RUSSET HOUSE SCHOOL

POSITIVE BEHAVIOUR SUPPORT POLICY

This policy relates to:

Legislation

- Education and Inspections Act (2006, especially Section 93)
- The Schools (Recording and Reporting of Seclusion and Restraint) Regulations (2025)
- Equalities Act (2010)
- The Human Rights Act (1998)

Government Guidance

- Guidance on Restrictive Intervention, including use of Reasonable force in schools (April 2026)
- Guidance on 'Behaviour in Schools' (2024)
- Suspension and Permanent Exclusion (2023)
- Mental Health and Behaviour in Schools (2018)
- Reducing the Need for Restraint and Restrictive Intervention (DfE and DoH, 2019)
- Searching, Screening and Confiscation Guidance for School (2022)
- Positive Environments where Children can Flourish (Ofsted 2021)

This policy will be read in conjunction with the most up to date version of our Safeguarding and Child Protection Policy and Procedures.

This policy will be available to all staff, parents, governors and our wider school community via the school website and internal network drives. All new staff receive behaviour induction training, which includes the content of the policy.

Introduction

The purpose of this policy is to promote and secure positive behaviour support in school. It is guided by the key principles of Positive Behaviour Support (PBS) and a trauma informed approach (ARC Framework), ensuring we minimise the need to use reactive and restrictive interventions. The policy reflects the specific differences and needs of autistic pupils.

Behaviour is any action that can be observed and is a form of communication that serves a function or meets a need for the pupil. The behaviour a pupil shows is considered in the context of life circumstances and a culture of curiosity in order to meet the child's wants and needs.

There could be a number of reasons why an autistic pupil behaves as they do; including differences in social understanding and communication, flexibility, information processing and understanding, sensory processing and integration (Autism Education Trust 2021).

Not being able to communicate effectively can lead to feelings of anxiety, anger or frustration; feelings which may manifest as behaviours of concern. Autistic pupils may find it difficult to follow social cues through exposure alone and social skills and other replacement skills need to be taught explicitly and repeatedly. At Russet House we believe it is important that we teach our pupils strategies to support their own regulation and respect others and themselves.

At Russet House pupils often display behaviours that challenge: "Behaviour is described as challenging when it has significant negative impact on the health, wellbeing and life quality of people with learning disabilities and the key people in their lives." (British Institute of Learning Disabilities (2022). All staff are trained to understand behaviour in this way.

Aims

1. To provide a safe, happy learning environment in which pupils can express themselves and thrive.
2. To build positive relationships with pupils based on mutual respect and understanding in order that behaviour strategies are relevant and personalised.
3. To work in partnership with parents to understand the reasons and causes for behaviour and develop strategies together to help their child better manage their behaviour across settings.
4. To work with multi-agency professionals in order that pupils are supported by a team of specialists when needed.
5. To have a fully-trained staff team in supporting autistic pupils displaying behaviours that challenge through PBS, PRICE (see below) and trauma informed practice.
6. To provide clear boundaries and high expectations of behaviour taking into account each pupil's needs and level of development.
7. To teach pupils to self-regulate their emotions and energy through a range of strategies, in order to access learning and the world around them.
8. To provide a coherent and consistent approach to behaviour support throughout the school (including on educational visits) that is then tailored to every pupil's profile though individual PBS plans.
9. To encourage positive behaviour and recognise pupil progress through the use of individualised and specific praise/rewards.
10. For pupils to take responsibility for their own behaviour and develop strategies that will best support them in their preparations for adulthood.

Positive Behaviour Support

We respond to behaviours of concern by starting from the perspective of the pupil and broadening the support strategies as needed, to include working in partnership with families and multi-agency professionals. There will be times when school staff may need to use restrictive intervention based on a risk assessment at the time. These strategies will be utilised as needed in the best interests of the pupils' overall welfare and should not be viewed as a linear pathway or list of sanctions.

Approaches:

Positive Behaviour Support (PBS)

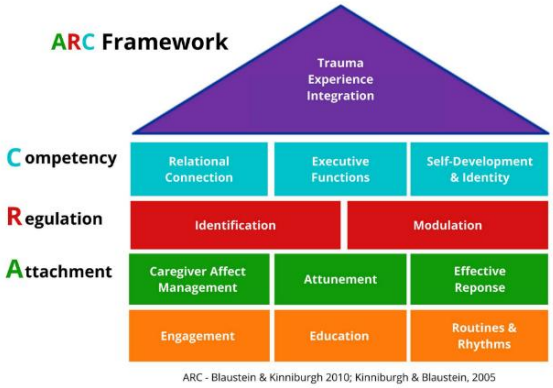
PBS is a proactive and person-centred approach that seeks to understand the function of behaviours that challenge and develop strategies to support individuals in achieving positive outcomes.

- All pupils have a personalised PBS Plan which includes the pupil's preferred methods of communication, learning styles, a sensory profile, relevant rewards and the steps that adults can take to reduce the possibility of behaviours that challenge. Specific behaviours are listed alongside known triggers and primary, secondary and tertiary strategies that have been developed with parents.
- Plans are written within the first term of the pupil starting school and are reviewed at least annually as part of the Annual Review of the EHCP process, and more frequently if the pupil's behaviours or family circumstances change. Parents are asked to sign their child's plan once they have read it.
- The planned use of Restrictive Physical Interventions (RPI), additional safety aids (e.g. safety back, seat-belt clips) and arrangements for self-withdrawal to a safe space will be clearly communicated to parents through their child's PBS plan.
- Where a pupil persistently presents with dangerous behaviour, risk assessments will be carried out for the pupil and/or for the adults working with them.
- All permanent staff have a responsibility to ensure they are familiar with the PBS Plan and risk assessment of every pupil they are working with. Relief/cover staff should read the PBS Passports (reduced version of the plan) as a minimum.

Trauma Informed (Enfield Trauma Informed Practice for Schools and Settings - ETIPPS)

Our trauma-informed approach recognises that a pupil's past experiences will influence their current presentation. We ask "what need is being met by this behaviour?" or/and "What danger is being avoided or safety sought?" "What do the adults need in order to support the pupil?", "What does the pupil need from the adults to be able to regulate and manage themselves?"

Our trauma informed approach does not view pupils as manipulative, attention seeking or destructive, but as trying to cope in the present moment using any available resource or strategy ("skill not will", S. Ablon).



ARC - Blaustein & Kinniburgh 2010; Kinniburgh & Blaustein, 2005

Positive Approaches to Challenging Behaviour: Protecting Rights in a Caring Environment (PRICE Training)
Russet House leadership has chosen PRICE Training to develop the right culture, knowledge-base, skillset and principles needed to keep both those in need of support safe as well as those who provide the care and support within a legal framework. The PRICE Training system is rooted in trauma-informed practice and positive behaviour support that places human rights and the well-being of vulnerable people at its centre. This training has been adopted by all special schools in the local authority. By delivering this training with validity on-site trainers ensure that the health safety and welfare of employees is prioritised.

Curriculum
The majority of pupils at Russet House will require support with self-regulation to manage their behaviour and communicate their needs in alternative ways. Therefore, it forms an integral part of our curriculum planning and delivery.

- We provide all pupils with a stimulating curriculum which is broad, balanced and adapted to their interests and abilities. We recognise that some behaviours can evolve when pupil's learning needs are not met.
- As part of the life-skills (PSHE) curriculum, pupils are taught self-regulation techniques, feelings and emotions, social communication and other aspects of learning which support positive behaviour.
- Through class activities pupils will have their views acknowledged, listened to and dealt with seriously and sensitively by staff. If appropriate, they will develop an awareness of the differences of others and learn how they can understand and support their peers.

Staff training, development and support

- All new staff will receive behaviour training as part of their induction, to include an understanding of the reasons and functions of pupils' behaviour and how to be alert to possible triggers for behaviours that challenge including the sensory, environmental, and communication needs of pupils.
- Teachers will receive training in PBS and the completion of individual PBS Plans.
- Staff will be trained in an understanding of complex trauma and the ARC framework as part of our E-TIPSS status as a Trauma informed School.
- All staff will receive full PRICE training followed by annual refreshers to include the safe and appropriate use of reasonable force.
- PRICE trained staff may use a taught RPI technique following PRICE principles within a human rights framework. Those who are not yet trained are expected to intervene as a Duty of Care on the grounds of safety (Education and Inspections Act 2006), until trained staff arrive.
- Frequent and ongoing updates and training is delivered through staff meetings, staff bulletin and peer mentoring and support.
- Supporting pupils displaying behaviours that challenge may impact on the wellbeing of staff. All staff can access support from their class teams, Phase Leaders and the Senior Leadership Team. Counselling is available through the Schools Advisory Service at no cost to staff.

Working with parents and external agencies

- Autistic pupils may have differences in flexibility and in the way they process information and generalise learning. This may mean that behaviour between home and school presents differently, even to the same situation. School will work with parents to share behaviour support strategies and develop a shared approach which can be used consistently across settings.

- If a family is challenged by their child's behaviour, support can be provided by a Parent Support Advisor who will suggest strategies and enable the generalisation of positive behaviour strategies from school into the home setting.
- When writing/reviewing a pupil's PBS Plan, strategies from an Occupational Therapist and a Speech and Language Therapist may be incorporated as far as possible.
- If a pupil is presenting with complex and persistent behaviour and is not responding to class-based strategies they will be discussed at a multi-agency meeting. These are attended by internal and external professionals in order to ascertain which professionals can best advise school-based staff.
- Referral to external professionals will be made as needed, following discussion and agreement with parents. This may include Social Care (Cheviots) and/or NHS Services including SCAN (Service for Children and Adolescents with Neurodevelopmental Disorders), Dietician, Nursing.

Restrictive Interventions, Use of Reasonable Force and Restraint

Terminology

Physical Contact

There are circumstances when it is appropriate for staff to have some physical contact with pupils which is not restrictive and can take a number of forms, for example:

- To give first aid
- To guide or escort a pupil including holding hands or linking arms
- To lead a pupil to a space that they have chosen to access e.g. to self-regulate
- To comfort a distressed pupil
- To praise e.g. 'high-5'
- To provide intimate care procedures (see policy) and support with self-care.

A Pupil's age and developmental stage are considered throughout.

Any incident whereby the use of force goes beyond appropriate physical contact is a Significant Incident.

Reasonable force

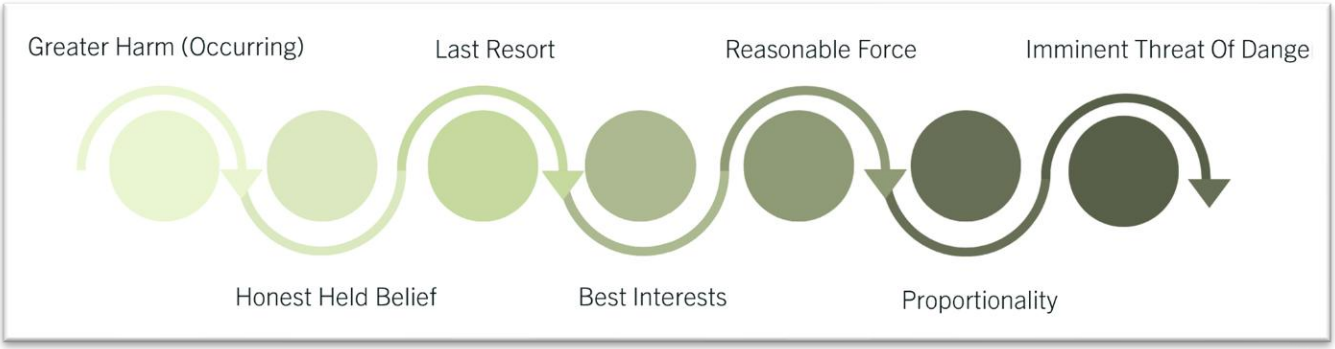
A term used in legislation which includes restrictive physical interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on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

All members of school staff have a legal power (Section 93 of the Education and Inspections Act 2006) to use reasonable force in the following limited circumstances:

1. Causing injury to themselves or others
2. Committing a criminal offense
3. Damaging property
4. Causing disorder among pupils at the school, whether during a teaching session or otherwise.

The decision whether to use reasonable force is down to the professional judgement of the staff member concerned and their dynamic risk assessment of the situation.

Staff must always consider the following (PRICE):



Restrictive intervention
To prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Can be used to describe physical and non-physical actions.

Restraint
A term used in legislation referring to a non-disciplinary intervention (never used as a punishment) which immobilises a pupil or limits their movement. This may or may not include direct physical contact.
5 categories of restraint are recognised:
1) Physical
2) Chemical
3) Psychological
4) Mechanical
5) Environmental

Procedures
There are times when the use of restrictive interventions, including reasonable force will be lawful and necessary. Staff will use PRICE principles as guidance and always work in accordance with Law, Guidance and within a human rights and person-centred framework.

Through PBS, staff build strong relationships with their pupils and become skilled at identifying triggers or signs of discomfort. When these are observed, staff alert their colleagues in order that actions can be taken to support de-escalation and safety. This may include giving a direction, providing a distraction or moving others to a safe distance. When these are not effective it may be necessary to use a proportionate restrictive intervention as a last resort.

Depending on the pupil's size and level of dysregulation, one or two members of staff will support pupils displaying behaviours that are presenting a risk of harm to themselves, other pupils or staff. If additional assistance is required, the assistance alarm will be activated which will alert any staff in the PPA room or office that assistance is needed.

We recognise that some pupils need protection from their own behaviour; restrictive physical interventions will be used in the best interest of the pupil and as a last resort.

Throughout, the pupil will be treated with kindness, empathy and respect, including explaining what is happening and why.

Once safe, adults will release and continue to support regulation and recovery. Pupils will be taught replacement skills as appropriate to their understanding and needs to minimise the need to use restrictive interventions in the future.

Seclusion

Terminology
Seclusion:
A non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking and never as a punishment. The place to which the pupil is confined should be safe and not feel threatening.

The pupil must be supervised at all times during the period of seclusion, either directly in the space or from the other side of the window. As soon as immediate risk of harm has reduced, the seclusion must end.

Procedures
All classrooms have a room for individual and small group teaching within a distraction free setting. Sometimes these rooms and other spaces around the school are used to support behaviour in a safe, secure, low arousal, sensory controlled space where an autistic pupil can be encouraged to regulate and manage their own behaviour safely. Resources that the pupil may need in order to self-regulate such as

cushions, bean bags, weighted blankets and any resources to support communication will be made available. Some pupils may choose to withdraw themselves to a safe space by requesting to do so either verbally or by using a symbol for '*Quiet Room'* or *'break'*. They are permitted to do this with full observation by an adult, this strategy will be included on their PBS plan.

On occasion, when a pupil's level of dysregulation is presenting a risk of harm to others, seclusion in these spaces may be used as a safety measure and to reduce the need for prolonged restrictive physical intervention. The decision whether to use seclusion is down to the professional judgement of the staff member, their knowledge of the pupil (including consideration of previous trauma) and their dynamic risk assessment of the situation. Most of our doors open outwards (with exception of Early Years), so that a pupil cannot block themselves in and so the room can be secured by the adult e.g. blocking, bracing if necessary.

In all instances, pupils are provided with the means to communicate using speech, gesture or symbol-based systems and/or will be understood by staff trained to interpret body language and other non-verbal signals. Staff will respond to all these methods of communication. Some pupils may not yet be able to recognise when they are safe to re-join the class group, and an adult may need to evaluate this on their behalf.

If a pupil tries to leave the area before they are safe, staff should use clear language to encourage the pupil to stay. In situations when the pupil is in crisis and unable to process requests, staff may need to use seclusion. Seclusion will be used for the minimum time necessary. Communication and co regulation are important at all times to support recovery and repair.

Once regulated and ready to learn, pupils will be taught replacement skills as appropriate to their understanding and needs to minimise the need to use restrictive interventions in the future.

In the event of the spillage of bodily fluids, the room must be cleaned and sanitized before it can be used by any other pupil.

Recording Restraint and Seclusion

Behaviour Watch is used to electronically record and analyse incidents of behaviours that challenge. Staff will record any incident that:

(1) resulted in injury to staff or pupil or serious damage to school property
(2) required the use of restraint
(3) required the use of seclusion

Our records will include the following details:

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

Leadership conduct detailed data analysis to identify behaviour trends over time and take action to reduce the use of restrictive interventions and reasonable force.

It is expected that significant incidents for individual pupils will reduce over time. Leaders monitor this closely and if the frequency is increasing, the reasons should be explored further with families, class teams and external professionals.

Reporting Restraint and Seclusion

Parents

Parents will be informed after every incident that has been recorded and invited to work with the school to develop support strategies.

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

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

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's Behaviour Support Plan.

At Russet House this will form the structure of a phone call or face to face conversation on the day of the incident. At the end of the conversation, staff will make parents aware that they will receive a follow up letter (see appendix A).

Governors and Local Authority

Information from Behaviour Watch (anonymised) will be used to report to the Governing Body and Local Authority as needed.

Bullying

We recognise that bullying takes various forms and is often motivated by prejudice and might be motivated by actual or perceived differences. Russet House has a whole school culture of mutual respect where differences are celebrated.

Bullying is defined as the repetitive, ***intentional*** harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying may take the form of emotional, physical or prejudicial or cyber bullying and is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Our pupils' differences may lead to violent behaviour towards each other. In these cases, the risk to others will be minimised by staff, using restrictive physical intervention if necessary and proportionate. This will be closely monitored by staff and reported to leaders.

All pupils are supported by high levels of staff supervision and our social skills curriculum.

Searching pupils and Confiscation

It is routine school practice to open pupils' bags daily to check for information and remove items such as spare clothing, hygiene items and food.

Searching

a) Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

b) Banned items can include knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarettes, pornographic images or any article that the member of staff reasonably suspects or is likely to be, used:
    - To commit an offence
    - To cause personal injury to, or damage to the property of, any person (including the pupil)

c) Headteachers and authorised staff can also search for any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

Confiscation

a) School staff can seize any prohibited item found as result of a search.
b) They can also seize any item they consider harmful or detrimental to school discipline.
c) Under Article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
d) The right under Article 8 is not absolute but any actions taken that are contrary to this right by the school will be justified and proportionate.

Exclusions

See the School's Suspensions and Permanent Exclusions Policy (2024)

Equal Opportunities

'An entitlement to learning must be an entitlement for all pupils.' Russet House School expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this policy without prejudice in a consistent, non-judgemental way. It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all pupils. Staff will endeavour to establish an atmosphere within school that effectively diminishes prejudice and raises self-esteem, so that all pupils can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their background, gender or ability.

Amended and agreed 28.01.2025
Amended and agreed 13.11.2025
Amended and agreed 12.02.2026

Signed:

Sian Mainwaring
Chair of Governors

Appendix A – report to parents

Russet House School
Learning and growing together

Autumn Close, Enfield
Middlesex EN1 4JA
Tel: 020 8350 0650
E-mail: office@russethouse.enfield.sch.uk
www.russethouse.enfield.sch.uk
Headteacher: Rebecca Freedman

Action Taken: Restrictive Intervention

Date:	
To the parent/carer of:	
Incident Date:	

Following our previous conversation regarding an incident at school which required staff to use a restrictive intervention to ensure the safety of your child, please see details below:

The incident happened at _____ am / pm

Your child was held or secluded for approximately _____ minutes until they were safe.

All staff involved have had PRICE Training (www.pricetraining.co.uk) in the safe use of physical intervention (restraint) techniques and are informed of the latest DfE Restrictive Intervention guidance (April 2026).

The following technique/s were used:

- Adapted embrace – 1 person hold
- Figure of Four - 2 person hold
- Cupped hand – 2 person hold
- Standing double embrace – 2 person hold
- Other _____
- Seclusion (preventing a pupil from leaving a space)

More information can be found in the school's Positive Behaviour Support Policy on the school website.

In the unlikely event that an injury occurred during the intervention, an accident form will be completed and you will be notified.

If you would like a further conversation, please contact the school.

Yours sincerely

Class Teacher

Appendix B- Other Terminology

Dysregulation

Dysregulated is the opposite of regulated. So, when an individual is not in an optimal state. It is usually when arousal is too high that it results in behaviours which challenge.

The ability to regulate starts to develop when we are a baby. Long before humans can self-regulate, we need help from our caregivers. When babies show distress, their caregivers swaddle, carry, rock and feed them. Caregivers should provide what is required to help the baby to regulate their arousal. As these needs are met, the infant learns patterns and rhythms. Regulation develops over time and with experience. Each time a child experiences dysregulation and is able

to regulate, they learn what helps them. However, this process starts with co-regulation.

Co-regulation

Co-regulation is when someone else helps another individual to regulate their arousal or emotions. Regulation with the help of caregivers is what teaches children to self-regulate as they develop. They learn what they experience. Co-regulation helps them to develop the brain networks and strategies they need to self-regulate. For many of our pupils, this process will take much longer. Some may always be reliant on co-regulation strategies and adults knowing and being able to offer sensory strategies to assist them to regulate.

Self-regulation

Self-regulation is the ability to stay regulated without the help of others. It is the ability to use your own strategies to either be calm or energise. Some individuals need more help to learn how to self-regulate than others. Many of our pupils need more support to learn to self-regulate. Some may always be dependent on co-regulation. Offering regular sensory regulation activities can help with the development of self-regulation.

PERMA (Seligman, 2018)

Positive Emotions
Engagement
Relationships
Meaning
Accomplishments