

BEHAVIOUR FOR LEARNING POLICY

Percy Hedley School

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Policy Control/Monitoring

Approved by: (Position in Organisation)	Director of Education
Date (dd/mm/yyyy):	17/07/2026
Accountability: (Position in Organisation)	Behaviour for Learning Lead
Revision Cycle:	Annually
Brief details of amendments made	Updates following new guidance which came into place on 1 st April 2026.

Equality Impact Assessment

The Foundation's commitment is to create a positive culture of respect for all staff and service users and to identify, remove or minimise risks of unlawful discrimination and disadvantage in its policies, functions and activities. As part of its development this document has been assessed in line with The Foundation's equality impact assessment procedure.

Version Control Tracker

Version Number	Date
V1	September 2024
V2	September 2026

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1. Introduction

Percy Hedley School (PHS) is a special school for pupils with Special Educational Needs and Disabilities (SEND). We are dedicated to providing a safe, secure and stimulating environment that is conducive to all pupils having every opportunity to reach their full potential.

At PHS, we believe that pro-social behaviour forms the foundation for a safe, creative, and effective teaching and learning environment where all pupils can thrive. We emphasise teaching values such as respect, tolerance, fairness, and inclusion, alongside knowledge and skills. We hold high expectations for our pupils and have developed a range of practices to support them. We advocate for equality of opportunity for all pupils, promoting community cohesion, and treating everyone with dignity and respect.

Ensuring that pupils feel safe is of upmost importance at PHS, and our Behaviour for Learning Policy is one of several policies designed to maintain their safety. Our aim is to provide high-quality education in a nurturing, caring, supportive, and organised environment, preparing and encouraging all pupils to fully participate in their home, school, and community lives.

We use the principles of Behaviour for Learning (BfL) focussing on the idea that positive behaviour in the classroom directly supports effective learning. Instead of simply managing or controlling pupil behaviour, BfL emphasises creating environments and relationships that enhance learning.

We recognise that a pupil's behaviour may be influenced by their SEND. When behaviour incidents occur, we will always consider them in relation to the student's SEND, though not all incidents will be connected to their SEND. Decisions about the impact of a student's SEND on an incident will be made on a case-by-case basis.

Effective behaviour support is integral to the curriculum. It is crucial for effective teaching and learning - fostering good engagement and behaviour from pupils, and maintaining a safe, calm, and orderly school environment.

We aim to:

- Create a safe and secure environment for pupils and staff, respecting everyone's rights.
- Establish a positive learning environment where pupils' attitudes and actions enhance teaching and learning.
- Offer a well-organised, planned, and sequenced curriculum that promotes good behaviour and attitudes.
- Foster mutual respect and support pupils in developing confidence, pride, self-esteem, and self-efficacy.
- Ensure a consistent, whole-school approach to behaviour support.
- Collaborate with parents, carers, and multi-agency professionals to ensure best practices in behaviour support.
- Implement effective monitoring systems and processes to support behaviour.

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2. Purpose

This policy helps the school meet its Duty of Care by making sure that:

- We work together, both within the school and with outside agencies, to support every learner so they can have a good quality of life.
- We prevent injuries to learners and protect their belongings.
- We prevent injuries or damage to staff, the school building, and school property.
- We give clear information and guidance to staff, parents/carers, governors, Trustees and other stakeholders about how we keep learners safe.
- We use a shared approach to understanding and supporting behaviour.
- We include all learners by recognising and responding to different behavioural needs.
- We base our practice on evidence and current research, ensuring our work is thoughtful and informed.

We promote a culture of reducing restraint by using strategies that minimise impact and focus on trauma-informed care.

3. Scope

This policy applies to all employees, bank staff, and parents/carers who are involved in any part of the school's services.

This policy does not cover crisis interventions carried out by external agencies such as the police.

Staff must only use Restrictive Physical Interventions if they have been properly trained and have met all competency requirements (see the PHF Policy of Restrictive Practices for details).

4. Definitions

Autonomous withdrawal	When a pupil chooses on their own to move to a quiet or calm space to help themselves settle.
Imposed withdrawal	Supervised movement of a pupil to a safer, more supportive environment where they can regulate and regain composure. This may be used where a pupil's behaviour presents a risk to themselves or others. The pupil is supported by staff to move to an appropriate designated space. They are not physically prevented from leaving and may choose to leave at any time. However, staff will

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	continue to use de-escalation strategies and supportive supervision in line with their duty of care.
Seclusion (Environmental Restraint)	“A non-disciplinary intervention involved keeping a pupil confined to a place away from others and prevented from leaving- should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstance, the pupil is not acting with intent. Seclusion should not be implemented by staff through a threat of punishment” (Department for Education, 2026).
Physical Restraint	“Any direct physical contact where the intention of the person intervening is to prevent, restrict or subdue movement of the body, or part of the body of another person”, (Department of Health, 2014).
RPI	Restrictive Physical Intervention.
Clinical holding	Physical support used so staff can safely carry out essential health or clinical procedures when a person cannot cooperate. Defined in the Mental Capacity Act.
Mechanical Restraint	Using equipment such as belts or cuffs to make someone do something they don't want to do, or stop them from doing something they do want to do, for the primary purpose of behavioural control.
Psychological Restraint	Any kind of communication that puts psychological pressure on an individual to do something they do not want to do, or stop them from doing something they do want to do.
Technological Restraint	Also known as surveillance, is the use of equipment to alert staff that an individual is trying to leave, or to monitor their movement.
Chemical Restraint	“Chemical restraint means using medication to calm or lightly sedate someone in order to reduce the risk of harm to themselves or others, and to reduce agitation or aggressive behaviour” (Department of Health, 2015).
Crisis Intervention	Crisis intervention refers to situations involving a “threat of lethal behaviour”—when a person is threatening to take their own life or others (NAPPI UK).
NAPPI	Non-Abusive Psychological and Physical Interventions (NAPPIUK) Ltd is a comprehensive training provider that is approved to deliver Restraint Reduction Network (RRN) certified training, which uses a modular training approach aligned with the Positive Behaviour Support (PBS) Framework.

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5. Principles

Positive behaviour is key to any child or young person's learning, the ability to interact with other people and with the curriculum, will impact on the pupils' outcomes. It is important that a pupil is alert and ready to learn to be able to fully engage in the school day. School staff should have high expectations of pupils and should communicate these expectations clearly.

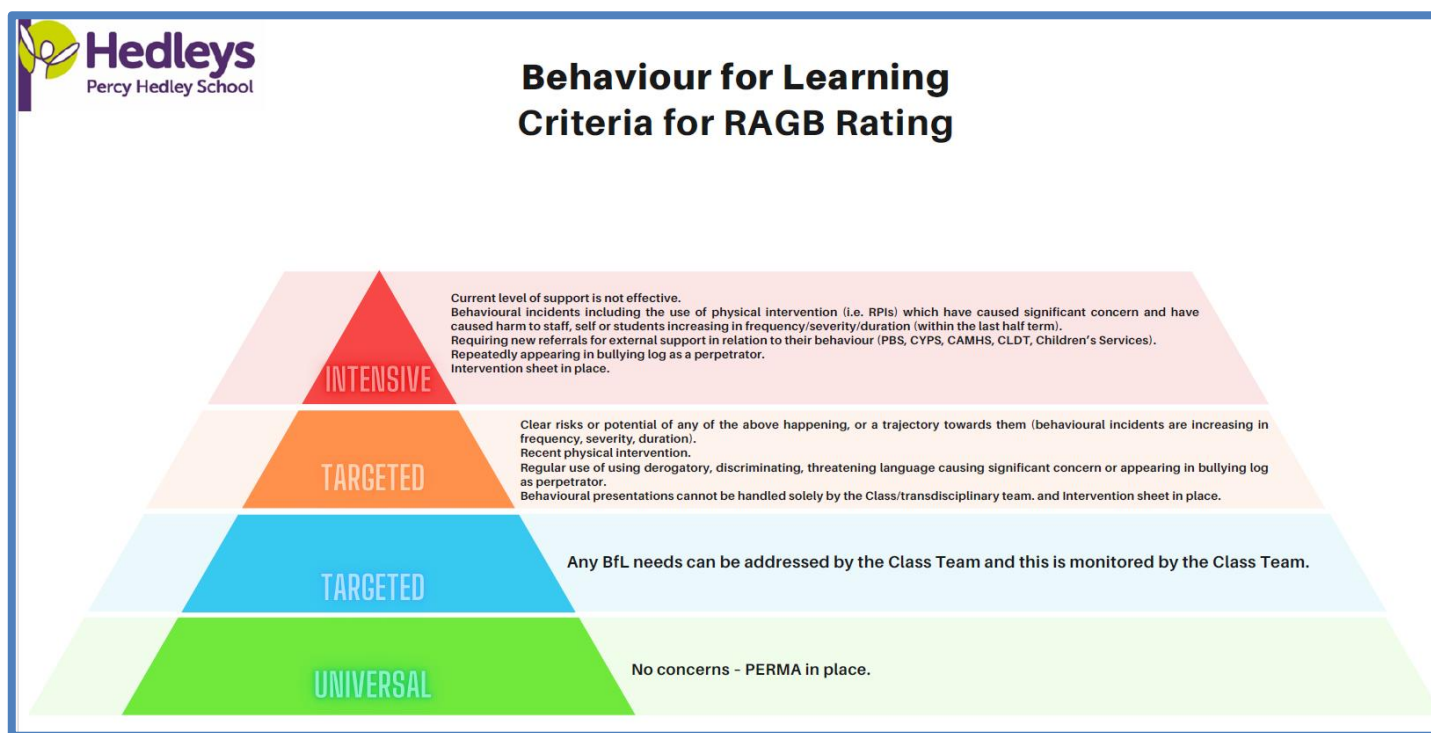
Whilst it is expected that pupils should demonstrate behaviour that is conducive to learning we should understand that there are many contributing factors that may lead to pupils being unable to maintain these levels of behaviour.

At all times adults working within PHS will model expected behaviour. They should be aware of the additional needs of the pupils and endeavour to support these.

The Percy Hedley Foundation follows the principles of Positive and Proactive Care, which means that staff only use restrictive interventions as a last resort. These practices are based on eight key principles, which are detailed in the Restrictive Practice Policy (section 5.4).

Behaviour for Learning - Three-Tiered Behaviour Support and Intervention Model

Pupils' behaviour at PHS is supported by a three-tiered model for increasingly specific behaviour intervention.



Universal Support – Tier 1

These procedures are based on our beliefs about behaviour and all pupils receive this level of support as part of our school's **Universal Support**. These beliefs include the premises that:

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All behaviour happens for a reason - we believe that our pupils are happy and behave well when good behaviour is recognised by staff and their peers and are able to behave well when their needs are well met within the school, at home and in the community.

Behaviour and Communication - how our pupils behave gives us important information about how they are feeling. Supporting pupils to communicate is an essential part of helping them to behave appropriately. They can be helped to develop alternative ways of expressing themselves that may achieve the same purpose, in a more appropriate and safer manner.

Pupils with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

Pupils can learn alternative behaviours - our pupils can often find learning difficult. Learning new behaviour is a task, just like learning to read or write. As adults, we must consider the learning styles and needs of our pupils, and we must have realistic expectations about the speed of progress they will have when learning to adapt or develop new behaviours.

Our pupils learn in small, incremental steps over long periods of time, and this learning is not automatically generalised to different settings or situations. Support should be given to teach our pupils alternative actions which meet the same function, where necessary.

Mistakes are part of the learning process and are not judged but we support our pupils to get things right. Pupils are encouraged to 'give it a go', with reassurance and support that things may not go right first time and that they can try again. They are encouraged to reflect on their mistakes, as appropriate, and are active participants in this learning process.

As part of the **Universal Support**, the things that we do to help our pupils to manage their own behaviour successfully are of the highest importance to a positive ethos and environment in our school.

PERMA Plans

All pupils at our school have a PERMA Plan. A PERMA Plan is a structured approach to enhancing wellbeing and flourishing, based on the PERMA model developed by positive psychologist Martin Seligman.

The acronym PERMA stands for:

- **Positive Emotion:** Fostering feelings of joy, gratitude, hope, and pleasure.
- **Engagement:** Being deeply involved and absorbed in activities, often referred to as a state of "flow."
- **Relationships:** Building strong, supportive, and meaningful connections with others.
- **Meaning:** Finding purpose and significance in life through belonging to and serving something larger than oneself.
- **Accomplishment:** Pursuing and achieving goals for a sense of achievement and mastery.

A PERMA plan involves creating and implementing strategies to enhance each of these five elements.

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PHS Values and Guidelines for Success

Our three PHS Values (RESPECT, TEAMWORK and RESILIENCE) have been established and agreed by pupils and staff to ensure that expectations are clearly understood and enable everyone in the school the opportunity to follow consistent approaches in promoting positive behaviour and a safe environment.

At the beginning of the year, teachers, therapists and support staff encourage the pupils in their class group to develop their own **Guidelines for Success**, aligned to the overarching school values. These are simple and few, appropriate to the age and development of the pupils, and focus on positive attributes.

Linked to our PHS Values, **Guidelines for Success** form a key part of the ways in which we provide **Universal Support** for all pupils when supporting positive behaviour.

These should be:

1. Few in number.
2. Involve input from and be agreed with pupils as far as possible.
3. Communicated in an appropriate way at a level the person can understand e.g. through visual cues, sign, symbol etc.
4. Positive – things that we are '*going to do*' and avoiding phrases such as '*not do*'.
5. Regularly referred to by everyone and be visible.
6. Appropriate to the setting, activity, and level of the adults. children and young people involved.

An example of these could include:

Respect:

- Be nice and use kind words.
- Listen to others and take turns when talking.
- Keep your hands to yourself and be gentle with things.
- Take care of school stuff and other people's things.

Teamwork:

- Work together with friends and adults and help each other.
- Be happy for friends and cheer for them.
- Share and take turns playing.
- Share ideas and take turns when talking.

Resilience:

- Keep trying, even if it's hard.
- Ask for help when you need it.
- Say sorry when you make a mistake.
- Be proud of yourself when you do something good.

In addition, **Routines** can also offer support. They should be:

1. Explicitly taught and referred to across all situations.
2. Consistent and predictable.
3. Made visually clear.

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The **language** we use is part of helping people to take responsibility for their behaviour. It can help individuals to choose the right thing to do and, if appropriate, staff explain the consequences of their actions. Descriptive praise gives positive feedback, increases self-esteem and supports behaviour for learning.

Descriptive praise is used when people are seen to make a good choice. Staff should be aware and try to never miss an opportunity for this to happen. Examples include, *'I liked the way you did that!'* or *'Thank you for tidying away when I asked'*.

Positive and consistent communication will increase people's sense of responsibility and remove the struggle for power.

Rewards and Consequences/Sanctions

Rewards must be able to be delivered and focus on positive choices and the behaviours we wish to encourage. They may include:

- Descriptive and specific praise.
- Symbolic rewards, e.g. stars, stickers.
- Communication with others to inform them of the positive behaviour or achievement, e.g. phone calls home, note in the Home School diary or entry in the PHS Blog.
- Special responsibilities or privileges.
- Preferred activities which are beyond the scheduled classroom timetable, e.g. use of the sensory room, computer time, outdoor play outside of usual break times.

Sanctions

The term sanctions refer to the consequences that follow a behaviour, action, or decision. Supporting a pupil to consider the consequences of their choices can be a valuable part of learning and reflection. However, the nature, purpose, and level of any sanction must always be tailored to the individual's needs and the specific situation.

As part of a debrief or restorative discussion, it may be appropriate to explore how a pupil's actions have impacted others and how these decisions have shaped their day. This should ideally form part of a solution-focused conversation, encouraging the pupil to recognise alternative choices and helping them develop the skills to make more positive decisions in the future.

In some exceptional circumstances, more concrete consequences may be necessary—for example, in cases such as bullying, or where a pupil has consistently not engaged with support offered to them. In such cases, sanctions may include:

1. Loss of a preferred activity or privilege for a defined and reasonable period.
2. Additional tasks or responsibilities for a specific time, where appropriate and meaningful.

More formal sanctions are not appropriate when it is recognised that the individual was in a state of significant distress. Sanctions must always be:

- Timely – closely linked to the behaviour or choice
- Proportionate – fair, reasonable, and not excessive

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- Relevant – clearly connected to the behaviour we are seeking to reduce
- Understood – explained clearly to the pupil in a way that matches their developmental level

The details of any sanction must be communicated to the pupil and to the relevant staff team to ensure consistency, clarity, and a swift resolution of the situation.

As part of our reflective practice, staff are encouraged to consider whether alternative approaches or adjustments could have resulted in a different outcome. Pupils should also have the opportunity to reflect on this alongside staff, where appropriate, as part of developing accountability, emotional literacy, and improved future decision-making.

Reparations

At our school, we believe that pupils should have meaningful opportunities to repair relationships following a behavioural incident. When a pupil wishes to repair, we ensure that they are supported sensitively and constructively by staff, including members of the Wellbeing Team.

Punishment is not a concept we consider positive or effective. Traditional punitive approaches tend to focus a young person's attention on the consequence itself rather than the underlying reasons for the incident. This can result in feelings of anger or unfairness, rather than reflection on how their actions may have affected themselves or others.

Instead, where appropriate, we support pupils to take responsibility for their behaviour and to repair any harm caused. This process is grounded in empathy, accountability, and an understanding that behaviour is a form of communication.

We recognise that we cannot make assumptions about how pupils—or staff—are feeling after an incident. Unresolved difficulties can increase anxiety and may contribute to repeated or escalating behavioural patterns. Providing structured opportunities for repair helps reduce this anxiety, strengthens relationships, and promotes long-term positive behaviour.

Pupils who require further support - Tier 2 (Targeted) and Tier 3 (Intensive)

Most pupils will respond positively when staff work within the guidelines detailed above. However, some of our learners present with significant levels of behaviour of concern which are deeply embedded or present with factors such as mental health difficulties and require additional support.

The ways in which we provide **targeted** or **intensive** support are:

- Considering the behaviour of the person holistically, gathering information in a range of professionals, in different settings and analysing the behaviours demonstrated.
- Putting in place additional scaffolding and support which is tailored to the specific needs of each pupil and is informed by the assessment process above.
- Writing or reviewing a comprehensive Behaviour Support Plan (two-page grab-sheet example in appendix) which is tailored to ensure that any support and strategies are clearly documented, enabling to staff know how best to manage each situation as it arises.

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This can include collecting the person's views on what causes them to experience negative feelings (e.g. stress/ anxiety/ anger), what the person feels their successful strategies are, what support they would like from staff and possibly an explanation of the function of some of their behaviour (e.g. 'I do this when.').

It is acknowledged that not all pupils will be able to communicate their feelings on this; however, support will be provided to ensure they have the best opportunity to do so, at the level appropriate to their development and abilities.

- d. Working closely with parents/carers to gather information and support them to implement behavioural support strategies. Parents/carers should be involved in writing Behaviour Support Plans and have opportunities to discuss strategies with the key staff.
- e. De-escalation techniques are clearly documented and updated as the first strategies to try when an individual reacts to stress by exhibiting behaviours of concern.
- f. May include the completion of an individualised risk assessments identifying control measures to ensure safety in all situations. When assessing risk staff consider:

Where necessary, an individualised risk assessment may be completed to identify appropriate control measures and ensure safety in all situations. When assessing risk, staff consider a wide range of factors to ensure that any response is proportionate, person-centred, and grounded in safeguarding principles.

Key considerations include:

- The individual's size, age, and level of understanding- Ensuring that any intervention is appropriate to their developmental and physical needs.
 - The specific hazards they may encounter- Including environmental risks, situational triggers, and potential harm to themselves or others.
 - Their specific vulnerabilities, learning disabilities, medical conditions, and impairments- Recognising the unique needs or limitations that may influence risk or the safe use of any intervention.
 - The relative risks of not intervening- Balancing the potential harm of inaction against the potential impact of an intervention.
 - The individual's views and experiences, and those of their family/carers, regarding de-escalation techniques- Ensuring that the approach aligns as far as possible with personal preferences and what has historically helped or hindered de-escalation.
 - The method of restrictive practice appropriate to the circumstances- Taking into account staff training, parent/carers views and what is safest and least intrusive.
 - The impact that any restraint or intervention may have on future relationships with the individual- Prioritising trust, emotional safety, and long-term relational security.
- g. Implementing additional staff training where needed e.g. NAPPI Training or regarding strategies for working with pupils with specific diagnoses/difficulties (e.g. Pathological Demand Avoidance or Attachment Disorder).
 - h. Prompt involvement of external agencies such as Children and Young People's Services (CYPS) teams, Children and Adult Social Care, mental health practitioners, and

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psychology and psychiatry teams, where appropriate.

- i. Involving medical services to ensure that there is no underlying illness or unresolved pain, where appropriate.

Pupils who require **Tier 3 intensive support** need a highly individualised and personalised approach. This level of support involves thorough assessment, targeted and bespoke interventions, continuous monitoring, and strong collaboration among all stakeholders. The aim is to address significant or persistent behavioural challenges through a structured, data-driven, and compassionate approach that prioritises safety, wellbeing, and long-term positive outcomes.

Due to the nature of **intensive** work that needs to be undertaken (for Functional Behaviour Assessments and PBS Plan development) this work is likely to be conducted primarily by behaviour specialists from external agencies, such as CAMHS, CYPS or CLDT. This work will seek to offer a range of in-depth and targeted strategies designed to meet the severe and complex behavioural needs of individual pupils.

Some pupils may require additional specific and detailed planning. This could include a shortened school day, off-site education, additional 1:1/ 2:1 support or a period of home-based learning. When such significant adaptations are required, these will be planned jointly with all agencies including parents and families, Local Authorities and external support teams.

Restrictive Physical Intervention and Restraint

The Percy Hedley Foundation is committed to the reduction of restrictive practices and ensures that any use of Restrictive Physical Intervention (RPI) or restraint is lawful, necessary, proportionate, and the least restrictive option available. This reflects the April 2026 '*Restrictive interventions, including use of reasonable force, in schools*' guidance, and the '*Keeping Children Safe in Education*' guidance which emphasises prevention, early intervention, and the minimisation of restrictive practices in education settings.

All RPIs used within the Foundation must be:

- Planned wherever possible, based on individual risk assessments and behaviour support plans.
- Informed by evidence-based practice, consistent with the national guidance to ensure safe, appropriate, and lawful application.
- As per Restrictive Practice Policy, a Mental Capacity Assessment must be completed for all pupils age 16 years and over to determine if they have or lack the capacity to decide and consent to the proposed restrictions.
- When a pupil has been identified as lacking capacity for this specific decision, we can progress to the next step as the best interest decision can only be made when it has been determined that a pupil lacks capacity in collaboration with parents/carers and social care where applicable.
- As per Restrictive Practice Policy, the Mental Capacity Act 2005, does not relate to pupils under the age of 16.
- Monitored, reviewed, and evaluated, to ensure their continued necessity and to support ongoing restraint reduction.

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The Foundation recognises that restrictive practices extend beyond physical intervention and may include actions that limit freedom, movement, or liberty. All forms of restrictive practice—physical and non-physical—are defined and governed through the Foundation’s Restrictive Practice Policy.

In line with the April 2026 guidance, RPIs may only be used when:

- A pupil’s behaviour poses a risk of harm to themselves, to others, or to significant property, and
- De-escalation and preventative strategies have been exhausted or are not sufficient in the immediate circumstances.

The Percy Hedley Foundation is firmly committed to promoting dignity, safeguarding wellbeing, and maintaining the highest respect for pupils’ rights.

The Foundation upholds the Human Rights Act (1998), including Article 3: the absolute right not to be subjected to torture, or to inhuman or degrading treatment or punishment. This legally binding standard requires all public bodies—including schools—to ensure that no intervention results in severe physical or emotional harm, humiliation, or treatment that compromises a person’s dignity. All restrictive interventions must comply with this absolute right and be applied with utmost care, humanity, and accountability.

Use of Reasonable Force

Percy Hedley school follows guidance set out by the Department for Education (DfE) in Use of Reasonable Force and Section 93 of the Education and Inspections Act (2006).

In our setting, we recognise that behaviour is a form of communication. Our priority is always to use proactive, supportive strategies to prevent escalation. However, in certain circumstances, the use of reasonable force may be necessary to ensure the safety and wellbeing of pupils and staff.

Reasonable force may be used for two main purposes:

- To control a situation where a pupil’s behaviour poses a risk
- To restrain a pupil to prevent harm

The decision to use physical intervention is based on the professional judgement of trained staff and must always consider the individual needs, risks, and circumstances of the pupil at that time.

The following list is not exhaustive but provides some examples of situations where reasonable force may be used to:

- Prevent a pupil from causing injury to themselves or others
- Prevent serious damage to property
- Prevent behaviour that significantly disrupts the learning environment or school activities
- Support a pupil to remain in a safe environment where leaving may increase risk

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Examples of appropriate use include:

- Guiding a pupil away from a situation where they are becoming distressed or dysregulated
- Preventing a pupil from leaving an area where this may compromise their safety
- Intervening to stop physical aggression or a developing conflict
- Supporting a pupil experiencing a loss of control where there is a risk of harm

Reasonable force must never be used as a form of punishment.

Where pupils present with behaviours of significant concern, including those that may place themselves or others at risk, staff trained in Non-Abusive Psychological and Physical Intervention (NAPPI) may use approved techniques.

These interventions are:

- Used only as a last resort
- Applied for the shortest possible duration
- Designed to be of minimum restrictive impact

Where appropriate, pupils will have an Individualised Risk Assessment and behaviour support plan. Only agreed and approved strategies will be used, except in exceptional emergency situations.

A crisis intervention is defined as circumstances involving an immediate risk of serious harm, including threats to life. In such cases:

- Emergency services, including the police, may be contacted
- External professionals will act in accordance with their own training and procedures
- Staff will continue to monitor and support the pupil's physical and emotional wellbeing
- Relevant health information will be shared to minimise risk

In addition to the use of reasonable force, authorised staff may conduct searches, where necessary, for prohibited items. These include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks

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- Pornographic images
- Any item likely to be used to cause harm, commit an offence, or damage property

All searches will be conducted in line with statutory guidance, with consideration given to the dignity, safety, and individual needs of the pupil.

NAPPIUK Approach

NAPPIUK (Non-Abusive Psychological and Physical Intervention) is the framework adopted by our school to support pupils who may display behaviours that challenge. Its approach is grounded in promoting dignity, respect, safety, and pupil wellbeing. NAPPIUK emphasises proactive and preventative strategies, ensuring that any intervention used is necessary, proportionate, and the least restrictive option available. The framework supports staff in responding to behaviour in a way that protects the rights of pupils, maintains positive relationships, and ensures that all practice is safe, ethical, and person-centred.

The NAPPIUK approach is built on the following core principles:

1. Prevention

The primary focus is on preventing incidents of challenging behaviour by understanding each pupil's individual needs, triggers, and patterns of distress. Staff are trained to recognise early warning signs and to use proactive strategies—such as co-regulation, environmental adjustments, and de-escalation—to reduce the likelihood of escalation.

2. Non-Abusive Psychological Interventions

Staff use calm, respectful, and non-threatening verbal and non-verbal communication techniques to lower anxiety and prevent conflict. These strategies aim to support emotional regulation, maintain trust, and defuse situations before they develop into crises.

3. Non-Abusive Physical Interventions

When a pupil is at immediate risk of harm and psychological strategies are not sufficient, staff may use non-abusive physical interventions. These techniques are designed to be safe, minimal, and protective, and are only used as a **last resort**. Physical contact is intentionally limited to reduce the risk of harm or discomfort to the pupil and others.

4. Empowerment

NAPPIUK emphasises building pupils' independence and emotional self-management. Staff support pupils to develop personal coping strategies, understand their own regulation needs, and take increasing responsibility for their behaviour in a way that is developmentally appropriate and person-centred.

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5. Post-Intervention Reflection

Following any incident requiring intervention, staff and the pupil are encouraged to reflect on what happened, identify the factors that contributed to the escalation, and explore alternative strategies for the future. This reflective process supports learning, reduces the likelihood of recurrence, and strengthens relationships.

NAPPIUK's physical intervention methods are specifically designed to minimise contact and significantly reduce the risk of harm. These approaches prioritise safety, dignity, and the least-restrictive response at all times.

The following principles guide the use of physical intervention and restraint within our school:

- Physical intervention or restraint should be used rarely and only when all appropriate de-escalation strategies have been exhausted or assessed as insufficient to keep the pupil or others safe. These interventions may only be carried out by staff who have completed the required level of NAPPIUK training, with training refreshed annually. Half-termly update sessions operate as part of an ongoing rolling programme to ensure staff maintain competency. In unforeseen circumstances, or where trained staff are temporarily unavailable, staff may need to use their professional judgement to respond to immediate risk. In such cases, a dynamic risk assessment must guide decision-making. Wherever possible, trained staff should be sought unless the situation is urgent. Any intervention must remain reasonable, proportionate, necessary, and use the minimum level of force required.
- Physical intervention should only be used when a child or young person is at risk of causing harm to themselves or others, and where not intervening would place them at risk and could constitute neglect.
- An individual Behaviour Support Plan (BSP) and an individualised risk assessment must be in place for any pupil who may require physical intervention. If intervention is used for the first time and a plan is not already in place, these documents must be written promptly after the incident.
- Behaviour Support Plans must be regularly reviewed and updated, with versions clearly dated. Outdated versions must be removed from circulation, and updated plans shared with all relevant staff.
- Following any intervention, staff involved must take part in a debrief and reflective process to consider what occurred, whether anything could have been handled differently, and how future incidents can be prevented. Debriefs may occur within class teams or with support from the BfL team. Any learning should inform updates to the Behaviour Support Plan, and relevant staff should be notified of changes.

Withdrawal and Seclusion

1. Withdrawal and seclusion are **not used as a form of punishment or disciplinary sanction** under any circumstances.
2. The school recognises that there may be occasions when a pupil needs support to move away from others in order to maintain safety, reduce distress, and prevent harm to themselves or others.

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3. **Autonomous withdrawal:** Where a pupil chooses to move to a quieter or safer space to self-regulate, staff will support this decision, provide appropriate supervision, and monitor wellbeing. Staff will work to support a safe and timely return to the usual learning environment when the pupil is ready.
4. **Imposed withdrawal:** Where a pupil presents with behaviour that is significantly unsafe, including risk of harm to themselves, others, or property, staff have a duty of care to intervene. In such cases, the pupil may be supported to move to a safer space. Any intervention will be reasonable, proportionate, and of minimum necessary impact, with a focus on de-escalation and emotional regulation. The aim will always be to return the pupil to their normal environment as soon as it is safe to do so.
5. **Seclusion:** In highly exceptional circumstances, where a pupil is presenting with severely dangerous or destructive behaviour, supervised containment and separation from others may be necessary in a designated safe space. This will only be used for the shortest possible time, with continuous supervision and monitoring. Staff will remain close by, supporting regulation and safety at all times, and will work actively to reintegrate the pupil into their normal environment as soon as it is safe and appropriate

Seclusion protocols

The school recognises that seclusion is a restrictive intervention and is therefore used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

Seclusion is never used as a punishment or disciplinary sanction.

Seclusion refers to the supervised restriction of a pupil's movement in a designated safe space, where they are prevented from leaving until it is safe for them and/or others.

Seclusion must be clearly recorded within the pupil's Behaviour Support Plan and/or Individual Risk Assessment which will be regularly reviewed, with a clear focus on reducing restrictive practices over time. The school will actively develop preventative and alternative strategies to minimise future use.

Its sole purpose is to:

- Reduce immediate risk of harm
- Restrictive interventions are a last resort, the least restrictive option must always be used
- Support emotional regulation and de-escalation
- Maintain safety for the pupil and others
- Seclusion will always be carried out under continuous adult supervision
- Practice is continuously reviewed to reduce and eliminate restrictive intervention wherever possible
- A minimum of **two staff members** will be assigned to monitor the pupil

Staff will remain either:

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- Inside the space where it is safe and appropriate to do so, or
- Immediately outside with full visibility and auditory monitoring
- Duration must be kept to the minimum necessary time and recorded accurately

At all times, staff will maintain a focus on safeguarding, dignity, and wellbeing, and will actively support the pupil to regulate and return to learning as soon as it is safe.

All incidents of seclusion will be recorded on CPOMS in line with statutory safeguarding expectations.

All instances will be shared with parents/carers. Where restrictive physical interventions have been used, parents/carers will be informed on the same day. Notification will be made by telephone, followed by written confirmation. Where appropriate, parents/carers will be invited to participate in a follow-up discussion to review the incident and agree any further support.

Absconding

Absconding refers to a situation where a pupil leaves the school site without permission, without supervision, or against agreed expectations, placing themselves or others at risk.

Pupils attending Percy Hedley School are more vulnerable than those in mainstream education due to their Special Educational Needs and Disabilities (SEND). As a result, pupils may abscond for a range of reasons, including anxiety, sensory overload, communication difficulties, or a limited understanding of risk and danger.

All absconding incidents are treated as safeguarding concerns, due to the potential risks within the local community, such as limited road safety awareness and increased vulnerability to unfamiliar adults. In addition, many pupils attend Percy Hedley School from areas several miles away from their home environments and may be unfamiliar with the local surroundings of the school site.

All pupils are expected to remain on site at all times unless they are participating in a planned and supervised off-site activity. All educational visits and off-site activities are subject to appropriate risk assessment and are carried out in line with individual school policies. Pupils are explicitly taught and regularly reminded of school boundaries, and there is a clear expectation that pupils must not leave the site without permission.

The school site is clearly defined by fencing, walls, and gates; however, schools are not high-security environments. Despite appropriate preventative measures, pupils may choose to leave the site.

Absconding procedure

All pupils with known risks of absconding will have:

- An individualised risk assessment
- A behaviour support plan outlining triggers, early warning signs, and preventative strategies
- Staff who support the pupil to have access to a long-range radio
- Pupils are supported to understand school boundaries through teaching, visuals, and consistent routines
- School sites have clearly defined boundaries (fencing, walls, gates), recognising that schools are not high-security environments

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Procedure if a pupil has absconded:

- Inform a member of the Senior Leadership Team (SLT) immediately
- Conduct an immediate search of the school building and grounds
- Identify the last known location, direction of travel, and time last seen
- Staff supporting a pupil who has absconded should follow at a safe distance, keeping the pupil within sight at all times where possible, and provide live updates to the Senior Leadership Team (SLT) via the long-range radio
- SLT to determine selected staff members that can attend the office to obtain a 'grab bag' and attempt to follow the direction the pupils is travelling by vehicle. Staff to always remain in contact with the SLT by using the long rang radios located within the 'grab bags' and follow any instructions given
- SLT will inform the police and parents/carers immediately. Detailed logs will be maintained, recording key times, actions taken, and all relevant information (medical and communication needs, description of pupil and clothing), which will be shared with the police as required.
- If the pupil is located by staff, appropriately authorised staff may use a vehicle to locate the pupil. Staff should encourage and, where safe and appropriate, escort the pupil into the vehicle for their own safety and facilitate their return to school.
- If for whatever reason the pupil has not been found by the time school closes at the end of the day (between 7pm-8pm) parents/carers will continue to liaise with the Designated Safeguarding Lead and the Police.
- The school will decide on the follow-up action according to the individual situation. The school may decide to impose a sanction, or they may feel that a supportive approach is the best option. Parents/carers will be encouraged to be part of this process.
- On the pupil's return to school, staff will maintain a calm, supportive, and reassuring approach. Communication between the SLT and staff deployed in the community will be maintained via long-range radios throughout the response.
- SLT must be notified once all staff members have safely returned to the school site. A physical and emotional wellbeing check will then be completed with the pupil by the appropriate staff member(s), and any medical attention required will be sought immediately.
- Incident to be logged on to the relevant recording systems (CPOMS, Vatrix) by staff member(s) who were involved in the incident.
- De-brief to be conducted by SLT and the BfL team and appropriate interventions and/or strategies to be implemented, managed and monitored.

Procedure if a pupil is missing in school:

- SLT to be informed and decide appropriate and necessary actions
- Conduct an immediate and systematic search of the school building and grounds including classrooms, shared spaces, toilets, sensory rooms, corridors, offices, cupboards and outdoor play areas
- Staff to identify the last known location, direction of travel and time last seen, check registers, timetables, therapy sessions, transport schedules, sign-out records
- SLT will remain central to coordinate actions and log times

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- Parents/carers to be contacted and relevant details of the incident to be shared
- Once the pupil has been located staff to use a calm and supportive approach, return the pupil to a safe and familiar space, complete a physical and emotional well-being check and to seek medical attention immediately if required.
- Inform SLT that the pupil has been located, confirm all staff involved have returned to their duties.
- Incident to be logged on to the relevant recording systems (CPOMS, Vatrix) by staff member(s) who were involved in the incident.
- De-brief to be conducted by SLT and the BfL team and appropriate interventions and/or strategies to be implemented, managed and monitored.

Post-incident Review and Debrief Process

Following any behavioural incident in school, a familiar and trusted member of staff will support the pupil to reflect on what they were feeling at the time and explore how staff support may have helped to prevent the situation from escalating into more significant behaviours of concern.

All behavioural incidents must be recorded on CPOMS to ensure an accurate and consistent record is maintained. This information is used to inform future support, learning, and to improve the pupil's quality of life. Incidents should be logged as soon as practicable after the event and, wherever possible, completed by the staff member(s) involved no later than the same day.

Any psychological intervention during a behavioural incident will be followed by a verbal debrief and wellbeing check-in with the staff member(s) involved.

Any incident involving a NAPPI Level 1 (self-protection) intervention will require a full debrief to be completed with the staff member(s) involved.

Any behavioural incident involving NAPPI Level 2 or Level 3 Restrictive Physical Intervention will require a full debrief to be conducted with the staff member(s) involved.

Parents and carers must be informed on the same day where restrictive physical interventions have been used. Notification should be made by telephone, followed by written confirmation.

Where appropriate, parents/carers will be invited to take part in a follow-up discussion regarding the incident. This discussion may include consideration of:

- Any known behavioural triggers or early warning signs leading up to the incident
- Whether agreed behaviour support plans or strategies were implemented as intended
- The de-escalation strategies used and their effectiveness
- Any adjustments or alternative approaches that may help to prevent future incidents

All debriefs will be led by a member of the Behaviour for Learning (BfL) team. Where necessary, behaviour support plans and individual risk assessments will be reviewed and updated to ensure they remain

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accurate and current. Members of the Senior Leadership Team (SLT) may attend the debrief depending on the severity of the incident.

- Debriefs are completed through physical and emotional wellbeing checks for all those involved, with the aim of promoting learning, reflection, and improved quality of life.
- Incidents involving behaviours of concern are reviewed regularly at Senior Leadership Team (SLT) meetings and shared, where appropriate, with the relevant member of the school's local advisory committee.

Where a behavioural incident results in injury to a member of staff or any other adult, child, or young person, the Accidents, Incidents and Near Miss Reporting Policy must also be followed. Such incidents must be recorded on Vatix.

Vatix is an online reporting system used to support the recording and investigation of accidents, incidents, and near misses that occur on the Foundation's premises or in connection with the Foundation's activities.

Fixed Term Exclusions

At our school, we recognise that suspension is rarely an effective way to support pupils with Special Educational Needs and Disabilities (SEND). Our priority is always to adapt, personalise, and review provision to ensure that every pupil can successfully access education and feel supported.

In most cases, we will use proactive and restorative approaches to understand and respond to behaviour. However, in exceptional circumstances, a fixed-term suspension may be considered where all other strategies have been explored and where it is necessary to ensure the safety and wellbeing of the pupil or others.

Such circumstances may include:

- Situations where a pupil's behaviour presents a serious and ongoing risk to their own safety or that of others, particularly where incidents are increasing in frequency or intensity
- Incidents involving weapons or items that could cause significant harm
- Incidents involving harmful sexual behaviour
- Serious damage to property
- Where a pupil experiences a sustained period of dysregulation, parents/carers may be contacted to support collection. We will work collaboratively with families to ensure the pupil's needs are met and to plan next steps.

All decisions regarding fixed term exclusions are made:

- On an individual basis
- With careful consideration of the pupil's SEND, needs, and circumstances of the behaviour incident(s)

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- As a proportionate and measured response

Where a suspension is issued, the school will ensure it is used as an opportunity to:

- Reflect on the incident
- Review support strategies and provision
- Strengthen understanding of the pupil's needs
- Plan for a successful return to school

In some cases, suspensions may be managed internally, where the pupil is supported in a separate, structured environment within the school for a defined period, with staffing appropriate to their individual needs

If, despite reasonable adjustments and targeted support, the school is unable to meet a pupil's needs, we will work collaboratively with families, the local authority, and other professionals to identify a more appropriate placement. Any transition will be carefully planned and managed to ensure continuity of support and minimal disruption to the pupil's education.

Child-on-Child Abuse

Cited in the 'Safeguarding and Child Protection Policy 2026-2027'.

Bullying

Cited in the education services 'Anti-Bullying Policy'.

We do not tolerate bullying in any form, including cyberbullying, prejudice-based bullying, or discriminatory bullying.

All incidents of bullying will be taken seriously and addressed promptly, our approach focuses on both safeguarding and education, ensuring that victims receive appropriate support while those responsible are helped to understand the impact of their behaviour and make positive changes.

Parents/carers will be informed and involved as appropriate. Through our responsive curriculum and targeted interventions, we promote respect, inclusion, and positive relationships. The Safeguarding Team will implement appropriate support and interventions, including E-Safety education and guidance where relevant.

Communication with parents/carers will be maintained throughout the process to ensure a collaborative approach in supporting all pupils involved and preventing future incidents.

The Safeguarding Team maintains a bullying log to record, monitor, and review all reported incidents of bullying. This log is reviewed regularly to identify patterns, trends, and any emerging concerns, ensuring that appropriate actions and interventions are implemented. Governors and Trustees have oversight of bullying data and receive regular updates to enable effective monitoring and challenge, ensuring the school continues to provide a safe and inclusive environment for all pupils.

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Reporting and Recording Incidents

Behaviour incidents are to be logged by staff member(s) involved as soon as practicably possible onto the relevant recording system such as CPOMS or Vatrix following statutory expectations. Records must include antecedents to the incident, the behaviour displayed by the individual (in line with the NAPPI PBS continuum), the type of intervention used and the individual's response to the intervention. Any injury to individual, their peers, staff or property must also be included. Staff training in recording and reporting incidents is part of the NAPPIUK approach and is trained throughout the academic year.

In line with the post-incident review and debrief process, all significant behaviour incidents involving the use of Restrictive Physical Intervention (RPI) will be recorded and reviewed.

Parents and carers will be informed on the same day where RPI has been used. This will usually be done via telephone, followed by written confirmation. Where appropriate, parents/carers will be invited to take part in a follow-up discussion to review the incident, consider contributing factors, and agree any further support or adjustments needed.

The pupil's Behaviour Support Plan and/or Individual Risk Assessment will be reviewed and updated where necessary following any incident or change in need. Any strategies and interventions implemented will be regularly monitored and reviewed as part of a holistic, person-centred approach. Behavioural incidents are recorded and reviewed monthly and half-termly to identify patterns, inform practice, and support the identification of emerging needs.

Many pupils joining the school may present with high levels of anxiety and, as a result, may experience frequent periods of dysregulation. To support this, the school places a strong emphasis on providing a highly structured, predictable environment alongside a bespoke, individualised curriculum. This approach is designed to promote emotional safety, consistency, and a sense of achievement from the outset of a pupil's time in school.

As pupils begin to respond positively to this structured environment and their anxiety reduces, the school focuses on a gradual shift from a primarily behaviour-support approach towards a more proactive model of behaviour development and self-regulation. This supports pupils in increasing their awareness of their own behaviour and taking greater responsibility for their actions over time.

This transition is supported through:

- A gradual reduction in environmental structure where appropriate
- Increased opportunities for choice and decision-making
- The setting of personalised targets
- Ongoing close support from staff to promote independence and self-regulation

Confiscation, Searching and Screening

All searching, screening, and confiscation procedures are carried out in accordance with the Department for Education, July 2022 guidance on searching, screening, and confiscation in schools.

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These procedures are undertaken in a lawful, proportionate, and safeguarding-focused manner, with due regard to pupils' dignity, individual needs, and safety.

Confiscation

Where prohibited items are found in a pupil's possession as a result of a search, these will be confiscated. Prohibited items will not be returned to the pupil.

The school may also confiscate any item that is considered harmful or detrimental to school discipline, safety, or the wellbeing of others. Such items will be stored securely and may be returned following discussion with senior leaders and, where appropriate, parents/carers.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, and vaping devices (e-cigarettes)
- Fireworks
- Pornographic images
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause injury, or damage property (including to the pupil themselves or others).

Searching a pupil

Searches of pupils will only be carried out by staff who have been authorised by the Headteacher, or by the Headteacher themselves, in line with the Department for Education guidance on searching, screening and confiscation.

Wherever possible, searches will be conducted by an authorised member of staff of the same sex as the pupil and in the presence of another staff member acting as a witness.

In exceptional circumstances, an authorised member of staff of a different sex may carry out a search without a witness where:

- There is a risk of serious harm to a person if the search is not carried out immediately, and
- It is not reasonably practicable in the time available for a same-sex search or for a witness to be present

Where a search takes place without a witness, this will be reported immediately to another member of staff and fully recorded in writing.

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If a search is considered necessary but not urgent, the member of staff will seek advice from the Headteacher, Designated Safeguarding Lead (DSL), Deputy DSL, or a member of the SLT. During this time, the pupil will be supervised and kept separate from other pupils.

A search will only be carried out where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item, or where the pupil has consented to the search.

Where possible, searches will take place in a private and appropriate location, away from other pupils. Searches will only be conducted on school premises or where staff have lawful control of the pupil, such as on school visits.

Before any search is carried out, staff will:

- Consider whether there is an urgent safeguarding need
- Assess any risk to the pupil, staff, or others
- Consider any potential safeguarding implications for the pupil
- Clearly explain the reason for the search
- Explain what the search will involve
- Explain where and how it will take place
- Offer the pupil an opportunity to ask questions
- Encourage the pupil's cooperation

If a pupil refuses to cooperate with a search, staff may apply an appropriate behaviour response in line with the school's behaviour policy. If refusal continues, advice will be sought from the Headteacher or Designated Safeguarding Lead to explore any underlying reasons for non-compliance.

A decision will then be made, on a case-by-case basis, about whether it is necessary and proportionate to use **reasonable force** to carry out a search. This will take into account risks of harm, damage to property, or serious disruption.

Reasonable force may only be used to search for prohibited items and not for any other purpose.

A decision will then be made about whether it is necessary and proportionate to use reasonable force to carry out a search. This will always be considered on a case-by-case basis, taking into account whether there is a risk of harm to the pupil or others, damage to property, or serious disruption.

Reasonable force may only be used to search for **prohibited items** and not for any other purpose.

Staff may use a metal detector to assist with searches where appropriate.

A search may include a pupil's outer clothing, pockets and possessions.

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Outer clothing is defined as:

- Any item of clothing not worn directly next to the skin or as underwear (e.g. jumpers, jackets worn over a T-shirt)
- Hats, scarves, gloves, shoes, and boots

Searching pupils' possessions

For the purposes of this policy, *possessions* include any items that a pupil has, or appears to have, control over. This includes, but is not limited to, bags.

A pupil's possessions may be searched with their consent for any item. If a pupil does not consent, staff may still carry out a search where there are reasonable grounds to suspect that **prohibited items** are present, in line with statutory guidance.

Wherever possible, searches of possessions will be undertaken by an authorised member of staff in the presence of another member of staff acting as a witness.

In exceptional circumstances, where there is an immediate and serious risk of harm, or where it is not reasonably practicable to obtain a second member of staff, a search may be conducted by a single authorised member of staff. In such cases, the decision-making process and rationale will be recorded in accordance with school procedures.

Informing the designated safeguarding lead (DSL)

The staff member(s) who carries out a search will inform the Designated Safeguarding Lead (DSL), or a deputy DSL, without delay in the following circumstances:

- Where there were reasonable grounds to suspect that a pupil was in possession of a prohibited item
- Where a search identifies, or raises concerns about, a potential safeguarding risk

All searches for prohibited items will be recorded on the school's safeguarding system, including instances where no items are found. This ensures accurate recording, monitoring of trends, and appropriate follow-up action where required.

Informing parents

Parents/carers will always be informed when a search for a prohibited item has taken place. This will be done by a member of staff as soon as is reasonably practicable.

Parents/carers will be told:

- What took place during the search
- What was found, if anything
- What was confiscated, if applicable
- The action taken by the school, including any relevant consequences or follow-up support

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This communication supports transparency and ensures that families are fully informed and involved in any relevant next steps. Staff member(s) will also record on the appropriate recording system as soon as practicably possible.

Support after a search

Following any search, regardless of whether any items are found, the school will consider whether the pupil may be at risk of, or experiencing, harm and whether additional support is required. This may relate to the reason for the search, the experience of the search itself, or its outcome, taking full account of the pupil's individual SEND needs.

Where concerns are identified, staff will follow the school's safeguarding procedures and refer to the Designated Safeguarding Lead (DSL) or a deputy DSL without delay.

The DSL will consider what support is appropriate, which may include:

- Targeted wellbeing and emotional support
- Early Help intervention
- Referral to children's social care, where necessary

The pupil's wellbeing will remain central to all follow-up actions, and any support provided will be personalised, accessible, and responsive to their individual needs and communication style.

Strip searches

School staff do not have the power to conduct strip searches (i.e. searches involving the removal of more than outer clothing). Any strip search on school premises may only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

When considering whether to request police involvement, staff will take full account of the pupil's individual SEND needs and will carefully balance:

- The potential impact on the pupil's physical and emotional wellbeing
- The risk of not recovering the suspected item
- Whether all less intrusive and more appropriate interventions have been fully explored

Police involvement, and therefore the potential for a strip search, will only be considered where it is absolutely necessary, proportionate, and in the best interests of the safety and welfare of the pupil and others.

Once the police are on school premises, the decision to conduct a strip search rests solely with them. The school will continue to advocate for the safety, dignity, and wellbeing of the pupil throughout. Staff retain their duty of care at all times and will ensure that the pupil's welfare remains the central priority.

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Communication and record-keeping

Where reasonably possible, and unless there is an immediate risk of harm, the school will contact at least one parent/carer to inform them that the police intend to carry out a strip search before it takes place. Parents/carers will be asked whether they wish to attend school to act as the pupil's Appropriate Adult.

If parents/carers cannot be contacted, or are unable to attend, a suitably trained member of staff may act as the Appropriate Adult in line with statutory guidance and taking account of the pupil's individual SEND needs.

Parents/carers will always be informed as soon as practicable after a strip search has taken place. All strip searches conducted on school premises will be fully recorded, reviewed, and monitored to identify any patterns, trends, or safeguarding concerns, with particular consideration of the pupil's individual profile and needs.

Where a strip search involves the exposure of intimate body parts, there will be at least two people present in addition to the pupil, except in urgent situations where there is a risk of serious harm to the pupil or others.

One of these individuals must be the Appropriate Adult, unless:

- The pupil explicitly states, in the presence of the Appropriate Adult, that they do not wish them to be present, and
- The Appropriate Adult agrees to this request

Where this occurs, the pupil's decision will be clearly recorded and signed by the Appropriate Adult.

No more than two people, in addition to the pupil and Appropriate Adult, will be present except in the most exceptional circumstances.

The Appropriate Adult will:

- Safeguard the rights, welfare, and wellbeing of the pupil
- Not be a police officer or otherwise involved with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests otherwise, in line with their communication and understanding needs

Except where the pupil requests otherwise, no person of a different sex will be present during the search. The search will take place in a private and secure location where the pupil cannot be seen by anyone not directly involved in the procedure.

Care after a strip search

Following any strip search, the pupil will be offered appropriate, individualised support, regardless of whether any item is found. This support will be delivered in a way that takes account of the pupil's communication needs, sensory profile, emotional regulation, and SEND.

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The pupil will be given the opportunity, in a sensitive and appropriate manner, to express their views about the search and the events surrounding it, using communication methods suited to their needs where necessary.

As with all searches, the school will consider whether the pupil may be at risk of harm or further harm, and whether additional support is required. This may relate to the reason for the search, the experience itself, or the outcome.

Staff will follow the school's safeguarding procedures and refer to the Designated Safeguarding Lead (DSL) without delay. The DSL will consider what further support is needed, which may include:

- Bespoke well-being support
- Early Help intervention
- Referral to children's social care, where appropriate

Where a pupil has experienced a strip search more than once, or where there is an identified increased likelihood of being subject to strip searching, the school will give this particular consideration. In such cases, staff will review patterns, identify contributing factors, and implement preventative and proactive strategies to reduce the need for future searches wherever possible, in line with the pupil's individual needs and risk assessments.

6. Monitoring and Compliance

This policy will be reviewed at least annually to ensure it remains current, relevant, and aligned with statutory requirements and school practice. It will also be updated in response to any changes in legislation, guidance, or the needs of the school community.

Pupil behaviour is routinely monitored through a range of systems, including classroom observations, behaviour tracking systems, and incident recording. This enables the identification of both positive trends and emerging concerns, allowing for timely and appropriate support.

The effectiveness of behaviour strategies and interventions is reviewed on a termly basis through progress meetings, ensuring that approaches remain appropriate and responsive to individual pupil needs.

All staff are responsible for the consistent implementation of this policy. This includes applying agreed approaches fairly and consistently and modelling positive behaviour and relational practice at all times.

Compliance and impact are further evaluated through feedback from staff, pupils, and parents/carers, as well as analysis of behaviour-related data and outcomes. This ensures that the policy is applied equitably across the school and supports a positive, safe, and inclusive learning environment.

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7. Associated Policies and References

This policy operates in conjunction with the following school policies:

- PHF Restrictive Practice Policy
- PHF Anti-Bullying Policy
- Safeguarding and Child Protection Policy 2026-2027
- EYFS Safeguarding Policy 2026-2027
- Drug and Alcohol Policy
- Positive Behaviour Support Policy

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Department for Education- Restrictive interventions, including use of reasonable force, in schools, April 2026 guidance
- Department for Education- Searching, Screening and Confiscation advice for school, July 2022 guidance
- Police and Criminal Evidence Act 1984 (PACE) codes of practice, December 2023 guidance
- Keeping Children Safe in Education guidance
- Working together to safeguard children, March 2026 guidance
- The Equality Act 2010 and schools guidance
- Crime and policing act 2026
- Regulated activity with children in England and Wales
- Reducing the need for restraint and restrictive intervention
- Mobile phones in school

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