



**Talbot**  
Specialist School

# Policy on Behaviour and Physical Interventions

Signed: \_\_\_\_\_ Chair of Governors

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## 1. Aims

At Talbot School, we recognise that behaviour is a form of communication. We are a nurturing, trauma-responsive and attachment-aware school that prioritises strong relationships, inclusive practices, and collaborative work with families and professionals.

We are committed to creating a safe, inclusive and respectful environment where all students, including those with profound and multiple learning difficulties (PMLD), autism and complex needs, can thrive. This policy aims to:

- Promote excellent behaviour and mutual respect
- Ensure a consistent, whole-school approach
- Support self-regulation and independence
- Prevent bullying, including cyber and discriminatory bullying
- Uphold safeguarding and equality duties

Staff go beyond expectations by:

- Building a welcoming community which celebrates individuality
- Creating a safe space to belong and take risks
- Offering an irresistible invitation to succeed
- Challenging society to be inclusive and accessible

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

This policy should be read in conjunction with other school policies relating to interaction between adults and students.

This policy has been prepared for the support of all teaching and support staff who come into contact with students and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and students. A statement about the school's Behaviour Policy is available to parents and students on the school website. This statement includes information on the use of reasonable force to control or restrain students, with Team Teach being the chosen strategy.

DfE guidance on the 'Use of Reasonable Force' (July 2013) states:

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a student behaving in a way that disrupts a school event or a school trip or visit
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- restrain a student at risk of harming themselves through physical outbursts

It states that all members of staff have a legal power to use reasonable force.

Teaching and non-teaching staff work in 'loco parentis' and have the power to use reasonable force. They should always operate with an appropriate "Duty of Care". They could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

### 3.Promoting Positive Behaviour and Values at Talbot

**At Talbot we expect that everyone will:**

- Understand and value each student's communication
- Be kind, polite, patient, honest
- Respect privacy and property
- Work cooperatively and listen
- Stay calm and compromise

**These expectations fall within our Five Golden Rules:**

- Good Thinking
- Good Listening
- Kind Mouth
- Kind Hands
- Kind Feet

We have a zero-tolerance approach to racist, sexist, homophobic language and/or attitudes. Incidents are referred to SLT and dealt with individually.

## 4. Roles and responsibilities

### Governors

- Review and approve the policy and behaviour principles annually
- Monitor Incident and Accident reports

### All Staff

- Model positive behaviour - the attitude and behaviour of every member of staff is vital in creating and maintaining a positive ethos
- Maintain safe, respectful environments
- Implement Team Teach principles
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Respect students as individuals

### Senior Leadership Team

- Ensure consistency and safeguarding alignment
- Support staff and liaise with external agencies

### Student Wellbeing Team

We understand the value of early intervention and the positive impact close partnerships with parents, class teams and other professionals can have. To ensure that our families have the support they deserve we have a dedicated Student Wellbeing team. Our team includes:

- The Deputy Headteacher for Quality of Inclusion who is the DSL and the Senior Leader for Mental Health
- Student Welfare HLTAs with responsibility for Medical Needs, Moving & Handling, Nurture and Attendance who are DSDs
- HLTAs for Behaviour
- HLTAs for Communication
- TAs who specialise in supporting Medical Needs

A thread that links all members of the team is promoting student voice and effective multi-disciplinary working.

When considering interventions for a young person, the Student Wellbeing Team will work in partnership to deliver support.

### Behaviour Team (HLTAs for Behaviour)

In addition to above:

- Coordinate training and maintain records
- Support Behaviour Guidelines and Positive Handling Plans (PHPs) and incident reviews
- Induct new staff into behavioural culture
- Analyse data (from IRIS) to inform training and support
- Support class teams dealing with challenging behaviours through modelling, coaching, training and discussion
- Liaise between home / school / other professionals where needed

## **Class Teams**

- Provide a personalised approach to the specific behavioural needs of particular students
- Follow and contribute to the writing of PHPs / behaviour guidelines
- Advise colleagues (including agency staff & volunteers) on the implementation of PHPs / guidelines
- Record and evaluate incidents of inappropriate behaviour (IRIS) when necessary and within 24 hours of event
- Communicate with parents / carers about any incidents in line with policy and PHPs
- Set work/activities appropriate to the abilities and emotional, religious and cultural needs of each student where possible
- Ensure the pace of the school day, and delivery of lessons, is appropriate to the needs of the individual student

## **Parents / Carers**

- Support Talbot's commitment to Team Teach and agree that positive handling strategies can be used with their child if it becomes necessary
- Agree the expectations of students' behaviour in the school policy and encourage their child to accept the standards wherever possible
- Engage in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

## **Students**

- Students are supported to understand expectations and contribute to school culture
- Students are encouraged and expected to respect each other, staff, visitors, the school environment and those they meet when out of school

## **5. Behaviour Support Strategies**

Talbot promotes positive behaviour through:

- Clear routines and expectations (e.g. Five Golden Rules)
- Ensuring each student has appropriate resources to support their communication (eg core board, AAC)
- Visual supports and social stories
- Additional support to meet an individual's needs

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the school day.

Throughout staff training and in considering any response to a behaviour incident, emphasis is placed on the key questions:

- Is it reasonable?
- Is it proportionate?
- It is necessary?
- Is this intervention in the best interest of the child?

We recognise that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **REINFORCING POSITIVE BEHAVIOUR**

Any reinforcers should be age appropriate, applied fairly and given with regard to equality of opportunity for all students. They will be selected according to their ability to motivate the individual and their appropriateness to the level of achievement. Some students will need an immediate reinforcer whilst other will be able to build points up or wait until a later time to receive a reward. Whilst using reinforcers, staff should encourage students to work towards behaving appropriately because they know it is the right thing to do and not because they know that a reward will follow a spell of calm behaviour.

## **APPLYING CONSEQUENCES**

The school believes that positive reinforcement is the most effective way of encouraging appropriate behaviour. However, there are occasions when it is in the best interest of the student, to apply consequences to behaviour. Staff will assess that students are aware that their behaviour is unacceptable, and that the behaviour is within the student's control, BEFORE a consequence is applied. Consequences will be used sparingly, sensitively and after due care and consideration.

## **PROACTIVE STRATEGIES**

In staff training emphasis is placed on proactive strategies. 'Team Teach' call these 95% techniques. Proactive strategies are intended to avoid the need for physical support.

Examples of these 95% strategies include:

- Change of face
- Distraction
- Success reminder
- Humour
- Removal of Audience
- Verbal support
- Building a trusting and secure staff/student relationship
- Creating a safe environment
- Using students preferred method of communication
- Following Positive Handling Plans and behaviour guidelines

As a school we are constantly reviewing and reflecting on observations made to determine the function of a young person's behaviour e.g. communication. To support this class teams may keep classroom records e.g. ABC sheets (antecedent, behaviour, consequence) to ensure any plan in place can be reviewed and updated as and when needed. Based on this assessment and reflection if it is identified that a Restrictive Physical Intervention (RPI) may be needed then this is detailed in an individual's Positive Handling Plan.

## **6. Positive Handling Plans**

When needed, PHPs are developed collaboratively with staff, families, and professionals. They include:

- Identified behaviours and triggers
- Intervention guidelines
- Communication needs
- Reporting arrangements - how we inform parents / carers (and any other professionals where necessary)
- Review dates
- Plans are signed by key stakeholders

Any Team Teach positive handling techniques that are likely to be used will be included in the plan. Any techniques that should not be used will also be mentioned when appropriate.

Each class has a copy of their students PHPs in a folder in the classroom. Unfamiliar staff will be given the opportunity to read individual plans for consistency of behaviour management.

PHPs are reviewed continuously and after an incident, and are updated at least annually.

*See Appendix 1 for definitions*

## **MOBILE PHONES**

Students are allowed to bring mobile phones and electronic devices with them on transport. These must be handed in to reception on arrival and can be collected at the end of the day for the journey home.

## **SEARCHING STUDENTS**

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Searches follow DfE guidance:

- Conducted by authorised staff
- Prohibited items confiscated
- Parents informed

Searches must:

- Be necessary, proportionate, and safe
- Be documented and reported
- Consider safeguarding and student vulnerabilities

Support is offered post-search, and safeguarding procedures followed if needed.

*See Appendix 2*

## **SUSPENSION AND EXCLUSION**

We do not believe that exclusions are the most effective way to support young people with SEND, and we always try to adapt and personalise provision for all our students in order to ensure they are able to access learning.

However, in exceptional circumstances, we may use suspension in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Exceptional circumstances include, but are not limited to:

- Incidents where the safety of students or staff is seriously compromised, including through serious verbal threats
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant damage to property

Decisions are made on an individual basis and should always be a reasonable and measured response, which will have impact and a learning opportunity for the student. Decisions are made by the headteacher and only as a last resort.

Suspensions can also be managed internally, and a student may be removed from a class for a fixed period of time.

There will be a reintegration meeting held with SLT, the student and parents / carers on return to school.

It is extremely rare for us to permanently exclude a student from Talbot School. In the event that we are not able to meet the needs of an individual student, we will always aim to work with family and the Local Authority to identify a suitable alternative placement for a managed move.

All suspensions and exclusions are reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or other family support worker.

## 7. Post Incident Learning

### IMMEDIATELY FOLLOWING AN INCIDENT

Students should be supported until they have regained emotional equilibrium. Staff involved may need time away from students to support their own emotional regulation.

Staff work as a team to look out for each other at these times. Staff will also inform other teams in school if other support is needed (eg first aid, SLT).

### REPORTING BEHAVIOUR INCIDENTS

Behaviour incidents are reported through an online system 'IRIS' by a member of staff who was present during the incident. All staff have a user name and password for this.

These reports should be accurate, brief, factual and completed within 24 hours, wherever reasonable and practicable. Any staff requiring support to complete an IRIS form, should ask the Behaviour Team.

IRIS reports are also used to record any accidents or injuries to staff or students.

If staff are in doubt about whether an incident needs recording, they should ask the Behaviour Team.

In all instances when RPI is used an online IRIS form will be completed.

The IRIS system also provides opportunity for SLT/ Behaviour co-ordinator to complete detailed analysis across the school. This is completed to ensure the plans in place are effective in reducing the frequency, severity and duration of observed behaviours that may be impacting on accessing the learning opportunities on offer.

### REPAIR AND REFLECTION

Students will be offered a repair and reflection process by a member of the staff team. There are individualised symbols and resources to assist with this process. Students should always be given the opportunity to 'repair' including repairing relationships.

### DEBRIEF

Behaviour Team and / or SLT, review all incident reports and will communicate with staff teams / staff involved.

It is vital that class teams also reflect together after an incident. This needs to be an honest reflection and staff should think about:

- What worked
- What didn't work
- What else could we have tried
- When / where else could we have intervened
- What could we try next time

Staff need to reflect on their own practice, to consider if their actions may have escalated a situation and what they could do differently and proactively next time. There is opportunity for this reflection at the start of each school day, before students arrive. Class teams may also find other appropriate times. Behaviour Team can help with this reflection process.

## 8. Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

## 9. Monitoring

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Chair of Governors.

## APPENDIX 1

### REASONABLE FORCE & DEFINITIONS OF POSITIVE HANDLING (Restrictive Physical Intervention - RPI)

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Talbot uses Team Teach strategies:

- Emphasis on de-escalation and prevention
- Physical intervention only as a last resort
- Positive Handling Plans (PHPs) developed with families
- All incidents recorded on IRIS and reviewed

#### Physical Contact

- There are situations in which proper physical contact occurs between staff and students. Examples of these would be in the personal care of students with complex medical needs, in games/PE, or to comfort a student in distress.

#### Physical Intervention

- This may be used to divert a student from a disruptive or destructive action, for example guiding or leading a student by the hand, arm or shoulder, with little or no force.

#### Physical Control/Restraint

- This will involve the use of reasonable force when there is an immediate risk to students, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All incidents must be recorded and stored in an accessible way.

- The level of compliance from the student determines whether or not the interaction is an intervention or a control/restraint.

### **Use of restrictive clothing**

- Some people with learning difficulties display behaviours that pose difficulties for carers and staff and put the young person at risk. These could include taking off clothes in inappropriate places or smearing. Staff may try to stop these behaviours through the use of some form of restrictive clothing which impedes such behaviours e.g. bodysuits or overalls. If such restrictive practices are used, they are in agreement with parents / carers.

## **OTHER IMPORTANT DEFINITIONS**

### **Seclusion / Isolation / Time Out / Withdrawal**

- Where judged necessary to maintain safety of students and adults a disruptive or unsafe student may be placed in an area away from other students for a limited period, to keep the student and everyone else safe. The student will always remain with at least one adult and will be supported to return to class / activity when safe.
- At Talbot we may use time out as a de-escalation strategy, eg suggesting that a student come with a member of staff to 'do a job'
- We may remove a student from a situation and then observe and support the student until they are ready to resume (eg time in group room)
- Students should never be forced to spend time alone or be prevented from leaving a room where they are alone. Forced to spend time alone against will requires statutory powers other than in an emergency. Any use of isolation that prevents a child from leaving a room will only be authorised in exceptional circumstances, by the headteacher.

## APPENDIX 2

### Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Searches follow DfE guidance:

- Conducted by authorised staff
- Prohibited items confiscated
- Parents informed

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article / item that staff reasonably suspects has been, or is likely to be used to commit an offense or cause personal injury or damage to property
- Tobacco / cigarettes / cigarette papers
- Vapes
- Fireworks
- Pornographic images

### Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

### Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy), to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching students’ possessions**

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a student’s possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police