy is consistently applied, aligned with safeguarding and SEND best practice, and responsive to the evolving needs of the school community.

Appendix A: Behaviour Support Approaches

Zones of Regulation

A visual framework that helps pupils identify and communicate how they are feeling. It categorises emotions into four coloured zones to support self-awareness and regulation strategies.

SoSafe! Curriculum

A protective behaviours and social safety programme that teaches pupils how to understand personal space, social interactions and appropriate touch. It uses visual tools and consistent language to support safe relationships.

Social Stories and Comic Strip Conversations

Tools used to help pupils understand social situations and expectations. They can be tailored to specific needs or scenarios, reducing anxiety and promoting appropriate behaviour.

Relationship-Based and Communication-Friendly Classrooms

Environments that reduce sensory overload, prioritise trust and communication, and are informed by the needs and preferences of individual pupils. This includes quiet spaces, visual supports and adult attunement.

Visual Timetables and Transition Supports

Clear visual aids that outline the school day, routines and changes, helping to manage expectations and reduce anxiety.

Pupil Voice and Wellbeing Check-ins

Regular opportunities for pupils to share how they are feeling or reflect on experiences through communication tools such as feelings charts, emotion fans, symbols, AAC systems or one-to-one adult conversations.

Appendix B: Behaviour Policy One-Page Summary for Staff

Parayhouse School – Behaviour Support Summary

This is a quick-reference guide for staff to ensure consistent, proactive and pupil-centred behaviour practice across the school.

Core principles

- All behaviour is communication.
- Positive relationships underpin our approach.
- Regulation before instruction or correction.
- Prevention and de-escalation come first.
- Restrictive intervention is a last resort and must be necessary, proportionate and least restrictive.
- Restrictive intervention, seclusion and restraint must never be used as punishment.

What to do

- Model respectful, calm and consistent behaviour.
- Use visuals and routines to support understanding.
- Follow individual behaviour plans, communication plans and regulation strategies.
- Offer regulation spaces proactively, such as the calm room or sensory room.
- Use the CPI relational approach: Attune – Regulate – Relate – Reason.
- Seek support early if risk is increasing.
- Use the least restrictive response necessary for the shortest possible time.
- Log incidents promptly and accurately on CPOMS or the agreed system.
- Inform senior staff/Behaviour Lead/DSL as required.
- Engage in debrief, repair and planning post-incident.

Do not

- Use withdrawal, seclusion, restraint or physical intervention as punishment.
- Use the sensory room as a consequence or reward.
- Prevent a pupil from leaving a space unless this is necessary as an immediate safety measure and is recorded/reported as seclusion.
- Escalate without offering choice, communication support or co-regulation where safe to do so.
- Use any hold that affects airway, breathing or circulation.
- Cover a pupil's mouth or nose, apply pressure to the neck or abdomen, or keep a pupil on the ground.

Appendix C: Minimum Recording Requirements for Restrictive Interventions

The following minimum information must be recorded for significant incidents involving use of force and should be used, where relevant, for seclusion and restraint records.

1. Pupil name.
2. Staff directly involved.
3. Date, time and location.
4. Approximate duration of the intervention.
5. Type of incident: use of force / seclusion / restraint / non-force restraint / other restrictive intervention.
6. Relevant pupil needs or circumstances, including SEND, disability, SEN status, medical needs, communication needs, sensory needs and known vulnerabilities.
7. What led up to the incident.
8. Known or potential triggers.
9. Preventative and de-escalation strategies used.
10. Why the intervention was assessed as necessary.
11. Type of force or restrictive intervention used.
12. Degree of force used, where relevant.
13. Whether the intervention was the least restrictive available option.
14. Injuries, pain, distress or adverse impact reported or observed.
15. First aid, medical assessment or treatment provided.
16. Pupil voice or account, where appropriate and accessible.
17. Staff account.
18. Witness accounts, where appropriate.
19. Whether parents or carers were informed.
20. Time, date and method of parent/carers notification.
21. Written report to parents/carers sent or reason for exception.
22. Post-incident support for pupil, staff and witnesses.
23. Follow-up actions, including review of behaviour support plan, risk assessment, reasonable adjustments, staff training or environmental changes.

24. Senior leader review and sign-off.

25. DSL review where safeguarding concerns are identified.

Records should be completed as soon as practicable after the incident, and staff should endeavour to complete them no later than the same day.

Appendix D: Template for letter to be sent to parents following incident requiring Restrictive Interventions

[date]

Dear [name],

I am writing to inform you of an incident that took place on [date] involving [child's name] at approximately [time].

During [context], [child's name] became [e.g. upset/unsettled/frustrated - provide clear detail of the incident]. Staff responded using familiar support strategies to help [child's name] regulate. However [name] remained very dysregulated and became unsafe towards him/herself or others. For a short period, a [name hold] was used to support [child's name].

This support was:

- Brief, [length of time for intervention]
- In line with staff training and the school behaviour and physical intervention policy
- Used as the least restrictive option for the shortest period of time, appropriate to the level of risk

Following this, [child's name] was supported by [adult's name] to regulate and feel safe and calm.

Injuries: [None / brief detail if applicable]

The incident has been recorded in line with school procedures. As always, we will reflect on any additional support or adjustments that may help [child's name] at times of high level dysregulation. Please do contact us if you would like to talk this through further.

Kind regards,

[Name of staff member & email address]

Registered Business Address:
Parayhouse School, Colet Gardens, London W14 9DH
Company Reg No: 4270330 **Charity Reg No:** 1090757