



Positive Behaviour Support and Physical Intervention Policy

2026- 2028

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1. Aims and Expectations

The Warwickshire Academy delivers education and care according to the individual needs of the pupil in a safe, positive, predictable, and capable environment. Some pupils at the Academy will display challenging behaviour as a result of their learning and SEMH needs. The following policy provides clear guidance and instruction on the methods by which our Academy community can promote positive behaviour through Positive Behaviour Support (PBS) principles. Approaches to behaviour are entirely dependent on the prevailing culture of The Warwickshire Academy, and it is therefore critical that practice related to behaviour is inclusive and person centred, in order to improve their quality of life.

2. Roles and Responsibilities

2.1. Board of Governors

Ensure that there is a Behaviour Policy in place and review its adherence annually.

2.2. Headteacher/Senior Leadership Team

Oversee the adherence of the Behaviour Policy and evaluate its effectiveness. Report to Board of Directors on the adherence of the policy including the analysis of incidents of behaviour to determine the effectiveness of the policy. Ensure Behaviour Support Plans are in place for pupils where appropriate and that they are regularly monitored and evaluated. Ensure strategies are implemented consistently.

2.3. All Staff

Act as positive role models for pupils. Implement the Positive Behaviour Support strategies and interventions in a consistent manner and review strategies as appropriate.

3. Values Base and Person-Centred Approach

We aim to create an environment where all pupils can be effectively supported towards academic, social, emotional attainment by adults equipped in developing positive working relationships with our pupils.

We believe behaviour results from an unmet need and is a form of meaningful communication and therefore every effort should be made to understand and respond appropriately to this communication. Staff are encouraged and supported to better understand what pupils are trying to communicate by the behaviours they display. The function of behaviour can mostly be attributed to:

- Access to tangibles or activities
- Social attention
- Escape or avoidance
- Sensory stimulation
- Pain or discomfort
- Previous trauma
- Mental/Emotional Health needs

It is important that strategies address the function of the behaviour. All strategies need to be appropriate to the needs and understanding of each pupil. Children's rights are of paramount importance. We respect the United Nations Convention of the Rights of the Child:

- Article 19- I have the right to be protected from being hurt or badly treated
- Article 23- If I have a disability, I have the right to special care and education and to be treated with dignity
- Article 34- Nobody should touch me in ways that make me feel uncomfortable, unsafe, or sad
- Article 37- I have the right not to be punished in a cruel or hurtful way and to be treated with respect and care.

At the Warwickshire Academy, all pupils have an Education Health Care Plan (EHCP) which details individual targets and support needed to ensure a person-centred approach.

4. Positive Behaviour Support (PBS)

Research evidence shows that Positive Behaviour Support (PBS) is effective in supporting pupils with behaviours that challenge.

The characteristics of PBS are that it:

- Is based on an understanding of why, when, and how behaviours happen and what purposes they serve (via the process of functional analysis)
- Focuses on altering triggers for behaviour (in order to reduce the likelihood of the behaviour occurring)
- Uses skill teaching as a central intervention (as a lack of critical skills is often a key contributing factor in the development of behavioural challenges)
- Uses changes in quality of life as both an intervention and outcome measure.
- Achieves reductions in behaviour as a side-effect of the above
- Has a long-term focus (in that challenging behaviours are often of a long-term nature and successful interventions therefore need to be maintained over prolonged periods)
- Has a multi-component focus (reflecting that the fact that challenging behaviours are often multiply determined and also that users typically display multiple forms)
- Eliminates the use of punishment approaches.
- Includes both proactive strategies for changing behaviour and reactive strategies for managing behaviour when it occurs (because even the most effective change strategies may not eliminate risk behaviours from behavioural repertoires)

It is important to acknowledge and reinforce positive behaviour in order to have a proactive approach to behaviour. We believe that it is vital to use all opportunities to teach and reward positive behaviour. This needs to be taught in a way that is relevant to individuals and the rewards need to be relevant to the individual. Communication of behaviour expectations and the praise or reward need to be understood by the individual pupils and it is important to consider how to support their understanding. Throughout the curriculum positive behaviour is reinforced and rewarded. We aim to reinforce positive behaviours rather than using a punishment-based system and responding to negative behaviours. This is achieved through the implementation of our BEAR and RRR systems (see curriculum policy).

5. Positive Behaviour Management (PBM) Model

At the Warwickshire Academy we use Positive Response Training's Model for delivering Positive Behaviour Support (PBS) interventions (Allen et al. 1997). This has been widely adopted in the UK and features the following three components:

Primary Prevention involves changing aspects of a learner's environment so as to reduce the probability of challenging behaviours occurring. Primary prevention strategies include:

- Changing features of learner's physical environment
- Addressing internal setting events (mental & physical health)
- Eliminating or modifying specific triggers for behaviour
- Increasing rates of access to preferred reinforcers
- Modifying demands to meet the needs of the individual
- Teaching new skills

Secondary Prevention involves identifying the early signs that a learner may be becoming distressed and then implementing appropriate supportive actions to restore calm and prevent behaviours from escalating. Secondary prevention strategies include:

- Removing or changing the stimulus that may be causing the behaviour
- Prompting to use coping skills
- Diversion to reinforcing/compelling activities
- Strategic capitulation (i.e. giving them what they want in order to stop the behaviour)

Reactive Strategies are procedures that may be required should it not prove possible to prevent or avoid challenging behaviours that pose risks to the persons or others. They may involve physical interventions such as breakaway, removal or restraint procedures. Their only objective is to ensure the safety of those concerned in the most ethical, least restrictive manner and in accordance with The Warwickshire Academy safeguarding ethos.

Every learner that presents with behaviour that challenges should have an up-to-date positive behaviour support plan that contains the above elements. This plan should be amended/reviewed as necessary each time there is a serious incident of challenging behaviour or termly as a minimum.

6. The use of Reactive Procedures

The use of reactive strategies may be necessary when all other primary and secondary preventative measures have been unsuccessful in order to ensure safety for the learner, staff, other pupils or the public. Good practice dictates that any reactive strategy should be tailored to meet the needs of the individual learner and used as a gradient of support as a last resort. The agreed use of any reactive strategy should be clearly identified and recorded in the pupils Behaviour Support Plan. This will be completed in collaboration with staff involved in supporting the learner and other professionals as appropriate.

If physical intervention is needed in a crisis situation (and is unplanned) then the PUPIL PROFILE/RISK ASSESSMENT must be reviewed, and this must be written into the plan. The PUPIL PROFILE/RISK ASSESSMENT should be reviewed after any physical intervention with a plan to reduce the need for this. The use of any restrictive intervention must be recorded our management information system (MIS) The Senior Leadership Team will routinely analyse any restrictive interventions and act upon this if needed. They will train staff in effective recording methods and conduct periodic checks to ensure the reliability and validity of ongoing records. They must also respond swiftly and effectively to any escalating patterns of use, identifying root causes and taking appropriate corrective actions.

Reactive strategies must:

- Not be used in isolation but always be used in conjunction with positive behavioural procedures.
- Follow a gradient of support, with the least intrusive procedure always being the first option.
- They must only be used as a last resort when all other strategies have proved unsuccessful.
- They must only be used for the minimum amount of time necessary to deal with the immediate situation.
- Not be used as punishments or rewards.

- Be tailored to meet individual need and prescribed on an individual basis only.
- Use the minimal amount of force necessary in any given situation.
- Be proportionate to the immediate situation.
- Focus on giving control back to the service user as quickly as possible.
- Avoid the use of pain compliance.
- Not employ potentially dangerous positions that may compromise the health and wellbeing of the service user.
- Avoid vulnerable parts of the body (neck, chest, groin). Avoid hyper extension and/or hyper flexion of the joint.
- Not impede the process of breathing.
- Be capable of being performed by all key staff.
- Be regularly reviewed.
- Take into consideration all possible contra-indications and/or complications.
- Be routinely assessed following their use for any signs of injury or psychological distress to the learner.
- Be recorded within 24 hours on the Academy management information system (MIS)
- If you have any cause for concern following restrictive practice with one of our pupils, please contact a Designated Safeguarding Lead.

Keeping Children Safe in Education references the use of “reasonable force” in schools, Academies, and colleges. Guidance states there are circumstances when it is appropriate for staff in schools/academies to use reasonable force to safeguard children and young people. The term “reasonable force” covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. This can range from guiding a learner to safety by the arm, to more extreme circumstances such as breaking up a fight or where a learner needs to be restrained to prevent violence or injury. “Reasonable” in these circumstances means “using no more force than is needed”. The use of force may also involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact. The decision on whether or not to use reasonable force to control or restrain a child:

- Is down to the professional judgement of the staff concerned.
- Should always depend on individual circumstances.

If you need to use reasonable force to respond to risks presented by incidents involving children with Special Educational Needs, disabilities or medical conditions, you should consider the risks. This includes:

- Carefully recognising the additional vulnerability of these groups.
- Considering your duties under the Equality Act 2010.

7. Post Incident Support

Both receiving and applying restrictive interventions can be stressful. The Warwickshire Academy provides emotional support to staff involved in incidents where restrictive strategies have proved necessary. This process of emotional support is separate from any organisational learning that takes place following critical incidents. The former is designed to ensure and maintain well-being, whereas the latter aims to ensure improved management of critical incidents and, as far as possible, reduced use of restrictive interventions.

Support offered to staff:

- Targeted Post Incident Support to Discuss event and to provide reassurance and identify any immediate support needs with line manager (within 24 hours)
- Targeted Post Incident Reflection and Learning (with Behaviour Support Team within 48 hours) Following any significant incident involving physical intervention.

Support offered to pupils:

- Following any use of restrictive physical intervention pupils are debriefed allowing them the opportunity to talk to a member of staff about what has happened, how they feel and to ensure they are safe and well.
- Pupils will then engage in a reflect and repair session where they will be able to reflect on what happened and discuss alternative options available to them to help prevent further incidents and plan how they can put things right.

8. Behaviour Support Plans - Monitoring, Evaluation and Review

All pupils will have a Behaviour Support Plan (PUPIL PROFILE/RISK ASSESSMENT) depending to the level of support they need in terms of their behaviour(s) or adaptive skills. Behaviour Support Plans will include the identified behaviour(s) for which they need support, possible environmental and/or behavioural triggers and agreed supportive interventions and strategies.

8.1. Risk Assessment

A Risk Assessment will be completed for all pupils in order to minimise the risk their behaviour could be either themselves or others.

8.2. Review of Behaviour Support Plan:

Plans to be monitored and reviewed on a termly basis or when necessary (for example after a serious incident of behaviour of concern or if strategies are not effective). This must be reviewed following any incident where physical intervention is needed.

9. Staff Training

Training is critical in the provision of effective support. At Warwickshire Academy all staff receive in house training in Positive Behaviour Support and Positive Behaviour Management with termly in house refreshers.

Physical intervention skills are taught to staff to support pupils with their needs. We use Positive Response's Positive Behaviour Management training. This includes both the generic principles of PBS and their specific applications to the pupils they support and that their working methods support the implementation of this training in practice. It focusses on a gradient of support, and this is reinforced throughout the training.

10. Reducing the Use of Restrictive Practices

Huckshorn (2004, 2005) identified six key organisational initiatives that have been repeatedly shown to reduce restrictive practices. These are: clear leadership commitment; using data to inform practice; involving the workforce in formulating reduction plans; employing specific

restraint reduction tools (such as risk management plans that feature non-restrictive alternatives); involving service users in developing and monitoring plans; and having effective individual and organisational debriefing strategies in place.

The Warwickshire Academy is committed to reducing the use of restrictive practices.

11. Legal and Policy Frameworks

It is important that all organisations supporting individuals with Social Emotional and mental Health Needs demonstrate that their practice meets both legal and best practice standards. While there is no specific legislation that addresses the provision of care to people with intellectual disabilities and challenging behaviour, all of the following may be relevant at some time when supporting challenging individuals: The Deprivation of Liberty Safeguards (2008), the Mental Capacity Act (2005), the Human Rights Act (1998), the Children Act (1989) and the Mental Health Act (1983, 2007). In addition, the Health & Safety at Work Legislation (1974, 1999), with its statutory requirements for employers to manage risks in the workplace, has major relevance to the planning and delivering of training in reactive strategies. Lyon & Primor (2004) remains the definitive UK guidance on legal issues relating to the use of physical interventions. The Academy also has legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Guidance for good practice is available in Royal College of Psychiatrists, British Psychological Society, and Royal College of Speech & Language Therapists, 2007, Harris et al, 2008; Bild, 2014; Department of Health, 2014, 2015; Skills for Care & Skills for Health, 2014; NICE, 2015.

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- Policy
- Exclusion Policy

12. Changes

Description	Date	Page	Section
Post support for pupils	19/10/2023	9	Post incident support
Reference to Bear and RRR	19/10/2023	5	Positive Behaviour Support
Changes to terminology e.g. Including risk assessments and pupil profiles Behaviours of concern rather than challenge	02/02/2026	Throughout	Throughout