



## POLICY – Positive Behaviour Support (PBS) Hidelow Grange School

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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Staff groups affected	All Education

### Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

**Written:** April 2026  
**Author:** Benjamin Neasom, Headteacher  
**Reviewed:** April 2026  
**Next Review:** April 2027  
**Approved by:** Rob McConomy

## Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
<b>'Establishment' or 'Site'</b>	A generic term referring to the school/college owned by CareTech.
<b>Learner</b>	Any child or young person under the age of 18, or young adult over 18 who receives education.
<b>Service Head</b>	The senior person with overall responsibility for the school/college.
<b>Tutor/Teacher</b>	Members of staff who have teaching responsibility for learners at the school/college.
<b>Parent/Carer</b>	Parent or person with parental responsibility.
<b>Regulatory Authority</b>	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
<b>Social Worker</b>	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
<b>Placing Authority</b>	The local authority/agency responsible for placing the learner or commissioning the service.
<b>Local Authority</b>	The local authority for the establishment's location.
<b>Staff</b>	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.



## 1. Local School/College Profile

Hidelow Grange School is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange School is an independent specialist SEMH school providing education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, who are Looked After Children. The school is registered for up to 20 young people and consists of Key Stage 3, Key Stage 4 classes.

The school specifically caters for boys who present with harmful sexual behaviours (HSB) and a range of complex interpersonal, emotional and behavioural issues. For a more detailed description of what the school offers, see the School Statement of Purpose and School Prospectus.

## 2. Purpose

This policy applies to **Hidelow Grange School** and sets out our behaviour approach.

It provides a universal framework and outlines the expectations that apply to:

- Staff
- Senior leaders
- Learners
- Visitors and contractors (where relevant)
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This policy enables **Hidelow Grange School** to meet statutory duties, uphold safeguarding responsibilities, comply with data protection requirements, and maintain high quality provision.

It also establishes the organisation's commitment to Positive Behaviour Support (PBS), ensuring that all behaviour approaches are proactive, relational, learner-centred and grounded in an understanding of individual need. PBS promotes consistency, reduces restrictive practices, and supports learners to develop self-regulation, social communication and lifelong coping skills.

## 3. Scope

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in Appendix A–C.

## 4. Local Adaptation Requirement



Some sections in this policy are marked **Hidelow Grange School**. These sections are completed by each site to reflect local operational procedures or national equivalents (e.g., safeguarding framework, inspection remit, curriculum/quality framework, data protection contacts).

All local additions are:

- Accurate
- Up to date
- Consistent with national legislation and regulator guidance
- Fully aligned with the universal standards in this policy

Where no local adaptation or local equivalent is required, the universal content remains fully applicable.

## 5. Legal and Regulatory Context

**Hidelow Grange School** is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in Appendices A–C, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

## 6. Positive Behaviour Support (PBS) — Definition

Positive Behaviour Support (PBS) is a proactive, evidence-informed framework that focuses on understanding the underlying reasons for behaviour and creating supportive environments in which learners can thrive. PBS places the learner at the centre and aims to improve quality of life, develop skills, and reduce behaviours of concern through preventative, relational and strengths-based approaches.

Core principles include:

- Understanding behaviour as communication
- Preventative and proactive strategies
- Teaching functional/self-regulation and communication skills
- Individualised planning with learner voice and family collaboration
- Consistency, relational practice and trauma-responsive approaches
- Reduction and robust oversight of restrictive practices
- Quality-of-life-centred outcomes

PBS supports each site to maintain positive, safe and inclusive learning environments for learners under and over 18.

## 7. Positive Behaviour Support Model

Our approach is relational and grounded in PBS. We recognise that behaviour is a form of communication; learners are shaped by relationships and contexts, and our best lever for change is a consistent, trusted adult relationship.



### Universal expectations drawn from relational practice:

- **Behaviour is something to interpret.** We are curious about need, not blame.
- **Relationships lead practice.** Most "management" is through connection, predictability and co-regulated calm.
- **Boundaries keep everyone safe.** Limits are clear, consistent and fair.
- **Rules are co-created where appropriate.** They are adapted for access and need.
- **Consequences are restorative and educational.** We repair harm and build skills.
- **Environment and relationships are key.** We adjust context before we attribute intent.
- **Effectiveness is measured by wellbeing and participation.** We track what improves daily experience and access to learning.

### Our Behaviour Expectations:

At Hidelow Grange School we offer a child-centred approach to education which promotes and develops our young people to be:

- Curious, proactive learners who are open to new learning experiences
- Innovative and enterprising citizens who contribute positively to society
- Respectful, productive independent young people becoming valued members of their communities

### Underpinning proactive expectations:

- Stay calm and behave safely
- Allow others to learn
- Be respectful and tolerant of others
- Listen carefully and follow instructions
- Work hard and do your best

### Our Relational Model:

We use MAYBO, PACE, through Trauma-Informed Practice and in line with the Good Lives Model.

**Why this model:** At Hidelow Grange School we recognise that positive behaviour is fostered through robust systems in place to promote and encourage behaviour where possible, and challenge and correct disruptive behaviour when necessary. The teaching staff foster respect and it is a core part of communication and relationships in the school. Good behaviour is an essential part of life in our community and enables all young people to participate and enjoy the varied range of learning experiences on offer.

### How it is implemented:

- Clear, consistent routines across all settings
- Co-regulation strategies taught and practiced
- Visual supports and environmental adjustments
- Trusted adult relationships as the foundation
- Integration across education, care and therapy (if applicable)



### Training & supervision:

- All staff receive annual training in MAYBO (Managing Aggression and Violence By Overcoming)
- Refresher training every 12 months (mandatory)
- Regular supervision sessions to reflect on practice through daily debriefs
- Team debriefs following significant incidents led by Headteacher or senior staff

### Quality assurance:

- Learning walks and classroom observations
- Incident data analysis
- Staff supervision and coaching
- Regular policy review with staff input

### How learners and families are involved:

- Learner voice captured through student council, tutor time feedback, PPM's (Placement Planning Meetings and CLA Children who are Looked After Meetings)
- Co-production of individual behaviour support plans
- Regular communication with families/carers/guardians
- Involvement in placement planning meetings

### The Principles of Nurture:

The majority of our pupils have attachment difficulties; therefore we have founded our practice on the Nurture Group Principles to give our children the opportunity to make up for missed early experiences and create a setting conducive to early developmental learning.

- **Children develop social, emotional and behavioural skills developmentally:** their emotional stage of development may differ from their chronological age - we try to work with them at the level they are at
- **The classroom provides a safe base** that reduces anxiety, where adults are reliable and consistent
- **Nurturing approaches are key to developing positive self-esteem**
- **Language is a vital means of communication:** we develop emotional literacy to give our students the language they need to put their thoughts and feelings into words
- **All behaviour is communication:** we try to understand the meaning behind the presenting behaviour
- **Transitions are significant** in the lives of all children and can cause stress and anxiety: these need to be managed carefully with preparation and support

## 8. General Expectations

We set high expectations for all learners while recognising that some learners have specific needs. Expectations apply at all times on site and when representing the site off-site or out of hours. We:

- Encourage a positive attitude to learning within a safe, calm environment.
- Promote high expectations and enable learners to become independent, responsible learners.



- Build respect for the community and environment.
- Use clear, consistent routines and systems to support development and ensure health, safety and wellbeing.
- Expect staff to model the behaviours, attitudes and habits we teach.

When behaviour falls below expectations, every interaction is an intervention. We maintain connection, use positive recognition, and support learners to regulate and re-engage.

**Consistent routines include:** start/end of day; transitions; assemblies/unstructured time; PE/activity times; movement around the site; breaks and lunchtimes.

### **Classroom Management**

In order to help reluctant young people engage in education, teachers pay attention to social order and physical structure in their classroom to provide an appropriate learning environment. They do this by consistently following the principles of good classroom management. The Headteacher routinely monitors classrooms formally and informally to ensure that these techniques are consistently applied.

### **Classroom expectations:**

- Classrooms are free of clutter and mess. Physical space is clean and well-kept.
- Young people's work is well organised, easily accessed and regularly assessed.
- Appropriate resources for the lesson are organised and on hand prior to start.
- Lessons adhere to agreed format, with understanding of adaptive teaching, differentiation and inclusion, and allocation of resources and support staff.
- Young people enter the room in a calm manner.
- Teachers direct where young people sit. They encourage young people to take responsibility for their personal work area.
- Young people are aware of 'reflection' areas in the school.
- Teachers use the school reward system to encourage and praise desired levels of engagement and achievement. These should always be visually available to young people.
- Teachers introduce the lesson objectives at the start of every lesson.
- Teachers use the behaviour flowchart to determine consequences and sanctions.
- Teachers control the working environment and dictate the lesson structure.
- Teachers direct and work collaboratively with the support staff available for the lesson.
- At the end of the lesson young people remain quietly in their seats waiting for the teacher to direct the manner in which they should leave.
- Teachers never leave their classroom unattended or unsupported during lesson time, unless cover is agreed.
- Teachers plan lessons that allow adequate time at the beginning to settle and present starter activities and allow time at the end to offer a plenary and reflect on the points for the lesson.
- Teachers begin each lesson with an appropriate and relevant starter activity.
- Teachers organise the room by organising young people's work, resources and materials before the lesson.



- Help foster a sense of pride and ownership in young people's learning environment by displaying their work and encouraging them to keep classrooms clean and tidy.

### **Transition and Break Times**

The periods in the school day where young people are out of the classroom, either in transition between classes or at break times, are often the most difficult times to manage effectively. It is essential that staff communicate and work together to ensure that these periods flow as smoothly as possible and that young people arrive for their next lesson or break on time.

#### **Transition procedures:**

- Each young person has assigned support staff who act as Learning Support Assistants
- Support staff guide young people effectively at transition times
- Teachers wait at the door of the classroom at beginning and end of lessons to monitor young people's movement
- Staff assist in transition and make sure that young people leave and enter classrooms in a calm and orderly manner
- Support staff and teachers who are not teaching in the next lesson place themselves strategically to pre-empt any issues

#### **Break time procedures:**

- Young people are guided by their support staff to designated break areas
- Supervision is maintained throughout break times
- At the end of break time young people are supported to the classroom for their next lesson
- Quiet spaces and reflection rooms are available for young people who need them

### **The Structure of the School Day**

Generally, most young people at Hidelow Grange School respond well to the consistent structure to their school day. We take into consideration the needs they may have regarding remaining focussed, socialising with peers and participating in group activities. The routine of the school day, the timetable and length of lessons provide an appropriate structure to meet these needs.

### **The Dyslexia Friendly Approach:**

Dyslexia friendly approaches benefit all learners. These involve arranging classroom and learning environments by enhancing organisation, space and resources in a way that maximises learning potential for all.

Hidelow Grange seeks to apply the Dyslexia Friendly Approach to all aspects of school life as a tool for improving access and motivation to learning for all young people. This includes:

- Clear, consistent visual timetables
- Dyslexia-friendly fonts and formatting in all materials
- Multi-sensory teaching approaches
- Structured, predictable lesson formats
- Visual supports and prompts
- Reduced visual clutter in classrooms



- Clear, step-by-step instructions
- Use of coloured overlays and paper where beneficial

## 9. Teaching and Promoting Positive Behaviour

We teach behaviour like any other part of the curriculum. Staff act as “stress detectives”—curious about *why* and *why now*—and use co-regulation to help learners build self-regulation.

### We will:

- Teach and rehearse prosocial skills (communication, problem-solving, emotional literacy).
- Use anticipatory strategies (visuals, structure, choice, sensory/environmental adjustments).
- Offer regulation opportunities and safe spaces.
- Provide targeted and personalised supports where needed.
- Use positive recognition that is meaningful, equitable and dignified.

## Incentives, Rewards and Sanctions

### Rewards and incentives:

The school operates an incentives and rewards system based on reward points. Every young person can earn points each lesson by following the classroom and behaviour expectations.

### How the system works:

- Points are awarded throughout the lesson for positive behaviour, engagement and achievement
- At the end of the lesson, the plenary is used, in part, to review each young person's points for that lesson
- Young people **NEVER lose points** during a lesson but may not achieve them
- Points are visually displayed and tracked
- At the end of each week, awards and rewards such as certificates and reward prizes are given on the basis of points earned over the week
- Awards are presented in the weekly achievement assembly, along with individual awards such as:
  - Reader of the week
  - Learner of the week
  - Citizen of the week

### Recognition is:

- Meaningful and personalised to the individual
- Equitable and accessible to all learners
- Dignified and age-appropriate
- Focused on effort, progress and positive choices

### Point values and thresholds:

- Points are awarded each lesson for meeting behaviour expectations and working towards individual targets
- Points are visually displayed and tracked throughout the lesson



- Students NEVER lose points during a lesson but may fail to achieve them
- Weekly totals determine eligibility for rewards and certificates

**Types of rewards available:**

- Weekly certificates presented in achievement assembly
- Reader of the Week
- Learner of the Week
- Citizen of the Week
- Pupil of the Week Award (agreed by teaching team for effort and resilience)
- Pupil of the Month Award (highest percentage of lesson reward points)
- Reward activities at end of week
- Reward prizes

**Frequency of reward opportunities:**

- Points awarded every lesson
- Weekly awards presented in Tuesday 3:00pm assembly
- Monthly awards for highest achievers

**How rewards are communicated to families:**

- Weekly communication via email or phone call from key teacher
- Certificates sent home with pupils
- Discussed at Placement Planning Meetings (PPMs)
- Shared with care teams in daily debrief

## 10. Behaviour as Learning: Connection Before Correction

Regulation precedes reasoning. We prioritise connection before correction, then scaffold reflection and problem-solving. We use restorative conversations to help learners understand impact and make amends.

**Core restorative questions:**

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected and how?
4. What can we do to make things right?

As part of **restore and repair**, amends may be verbal, written, symbolic or practical.

### Restorative Practice

Hidelow Grange School adopts a restorative approach to resolving conflict and incidents, including bullying. This approach is used:

**Reactively:** to challenge parties to reflect on why an incident occurred and its impact on others, and to consider ways to make amends.

**Proactively:** to recognise issues between parties and seek to resolve them before escalation.

A restorative school takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of this to those responsible, and for those responsible to acknowledge this and take steps to put it right.



**Benefits of restorative approaches include:**

- Increased attendance
- Reduced exclusions
- Improved achievement
- Alleviation of bullying
- Reduced classroom disruption
- Improved relationships across the school community

**Core restorative questions:**

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected and how?
4. What can we do to make things right?
5. What can we do differently next time?

**Restore and Repair:**

As part of restore and repair, amends may be:

- **Verbal:** A genuine apology or explanation
- **Written:** A letter of apology or reflection
- **Symbolic:** A gesture that demonstrates understanding
- **Practical:** Helping to fix or restore what was damaged

**How restorative practice is implemented:**

- Restorative conversations are timetabled following incidents
- Facilitated by trained staff members: Headteacher, Deputy Headteacher, or class teacher involved
- All teaching staff are trained in restorative approaches
- Learners' voice and choice are captured and acted upon
- Parents/carers/guardians are involved where appropriate via phone or meeting
- Outcomes are recorded on BehaviourWatch
- Follow-up check-ins ensure relationships are repaired (typically within 48 hours)

**To be effective, restorative approaches must be in place across the school.** This means all young people, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it.

## 11. Logical Consequences

Consequences are protective (safety and rights of others) and/or educational (learning for next time). They are logical, proportionate, dignified and time-limited, and they run alongside relational support and skill-building.

**Returning to school from an offsite activity (other than Physical Education):**

If a young person's behaviour is inappropriate or unsafe while on an offsite activity, it may be necessary for them to return to Hidelow. The decision for a young person to return to Hidelow will be made by either an RSW Team Lead, the Headteacher or



Teacher in Charge of the activity. When this decision is made, the Headteacher and Registered Manager must be informed at the earliest opportunity. Where possible, a teacher will return from the activity with the young person to support them in school. When the young person arrives back at Hidelow they will return directly to school. **They must not return to their respective houses.** A box of workbooks is stored in the staff room covering a range of subjects. The teacher or RSW will photocopy worksheets out of these workbooks for the young person to complete. The young person will complete this work in either the Common Room or Sensory/Thrive Room under staff supervision.

### **Returning to school from Physical Education:**

The same process will be followed when returning to Hidelow from PE as when returning from an offsite activity. The only difference is that teachers will not be available to support due to their statutory PPA time. Therefore RSWs will photocopy the worksheets and supervise the young people while they complete them.

### **Sanctions and Consequences**

#### **Time Out:**

Sometimes young people may struggle to maintain their behaviour within the group. They may become disengaged from the lesson and disrupt the learning of others. When other strategies have been exhausted it may be appropriate to direct them to an alternative area to give them time and space to re-engage in their learning.

#### **Time Out arrangements:**

- Time Out takes place in the reflection room or at a designated focus desk
- Time Out does **not** take place in corridors or on stairs
- Young people continue with their work during Time Out
- Supervision is maintained at all times
- The expectation is that young people will re-engage and return to the classroom

#### **Protective consequences may include:**

- Increased adult support/ratios or adjusted timetable
- Access to outside space or alternative/differentiated teaching space
- Supported movement during high-stress contexts
- Use of reflection room or focus desk
- In rare cases, short-term removal from specific activities while protective measures are put in place
- *(All protective measures pair with education and repair.)*

#### **Educational consequences may include:**

- Completing or re-doing work impacted by behaviour
- Rehearsal/modelling of prosocial alternatives
- Practical repairs where appropriate (fix/clean, help to restore)
- Reflect-repair-restore activities to understand impact and make amends
- Detention to complete missed work (with clear communication to home)
- Restorative conversation with those affected

### **Behaviour Flowchart**



Behaviour	Consequence/Outcome	Who is notified
Lesson missed / Work incomplete	Bring back at break or lunch to complete work. If not possible, email home with work missed (hard copy if possible). Note in book to say lesson missed.	Parents/carers/guardians via email
Monday-Friday issues with uniform/rewards/punctuality/equipment	Detention on Monday night if not resolved. If continues during week – Friday night detention.	Parents/carers/guardians via email
5 low-level incidents in one week	Friday detention 3:30pm – 4:30pm. Positive report card for one week.	Meeting with young person, support staff, key teacher and [insert role]
Unsuccessful on report	Separate lunch time for 1 week and removal of half term treat activity. Continue on report.	Parents/carers/guardians and placing authority if appropriate
Higher-impact incidents (bullying, discriminatory conduct, significant deliberate damage)	SLT notified; restorative process; incident recorded; parents/carers/guardians informed; outcome personalised to need, severity and response; timetable adjustments and reintegration plan as required.	SLT, parents/carers/guardians, placing authority, multi-agency team as appropriate

### Proactive Planning:

Sometimes a young person presents a significant risk in a particular classroom, using specific equipment or on an offsite activity. It may be appropriate to make alternative arrangements to maintain their safety until there has been a review of the risk assessment. It is important to understand that these arrangements are not a punishment, but are necessary to minimise risk of harm to self, others or damage to property.

Should behaviours continue to cause serious concern for the wellbeing of the young person or those about them, then consideration of an exclusion may be appropriate (see Section 16).

### Who can authorise specific outcomes:

- Class teachers and RSWs can authorise time out and working breaks
- Deputy Headteacher, Teachers or Team Leads can authorise removal from a lesson or internal exclusion (with Headteacher agreement)
- Headteacher authorises more serious sanctions such as extended detention and internal exclusion
- Regional Lead (Rob McConomy) authorises suspensions in consultation with Headteacher

### Consistency is assured through:

- Clear behaviour flowchart displayed in all classrooms
- Regular staff training and briefings
- Monitoring by SLT through learning walks



- Review of incident data
- Staff supervision and coaching

## 12. Supporting Those Harmed

When someone is harmed (physically or emotionally), we ensure safety, provide first aid/medical support where required, escalate in line with the Safeguarding and Child Protection Policy, and offer timely relational support. We reduce guilt/anxiety through reassurance, and we make support offers explicit and easy to access.

**Examples of additional support that may be offered include:**

### **Immediate emotional and relational support**

- A calm, trusted adult staying with the learner or staff member until they feel settled.
- Reassurance that they are safe, believed, and not at fault for having a stress response.
- Quiet, low-stimulus space to recover emotionally or physically.
- Normalising feelings (“It makes sense you felt scared/angry/worried — you’re not alone.”).

### **Practical safety and wellbeing support**

- Arranging for a familiar adult to accompany the person back into routine when they are ready.
- Providing comfort items, sensory tools or grounding strategies.
- Adjusting the timetable or environment temporarily to promote a sense of safety.

### **Communication and reflection (when appropriate)**

- Offering a supportive check-in once regulated (“How are you feeling now? What would help?”).
- Helping them put their experience into words using non-leading, trauma-aware language.
- Giving space to express feelings through writing, drawing or supported conversation.

### **Repairing relationships**

- Facilitated restorative conversation when appropriate and only if the learner is ready.
- Clear reassurance that relationships remain intact and that adults are committed to repair.

### **Coordination with the wider support network**



- Contacting parents/carers/guardians to offer reassurance and outline support provided.
- Making internal referrals to pastoral, wellbeing or mental health support teams.
- Engaging therapeutic, clinical or multi-agency professionals if patterns or needs emerge.

### **Follow-up and ongoing support**

- Checking in later the same day and during subsequent days if needed.
- Updating personalised plans or risk assessments to reduce the likelihood of recurrence.
- Ensuring staff wellbeing support is offered where incidents have been distressing.

### **Escalation**

When thresholds for escalation are met — for example, when there is immediate risk, significant distress, or indicators of a safeguarding concern — staff follow the ‘Safeguarding and Child Protection’ Policy. Escalation is always used to increase safety and support, never as a disciplinary response. Help is requested early, communication is clear, and the learner remains at the centre of our decision-making. Once safe, we follow up with appropriate support, recording and review to ensure learning and prevention.

#### **Which support roles are available:**

- Headteacher (Benjamin Neasom) - DSL
- Deputy Headteacher (Juliet Smith) - Deputy DSL
- Class teachers and key workers
- RSW Team Leads
- Therapy team (where applicable)
- Home Managers for residential pupils

#### **Where the quiet/regulation spaces are located:**

- Reflection room
- Sensory/Thrive Room
- Common Room (for appropriate pupils)
- Designated focus desks in classrooms
- Chill Out Room

#### **How follow-up communication with parents/carers/guardians is carried out:**

- Phone call from Headteacher or Deputy Headteacher same day
- Email summary within 24 hours
- Follow-up meeting arranged if needed
- Updates provided at next scheduled PPM or review meeting

#### **Local referral routes for emotional wellbeing or mental health support:**

- Internal therapy team referral via Headteacher
- CAMHS liaison through placing authority
- Emergency mental health crisis support via placing authority duty team
- Multi-agency review meeting convened if needed



**Link to Safeguarding / Child Protection Policy:** Stored on school T-Drive: School Policies Folder > Safeguarding and Child Protection Policy

### 13. Risk Assessment and Positive Behaviour Support Plans

We use dynamic and formal risk assessment to anticipate stressors and agree strategies that keep everyone safe and learning. Plans identify early signs of dysregulation, effective responses, roles, and escalation/withdrawal strategies. Plans are co-produced with the learner (where possible) and with families/carers and relevant professionals.

#### Individual Learning Plans and Learner Profiles

Each young person has an individual education plan (IEP) identifying targets within each subject area. The targets are SMART (Specific, Measurable, Achievable, Realistic, Time bound). The learner profile determines appropriate strategies and resources necessary to enable a young person to work towards their subject specific targets with the help of staff.

#### IEP Process:

- Identified and reviewed by the class teacher in conjunction with relevant teaching staff and the young people
- Responsibility of all teaching staff to consider and develop
- Reviewed and written at least each half term
- Communicated to care staff team (if applicable) so targets can continue to be worked on through homework or extended curriculum

#### Integration with PBS Plans:

As part of the ILP, staff input into [insert your review meeting name - e.g., Placement Planning Meetings] to look at any identified subject or behavioural/social targets and break them down into a wider range of actions and strategies applicable to all areas of the school day.

#### Template names and locations:

- Individual Education Plan (IEP) - stored in T-Drive > Individual Pupil Folders > [Pupil Name] > School Folder
- Positive Behaviour Support Plan - stored in T-Drive > Individual Pupil Folders > [Pupil Name] > Care Folder (copy in School Folder)
- Risk Assessment - stored in T-Drive > Individual Pupil Folders > [Pupil Name] > Care Folder (copy in School Folder)
- Pupil Passport - stored in T-Drive > School Folder > Pupil Passports

#### Who completes them:

- IEPs: Class teacher with input from teaching team and young person
- PBS Plans: Therapy team in collaboration with young person, family, care team and multi-agency team
- Risk Assessments: Home Managers/Care team with input from all staff who work with the young person (reviewed by Headteacher)
- Pupil Passports: Class teacher with input from all staff and young person

#### Review frequencies:

- IEPs: Half-termly minimum (6 times per year)



- PBS Plans: Reviewed termly or as needed following significant incidents
- Risk Assessments: Reviewed monthly or following any incident
- Pupil Passports: Reviewed termly or when significant changes occur

#### **Oversight:**

- SLT (Headteacher and Deputy Headteacher) review all plans on receipt
- Plans are discussed in monthly Risk & Referral meetings
- Quality assurance through collective scrutiny at weekly staff meetings
- Headteacher monitors compliance through learning walks

#### **Where plans are stored:**

- In individual pupil folders on the T-Drive under their respective homes
- Copy held in school pupil folders on T-Drive > School Folder > Pupil Files
- Hard copies available in staff room for immediate reference

#### **How plans link to SEN/ASN/ALN processes:**

- PBS plans are integrated with Placement Planning Meetings (PPMs)
- EHCP Reviews (for pupils with Education, Health and Care Plans)
- Multi-agency input from SENCO (Richard Love), SLT, Therapy Team
- Regular review meetings with multi-disciplinary team stakeholders including placing authority, social workers, and parents/carers

## **14. Reducing Restrictive Interventions / Restraint & Seclusion**

Our approach is grounded in Positive Behaviour Support (PBS) and trauma-responsive, relational practice. We know that learners thrive when they feel safe, understood and connected, and that most behaviour of concern can be prevented through proactive planning, trusting relationships and consistent, predictable environments.

Restrictive practices/interventions/restraint & seclusion **MAYBO** is **only ever used as an absolute last resort**, and only when all other reasonable options have been tried or considered and immediate harm cannot be prevented in any other way. They are not a routine strategy, not a behaviour management tool, and not a response to refusal, non-compliance or expressions of distress. Their sole purpose is to keep a learner or others safe in situations of imminent and significant risk.

Any restrictive practices/interventions/restraint & seclusion must be the least restrictive option available, used for the shortest possible time, carried out by staff who are trained, authorised and confident in trauma-responsive practice, and ended as soon as the risk reduces.

Sites record, review and analyse every incident to ensure learning leads to the ongoing reduction of restrictive practices across the organisation. This reflective culture is essential to safe, ethical practice.

Physical intervention is rare, an absolute last resort, and used only to prevent harm, protect rights, or maintain safety. Any intervention must be necessary, proportionate, and time-limited, with continuous attempts to reduce intervention through de-escalation and co-regulation.



All incidents are recorded promptly, reported to the Headteacher/Principal, reviewed for learning, and followed by support for all involved. The long-term aim is always increased self-regulation and the reduction of restrictive interventions / restraint and seclusion practices:

- MAYBO Trainers through Learning & Development/Branas Operations
- Policies and procedures on website and store locally in school folder on T-Drive.
- **Recorded on Branas templates for care and on BehaviourWatch for school.**
- Daily teachers de-brief to unpick challenges, notes cc'd to care home managers for oversight

**Approved training provider:**

- MAYBO (Managing Aggression and Violence By Overcoming)
- Initial training: 3-day course
- Refresh cycle: Every 12 months (mandatory for all staff)
- All staff complete training during induction period or within first month of employment

**MAYBO Trainers:** Available through Learning & Development/Branas Operations

**Policies and procedures:** Stored on CareTech website and locally in school folder on T-Drive > School Policies Folder > Physical Intervention Policy

**Recording system:**

- All incidents recorded on BehaviourWatch (school system)
- Physical Intervention Reports completed on Branas templates for care
- Stored on school shared drive: T-Drive > School Folder > Physical Intervention Reports
- Logged in Physical Intervention Log (Excel spreadsheet on T-Drive)

**Daily teachers debrief:** Notes from debrief cc'd to care home managers for oversight and consistency across care, therapy and education

## 15. Screening, Searching and Confiscation

To maintain a safe and predictable learning environment, staff may act to prevent harm, protect the wellbeing of learners and uphold site expectations. Screening, searching and confiscation are permitted safety measures and must always be carried out in a way that is lawful, necessary, proportionate, respectful and trauma-responsive.

Any search or confiscation is approached calmly, with clear communication, and with attention to the learner's dignity and emotional safety. High-value, prohibited or inappropriate items are handled sensitively, with timely communication to parents/carers/guardians and clear arrangements for return or secure storage.

Where possible, staff use relational approaches and conversation first. Searches are only undertaken when justified, and by staff who understand the correct procedures for the nation in which the site operates.



**Link to national guidance:** See Appendix A – England: "Searching, Screening and Confiscation in Schools (Jul 2023)"

**Who can authorise and conduct searches:**

- **Headteacher** (Benjamin Neasom) can authorise any search
- **Deputy Headteacher** (Juliet Smith) can authorise and conduct searches
- **Any teacher** authorised by the Headteacher can conduct searches
- **Witnessing requirement:** Another member of staff must be present as witness
- **Recording:** All searches recorded on BehaviourWatch with details of authoriser, witness, rationale, outcome and follow-up

**List of prohibited items:** As per DfE list (knives, weapons, alcohol, illegal drugs, stolen items, items used to cause harm, tobacco, fireworks, pornographic images)

**Additional site-specific banned items:**

- Magnets
- Blu tack
- Staples
- Any item identified in individual risk assessments

**Important note for Hidelow Grange School:** Although it is legal for staff to use reasonable force to search pupils for DfE prohibited items, **it would not be appropriate at Hidelow Grange School**. Pupils at Hidelow have a history of sexual trauma and searches using reasonable force would likely cause further psychological trauma. The exception would be when, if a search was not carried out, the pupil would likely be physically harmed or likely to physically harm another.

**Local arrangements for return of items:**

- Prohibited items: Stored securely in Headteacher's office; parents/carers notified same day; items returned to parents/carers or disposed of as appropriate
- Banned items: Stored securely; returned at end of day or week depending on item and circumstances
- Stolen items: Returned to rightful owner; police informed if appropriate

**Communication with families:**

- Phone call from Headteacher or Deputy Headteacher same day
- Written summary sent via email within 24 hours
- Follow-up meeting if needed

**Link to Searches Policy:** T-Drive > School Policies Folder > Searching, Screening and Confiscation Policy

## 16. Suspension

### Our Approach to Suspension

Hidelow Grange School believes that suspension is often counterproductive when working with young people who have experienced rejection from education in previous school placements. However, there may be occasions where the actions of a young person may lead to no alternative on the grounds of safeguarding for them and those around them.

The school does not take the decision to suspend lightly. All suspensions must be authorised by the Head Teacher. Suspensions are governed by the guidance issued by DfE for England, this defines the process that must be adhered to should a suspension take place.



## Reasons for Suspension

The decision to suspend a young person should be taken only:

- In response to serious breaches of the school's behaviour policy; **AND**
- If allowing the young person to remain in school would seriously harm the education or welfare of themselves or others in the school

## Acts that may result in suspension

- Acts of threatened or actual deliberate physical violence against young people and staff
- Acts of extreme or constant disruption leading to serious instability in the class or school group
- Acts of drug or alcohol misuse whilst on school premises or supplying drugs
- Extended periods of non-cooperation in the school routine involving or leading to previous acts
- Acts of sexual abuse or assault
- Acts of general, sexual, racial, or homophobic bullying
- Possession, use or threatened use of an offensive weapon
- As a result of safeguarding allegation

## Important Note

Given the nature of our young people's needs and difficulties, we do **not** use suspension as an automatic response. Each situation is treated on a case-by-case basis:

- Assessing the level of risk
- Considering the needs of all those involved
- Reviewing the wider context
- Deciding whether suspension is appropriate

## Alternatives to Suspension that must be attempted first

Before any suspension is considered, the following alternatives must be explored and documented:

### 1. Enhanced PBS planning

- Review and update Positive Behaviour Support Plan
- Increase frequency of reviews
- Involve additional professionals (EP, therapist, etc.)

### 2. Environmental and timetable adjustments

- Modified timetable
- Alternative learning spaces
- Reduced group sizes
- Adjusted curriculum access

### 3. Increased support

- Enhanced adult ratios
- Key worker support
- Therapeutic interventions
- Mentoring

### 4. Time-bound protective measures

- Temporary removal from specific high-risk activities (with continued education)



- Structured breaks or reflection time
- Supervised transitions
- Adjusted break/lunch arrangements

#### **5. Multi-agency intervention**

- Emergency review meeting with placing authority
- CAMHS or mental health crisis support
- Family support services
- Additional specialist assessment

#### **Documentation Required**

All alternatives tried must be documented with:

- What was attempted
- When it was implemented
- How long it was in place
- Why it was not successful
- Evidence gathered

**For a more detailed description of our approach to suspensions, please refer to the school Suspension Policy.**

### **17. Recording, Reporting and Data**

We record significant behaviour incidents, restrictive interventions, discriminatory incidents, and safeguarding concerns promptly and accurately. Data is used to:

- Identify patterns and triggers;
- Assess equity and disproportionality;
- Inform personalised plans and site-wide improvements;
- Provide assurance to leaders and governors/trustees.

#### **Recording and Monitoring of Incidents**

Incidents are categorised as **low level** or **serious**.

##### **Recording system:**

- **Low level incidents: Recorded on BehaviourWatch by subject teacher**
- **Serious incidents: Recorded on BehaviourWatch with formal Incident Report completed**
- **Physical interventions: Recorded on BehaviourWatch AND Branas Physical Intervention Report template**

##### **Who monitors:**

- **Low level: Home Managers are made aware in the daily 4:00pm debrief**
- **Serious: Headteacher and Deputy Headteacher (DSL/DDSL) review weekly**
- **Physical interventions: Headteacher reviews immediately; Registered Manager notified same day**

##### **Storage:**

- **BehaviourWatch system (cloud-based, secure login)**
- **T-Drive > School Folder > Incident Reports (for formal reports)**
- **T-Drive > School Folder > Physical Intervention Reports and Log**

##### **Access:**



- **Teaching staff: Full access to BehaviourWatch**
- **Care staff: Read access to relevant pupil records**
- **SLT: Full access to all records**
- **Temporary staff/visitors: No access (information shared verbally as needed)**

**Serious Incidents:**

Serious incidents that are not diffused quickly must be recorded in the Incident Log.

**Serious incidents include:**

- Behaviour requiring time out/reflection
- Significant disruption to another young person's learning
- Persistent refusal to engage in tasks
- Disrespectful behaviour to others (significant)
- Damage to school property
- Physical aggression or violence
- Discriminatory language or behaviour
- Safeguarding concerns

**Recording process:**

- Incident recorded on [insert system] by staff member involved
- Formal Incident Report completed
- Reports attached to the young person's file
- Copies sent to:
  - Headteacher/Principal
  - SLT
  - Registered Manager (if applicable)
  - Therapist (if applicable)
  - Parents/carers/guardians
  - Placing authority/commissioning local authority (where appropriate)

**Timeframes:**

- Low level incidents: Recorded same day
- Serious incidents: Recorded within 24 hours
- Incident Reports: Completed within 48 hours

**Quality checks:**

- DSL/DDSL reviews all incident records weekly
- SLT oversight of serious incidents weekly in safeguarding meeting
- Data quality audits half-termly

**Notification routes:**

Incident Type	Who is notified	Timeframe
Low level	Class teacher records; [insert role] monitors	Same day
Serious	Headteacher/Principal, SLT	Within 24 hours
Physical intervention	Headteacher, parents/carers, Registered Manager, placing authority	Same day (initial); within 5 days (full report)



Incident Type	Who is notified	Timeframe
Safeguarding concern	DSL, parents/carers (unless contraindicated), placing authority, MASH/social care as appropriate	Immediately
Exclusion	Parents/carers, placing authority, governing body	As per statutory guidance

#### Data Protection and Record Retention:

- All records are stored securely on T-Drive, with some folders having restricted access e.g. SLT only
- Access restricted to authorised staff members
- Records retained in line with CareTech data policy
- GDPR and Data Protection Act 2018 compliant

#### Use of Data

These records provide a full record of sanctions and help to monitor behaviour in school. They can help:

- Identify patterns and triggers for individual young people
- Assess equity and disproportionality across the school
- Inform personalised plans and site-wide improvements
- Provide assurance to leaders and governors/trustees
- Track progress and effectiveness of interventions

#### Patterns of poor behaviour are discussed at:

- Placement Planning Meetings (PPM)
- Risk and Referral meetings
- [Insert other relevant meetings]
- May lead to multi-agency response

### 18. Data Insight, Learning Reviews and Improvement (Universal)

Leaders undertake regular reviews of behaviour data, incident reports, and stakeholder feedback to evaluate impact and drive improvement. Post-incident reviews focus on learning and prevention, not blame. Findings inform training, environment adjustments, curriculum, and planning.

#### Meeting Structures

##### Daily Briefing (Before school day)

- **Who:** All teaching staff
- **When:** 8:30am – 8:50am daily
- **What reviewed:**
  - Timetabled activities for the day
  - Particular areas of working practice
  - Any information or concerns from previous day



- Individual young people who may need additional support
- Therapy appointments and off-site activities scheduled for the day
- Any staff absences or cover arrangements

### Daily Debrief (End of school day)

- **Who:** All teaching staff
- **When:** 4:00pm – 4:30pm daily
- **What reviewed:**
  - Reflection on the day
  - Discussion of any incidents that occurred
  - Issues aired and decisions made
  - Communication to all staff
  - Actions for next day
  - Preparation for next day's briefing

### Weekly Staff Meeting

- **Who:** All teaching staff
- **When:** Monday 3:30pm – 4:00pm (immediately following school day)
- **What reviewed:**
  - Explore issues or practice in more depth
  - New ideas and developments
  - Team development
  - Shorter training sessions
  - Review of weekly behaviour data
  - Planning for the week ahead

### Half-Termly Behaviour Review

- **Who:** SLT, teaching staff representatives
- **When:** Every half term (6 times per year)
- **What reviewed:**
  - Behaviour data analysis
  - Patterns and trends
  - Individual young people of concern
  - Effectiveness of interventions
  - Policy and practice improvements needed
  - PBS plan reviews and updates

### Termly Governance Report

- **Who:** Headteacher/Principal to Governors/Proprietors
- **When:** Each term (3 times per year)
- **What reviewed:**
  - Overall behaviour data summary
  - Suspensions (if any)
  - Physical interventions
  - Effectiveness of PBS approach
  - Staff training completion
  - Actions and improvements implemented
  - Strategic priorities for next term

### Additional Regular Meetings Referenced in Weekly Schedule



### **Maintenance Meeting**

- **When:** Monday 10:00am
- **Purpose:** Facilities and site management

### **Operations Meeting**

- **When:** Wednesday (as scheduled)
- **Location:** Hidelow
- **Attendees:** Headteacher and operational staff

### **Assembly**

- **When:** Tuesday 3:00pm
- **Purpose:** Whole school assembly (themed - e.g., Mental Health Awareness Week, UNCRC Articles)

### **Notes on Schedule Flexibility**

- Daily briefings and debriefs are **non-negotiable** and must be attended by all teaching staff unless on approved leave
- Therapy appointments and off-site activities are scheduled around core teaching times where possible
- Staff meetings may be adjusted for urgent matters but are protected time for team development
- Individual student appointments (PEPs, CAMHS, medical) are communicated in the daily briefing

## **19. Roles and Responsibilities**

### **Headteacher**

- Leads and sets the tone for PBS and relational practice.
- Ensures training, supervision and resourcing.
- Oversees local adaptations and compliance.
- Authorises high-level decisions (e.g., protective measures) in line with national frameworks.

### **Senior Leadership Team (SLT)**

- Implements and monitors this policy.
- Oversees personalised planning and risk.
- Supports staff wellbeing and professional judgement.
- Engages families and the multi agency team.

### **Teachers/Tutors and Care Staff Team, Team Leads, RSW's.**

- Apply PBS and relational practice consistently.
- Teach, model and rehearse prosocial skills.
- Record incidents accurately and on time.
- Co-produce and review learner plans with the education team and multi agency team.

### **Learners**



- Engage with learning, practise strategies, and participate in restore and repair processes.
- Share their views on what helps them feel safe, regulated and included.

### Parents/Carers/Guardians and Professionals

- Collaborate with the site; share relevant information.
- Participate in planning and reviews to support consistency across contexts.

## 20. Inclusion, Equity and Additional Needs

We will always endeavour to understand behaviour, support wellbeing, and make **reasonable adjustments** to enable progress and engagement. Many behaviours reflect underlying communication, sensory, medical or neurodevelopmental needs. We integrate PBS with the **SEN** processes and with multi-agency support to ensure learners' needs are met.

Our aim is to help learners return to their **window of tolerance**, so they can connect, learn and thrive.

## 21. Training and Professional Development (Universal)

All staff receive role-appropriate training in PBS, trauma-responsive and relational practice, de-escalation, restorative approaches, equality and inclusion, and recording/reporting standards. Training is inducted, refreshed, and quality-assured.

### Training map (what, who, frequency):

Training	Who	Frequency	Provider
MAYBO Physical Intervention	All staff	Annual (12 months)	MAYBO via Branas Operations
Safeguarding and Child Protection	All staff	Annual	DSL (Benjamin Neasom)
Trauma-Informed Practice	All staff	Induction + annual refresh	SLT
Restorative Approaches	All staff	Induction + biennial	External provider / SLT
PBS Principles	All staff	Induction + annual	SLT
De-escalation Techniques	All staff	Within MAYBO training	MAYBO
Equality and Inclusion	All staff	Biennial	Online / SLT



Training	Who	Frequency	Provider
Recording and Reporting	All staff	Induction + as needed	Deputy Headteacher
BehaviourWatch System	All staff	Induction	Headteacher / Deputy
DSL Level 3 Training	DSL and Deputies	Every 2 years	External accredited provider

**Supervision/coaching arrangements:**

- Daily briefing: 8:30am - 8:50am (all teaching staff)
- Daily debrief: 4:00pm - 4:30pm (all teaching staff)
- Weekly staff meeting: Monday 3:30pm - 4:00pm
- Individual supervision: Termly with Headteacher (minimum)
- Post-incident debrief: Within 24 hours of any significant incident
- Learning walks: Weekly by Headteacher
- Classroom observations: Half-termly by SLT

**Fidelity checks:**

- Learning walks with PBS checklist
- Review of BehaviourWatch data for consistency
- Observation of restorative conversations
- Review of incident reports for quality and timeliness
- Staff feedback in supervision sessions
- Pupil voice surveys termly

**22. Monitoring, Quality Assurance and Compliance**

Compliance is monitored through learning walks, observation, record audits, incident analysis, stakeholder feedback and governance oversight. Findings inform targeted improvement.

**QA schedule and responsible leads:**

Activity	Frequency	Responsible Lead	Outcome
Learning walks	Weekly	Headteacher	Feedback to staff; trends identified
Classroom observations	Half-termly	SLT	Individual feedback; CPD needs identified
BehaviourWatch data analysis	Weekly	Deputy Headteacher	Patterns identified; interventions adjusted
Incident report audit	Monthly	Headteacher	Quality and timeliness checked

Activity	Frequency	Responsible Lead	Outcome
Physical Intervention log review	Monthly	Headteacher + Registered Manager	Reduction trends monitored; learning identified
Pupil voice surveys	Termly	Deputy Headteacher	Feedback informs practice improvements
Staff feedback surveys	Termly	Headteacher	Support needs identified; policy refined
Policy compliance check	Termly	Headteacher	Gaps identified; actions tracked
PBS plan quality audit	Half-termly	SENCO (Richard Love)	Plans updated; consistency assured

#### How outcomes are reported to governance:

- Termly written report from Headteacher to Proprietor (CareTech/Branas)
- Includes: behaviour data summary, suspensions (if any), physical interventions, PBS effectiveness, staff training completion, actions and improvements
- Report presented at termly governance meeting
- Copy sent to Regional Lead (Tonia Lewis) and Director of Education Services (Andrew Sutherland)
- Significant incidents reported immediately to Regional Lead

## 23. Publishing and Communication

**Owner:** Headteacher/Principal (or delegated SLT lead).

This policy will be published to staff, learners (in accessible formats), and parents/carers/guardians, with versions appropriate to audience and reading age. Alternative formats will be provided on request to meet accessibility needs.

#### Where this policy is published:

- School website: [Insert website URL when available]
- CareTech intranet: Policies section
- School T-Drive: School Policies Folder (accessible to all staff)
- Hard copy available in staff room
- Hard copy available in Headteacher's office

#### How accessibility is assured:

- Policy available in large print on request
- Policy can be read aloud to pupils or families on request
- Simplified, pupil-friendly version created and displayed in classrooms



- Key points translated into other languages on request (via placing authority translation services)
- Easy-read version with visual supports available for pupils with additional needs
- Annual review includes accessibility check

**Who to contact for alternative formats:** Benjamin Neasom, Headteacher Email: [benjamin.neasom@caretech-uk.com](mailto:benjamin.neasom@caretech-uk.com) Phone: 07701313115

## Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

## Appendix A – England

Legislation, guidance and regulatory frameworks underpinning Positive Behaviour Support in England.

### Working Together to Safeguard Children (Dec 2023)

- **Means:** Statutory multi-agency guidance on help, protection and child-centred practice for all school and under 18 FE provision.
- **Requires:** Effective multi-agency arrangements, timely referrals, lawful information sharing and clear safeguarding oversight that interfaces with behaviour/PBS.
- **Our stance:** Behaviour/PBS is delivered within a strong safeguarding culture that acts early and collaborates well.
- **Implementation example:** Local safeguarding pathway map with escalation routes; decision logs attached to behaviour incidents.

**Links:** <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

### Keeping Children Safe in Education (KCSIE) (in force 1 Sep 2025)

- **Means:** Statutory guidance for schools and colleges on safeguarding, safer recruitment and managing concerns for under-18s in any site.
- **Requires:** Up-to-date policies, DSL/Deputies, training/induction, early help processes and robust record-keeping that align with behaviour/PBS systems.
- **Our stance:** PBS is embedded within KCSIE-compliant systems, training and oversight.



- **Implementation example:** Annual DSL report to governance showing links between behaviour trends and safeguarding actions.  
**Links:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### **Behaviour in Schools: Advice for Headteachers and School Staff (Feb 2024)**

- **Means:** Non-statutory DfE guidance for all school types and under 18 FE provision on designing and running behaviour systems.
- **Requires:** Behaviour curriculum, consistent routines, restorative responses, SEND-aware practice and transparent policy implementation.
- **Our stance:** We implement a PBS, trauma-responsive, restorative model with clear routines and relational practice.
- **Implementation example:** Behaviour policy with PBS principles; restore/repair flow; staff toolkit and coaching notes.  
**Links:** <https://www.gov.uk/government/publications/behaviour-in-schools--2>

### **School Suspensions and Permanent Exclusions (Aug 2024)**

- **Means:** Statutory guidance on suspensions, permanent exclusions, duties to inform/educate and review processes.
- **Requires:** Lawful, proportionate decisions; timely notifications; suitable education from day 6; governance monitoring and data use.
- **Our stance:** Exclusion is a **last resort**; PBS planning, alternatives and reintegration are expected.
- **Implementation example:** Exclusion file with evidence of alternatives tried, decision rationale and reintegration plan.  
**Links:** <https://www.gov.uk/government/publications/school-exclusion>

### **Searching, Screening and Confiscation in Schools (Jul 2023)**

- **Means:** Guidance on lawful, necessary and proportionate searching/screening powers and confiscation processes.
- **Requires:** Clear authorisation, witnessing/recording, respectful conduct, secure handling/return and family communication.
- **Our stance:** Use relational de-escalation first; search only when justified; maintain dignity and clear records.
- **Implementation example:** Search register capturing authoriser, witness, rationale, outcome and same-day contact.  
**Links:** <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### **Restrictive Interventions, including use of reasonable force, in schools (effective 1 Apr 2026)**

- **Means:** New DfE framework that places “reasonable force” within restrictive interventions, strengthening prevention, recording and parental reporting.
- **Requires:** Last-resort, necessary and proportionate use only; detailed incident recording and prompt parental notification; continual reduction focus.



- **Our stance:** We reduce restrictive practices year-on-year; each incident triggers a learning review and plan update.
- **Implementation example:** Post-incident review template with environmental adjustments and strategy changes.  
**Links:** <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### The Education (Independent School Standards) Regulations 2014

- **Means:** Legally binding standards for independent schools (quality of education; welfare/health/safety; premises; information; complaints; leadership).
- **Requires:** Fit-for-purpose behaviour/safeguarding policies, safe premises and compliant information/complaints handling.
- **Our stance:** Behaviour/PBS, safeguarding and complaints are mapped to Parts 1, 3, 7 and 8.
- **Implementation example:** Standards compliance matrix with evidence references and review dates.  
**Links:** <https://www.legislation.gov.uk/ukxi/2014/3283>

### Ofsted – Education Inspection Framework (Nov 2025)

- **Means:** Framework for inspection of non-association independent schools and FE & skills providers.
- **Requires:** Evidence of behaviour culture, personal development, safeguarding and leadership impact in triangulated form.
- **Our stance:** PBS impact is triangulated through data, learner voice and observation.
- **Implementation example:** Termly PBS dashboard feeding SEF and improvement plan.  
**Links:** <https://www.gov.uk/government/publications/education-inspection-framework>

### SEND Code of Practice: 0 to 25 Years (updated Sep 2024)

- **Means:** Statutory guidance for SEND across **schools and FE**; graduated response, co-production and access arrangements.
- **Requires:** Personalised planning (incl. behaviour support), reasonable adjustments and review cycles linked to learning access.
- **Our stance:** Behaviour support is integrated with SEND processes and curriculum access.
- **Implementation example:** Joint behaviour/SEND plan with regulation strategies, environmental adaptations and review dates.  
**Links:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



## Appendix B – Wales

Legislation, guidance and regulatory frameworks underpinning Positive Behaviour Support in Wales.

### Keeping Learners Safe 2022

- **Means:** Statutory safeguarding guidance for all educational settings, including independent schools and FE.
- **Requires:** DSP arrangements, safer recruitment, recording/monitoring and effective multi-agency working aligned with behaviour/PBS.
- **Our stance:** PBS operates within robust safeguarding governance and early help pathways.
- **Implementation example:** DSP termly report linking behaviour trends to referrals and early help actions.  
**Links:** <https://www.gov.wales/keeping-learners-safe>

### Reducing Restrictive Practices Framework (Updated 2024)

- **Means:** National framework to reduce restrictive practices across education, health and social care, emphasising rights and prevention.
- **Requires:** Prevention/de-escalation first, oversight, recording/monitoring and continuous reduction planning at site level.
- **Our stance:** Restrictive practices are last resort; data-led reduction is expected.
- **Implementation example:** Site reduction plan with trend analysis and action tracking.  
**Links:** <https://www.gov.wales/reducing-restrictive-practices-framework>

### Exclusion from Schools and Pupil Referral Units (Apr 2024)

- **Means:** National guidance on lawful exclusions, processes and duties for schools/PRUs in Wales.
- **Requires:** Alternatives explored, timely notifications, compliant reviews and reintegration planning.
- **Our stance:** Exclusion is a last resort; PBS and reintegration underpin decisions.
- **Implementation example:** Exclusion log with reintegration plans and ALN considerations.  
**Links:** <https://www.gov.wales/exclusion-schools-and-pupil-referral-units-pru>

### Independent School Standards (Wales) Regulations 2024 (in force 14 Feb 2024)

- **Means:** Legal standards for **independent schools** in Wales (education, welfare/health/safety, leadership, information, complaints).
- **Requires:** Strengthened safeguarding (training/DBS cycles), rights-based practice and proprietor-level accountability for compliance.
- **Our stance:** Behaviour/PBS, safeguarding and complaints are mapped and evidenced against these Standards.



- **Implementation example:** Proprietor compliance tracker covering behaviour, safeguarding and complaints clauses.  
**Links:** <https://www.legislation.gov.uk/wsi/2024/27/made>

### Estyn – What and How We Inspect: Independent Schools (2024)

- **Means:** Estyn’s inspection approach and evaluation areas for independent schools.
- **Requires:** Evidence of wellbeing/care/support/guidance, safeguarding culture, leadership and improvement.
- **Our stance:** PBS impact is triangulated through data, voice and observation within inspection areas.
- **Implementation example:** SEF sections cross-referencing PBS outcomes to Estyn inspection areas.  
**Links:** <https://estyn.gov.wales/app/uploads/2024/08/What-and-how-we-inspect-independent-schools.pdf>

### Estyn – What We Inspect: Independent Specialist Colleges (2024)

- **Means:** Inspection framework for **independent specialist colleges (post-16)** in Wales.
- **Requires:** Evidence on wellbeing, safeguarding effectiveness and learner support that aligns with PBS.
- **Our stance:** FE sites integrate PBS with ILPs/IDPs and post-incident learning reviews.
- **Implementation example:** Debrief outcomes feeding curriculum and support adjustments in learner plans.  
**Links:** [https://www.estyn.gov.wales/system/files/2024-07/What%20We%20Inspect%20-%20Independent%20specialist%20colleges%20-%202024\\_0.pdf](https://www.estyn.gov.wales/system/files/2024-07/What%20We%20Inspect%20-%20Independent%20specialist%20colleges%20-%202024_0.pdf)

### Additional Learning Needs (ALN) Code for Wales 2021

- **Means:** Statutory code for ALN/ALP across schools and FE; rights-based, person-centred planning and coordination.
- **Requires:** Early identification, IDPs, multi-agency collaboration and reasonable adjustments that also inform behaviour support.
- **Our stance:** PBS is personalised via IDPs and reviewed regularly with families and the multi agency team.
- **Implementation example:** IDP with regulation strategies, environment adaptations and review cycle.  
**Links:** <https://www.gov.wales/additional-learning-needs-code>

### Appendix B - Scotland

Legislation, guidance and regulatory frameworks underpinning Positive Behaviour Support in Scotland.



## Included, Engaged and Involved – Part 3: Physical Intervention in Schools (Nov 2024)

- **Means:** National relationships- and rights-based guidance on physical intervention, restraint and seclusion in schools.
- **Requires:** Prevention/de-escalation first; last-resort use; recording/notification; post-incident support and learning review.
- **Our stance:** Sites track and reduce restrictive practices through reflective reviews and plan updates.
- **Implementation example:** Restrictive practice dataset with actions and governance oversight minutes.

**Links:** <https://www.gov.scot/publications/included-engaged-involved-part-3-relationships-rights-based-approach-physical-intervention-schools/>

## National Guidance for Child Protection in Scotland (updated 2023)

- **Means:** National expectations for child protection processes; applies to all schools including independent.
- **Requires:** Clear procedures, timely referral/strategy discussion, robust recording and oversight.
- **Our stance:** Behaviour/PBS sits within GIRFEC-aligned safeguarding practice.
- **Implementation example:** Child protection decision log cross-referenced to behaviour incidents and plan changes.

**Links:** <https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/documents/>

## Getting It Right For Every Child (GIRFEC) — policy hub

- **Means:** National wellbeing approach (SHANARRI), planning and multi-agency coordination across services.
- **Requires:** Child's plan/lead professional, proportionate information sharing and needs-led support aligned to behaviour regulation.
- **Our stance:** PBS aligns to GIRFEC values and planning tools for consistency and voice.
- **Implementation example:** Child's plan with co-produced regulation strategies and review chronology.

**Links:** <https://www.gov.scot/policies/girfec/>

## How Good Is Our School? (HGIOS4) — HMIE landing (page updated 17 Dec 2025)

- **Means:** National **self-evaluation** framework used by inspectors; focuses on wellbeing/equality/inclusion and leadership for improvement.
- **Requires:** Triangulated evidence of wellbeing, behaviour culture and leadership impact.
- **Our stance:** PBS evidence is built into SEF (QI 3.1 and leadership QIs) with data, voice and observation.
- **Implementation example:** SEF extracts with PBS impact statements and sampling plan for learning walks.

**Links:** <https://educationinspectorate.gov.scot/inspection-frameworks/hgios4/>



## Included, Engaged and Involved – Part 2: Exclusions (2017)

- **Means:** National guidance to prevent and manage school exclusions, emphasising early intervention and reintegration.
- **Requires:** Lawful processes, alternatives to exclusion and structured reintegration planning.
- **Our stance:** Exclusion is a last resort; staged intervention and PBS lead decision-making.
- **Implementation example:** Exclusion file with staged interventions, learner voice and reintegration outcomes.

**Links:** <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>