Phoenix Arch School

Kind, Curious, Creative and Collaborative

Behaviour, Restrictive Intervention and Regulation Policy

2026–27

School	Phoenix Arch School
Policy owner	Headteacher
DSL	Falu Mehta
Deputy DSLs	Lennie Sarkis and Luana Oancea
Operational leads	Deputy Headteacher and SENCO
Approval	Governing Body – September 2026
Review date	September 2027, or sooner if guidance changes

1 Policy statement and Phoenix Arch context

Phoenix Arch is a maintained specialist SED school for autistic pupils aged 4 to 11. All pupils have an Education, Health and Care Plan (EHCP). Pupils may communicate, learn and regulate in different ways and may have associated communication, sensory, developmental, learning, physical, medical and social, emotional or mental health needs.

Our behaviour approach is safeguarding-led, relational, neuroinclusive and educational. We maintain high expectations while recognising that behaviour may communicate distress, pain, anxiety, sensory overload, trauma, communication difficulty, an unmet need or inaccessible provision. We seek to understand the function and context of behaviour, protect everyone from harm, teach safer alternatives and restore access to learning and relationships.

The SEND Code of Practice: 0 to 25 years, Children and Families Act 2014 and Equality Act 2010 apply throughout this policy. Decisions must be individual, proportionate and informed by each pupil's EHCP, communication profile, disability, level of understanding, risk assessment and reasonable adjustments.

What families can expect after an incident

The class teacher will share routine concerns. After a serious incident, the DSL or DDSL will call to explain what happened, how your child was supported and when you can expect an update. Where a restrictive intervention took place, section 15 explains the written information the school provides. If you are worried about an adult's conduct, contact the Headteacher. If the concern is about the Headteacher, contact the Chair of Governors.

2 School values statement

Our values describe how pupils and adults treat one another and how we respond when things become difficult. Adults model the values consistently; they are not used as a test that pupils must pass before receiving support.

Value	What it means in practice
Kind	We protect dignity, listen carefully, reduce language load, help pupils regulate and repair relationships without shame.
Curious	We look beneath behaviour, ask what the pupil may be communicating and use evidence, pupil voice and reflection to improve support.
Creative	We adapt communication, teaching, environments and routines so pupils have meaningful ways to participate, succeed and stay safe.
Collaborative	Pupils, families, class teams, therapists, leaders and professionals work together, share information and review what is having an impact.

3 Statutory framework and related policies

This policy has regard to current legislation and guidance, including:

- Education and Inspections Act 2006 and the Education Act 1996.
- Equality Act 2010, including reasonable adjustments and the Public Sector Equality Duty.
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years.
- Behaviour in Schools: advice for headteachers and school staff.
- Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026.
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, effective from 26 July 2026.
- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children 2026 and Working Together to Improve School Attendance 2026.
- Searching, Screening and Confiscation: advice for schools, and relevant data-protection requirements.

It should be read with the Safeguarding and Child Protection Policy, Pupil Attendance Policy, SEND Policy and Information Report, Equality and Accessibility arrangements, Anti-Bullying Policy, Online Safety Policy, Staff Code of Conduct, Complaints Policy, Supporting Pupils with Medical Conditions Policy, First Aid procedures and individual pupil plans and risk assessments.

4 Aims

- Create a safe, predictable and welcoming environment in which pupils belong and can learn.
- Promote communication, co-regulation, self-regulation, independence and positive relationships.
- Ensure consistent adult practice while adapting support to individual need.
- Identify and reduce triggers, barriers and unmet needs before difficulties become entrenched.
- Respond to incidents safely, proportionately and without humiliation, discrimination or avoidable restriction.
- Use recording, pupil and family voice, professional advice and review to improve provision.
- Protect pupils from informal exclusion, inappropriate curriculum restriction and unlawful restrictive practice.

5 Roles and responsibilities

Governing Body

- Approve and review the policy and assure itself that statutory, safeguarding, SEND and equality duties are met.
- Receive termly information on significant incidents, restrictive interventions, suspensions, discriminatory incidents and the impact of improvement actions.
- Ensure staff have suitable training, supervision and resources.

Headteacher and DSL Falu Mehta

- Provide strategic leadership, ensure lawful and consistent implementation, and decide any suspension or permanent exclusion.
- Ensure behaviour, attendance, safeguarding, equality and EHCP systems work together.
- Oversee serious incidents, complaints, allegations, patterns and action to reduce restrictive practice.

Deputy Headteacher and SENCO

- Lead day-to-day implementation, coaching, incident review, support planning and communication with families.
- Ensure EHCP provision, reasonable adjustments, therapy advice and accessible pupil voice inform plans and reviews.
- Escalate safeguarding concerns to the DSL or covering DDSL without delay.

Class teams therapists and other staff

- Know and implement pupils' plans, communication systems, risk controls and agreed regulation strategies.
- Model calm, respectful behaviour; notice early signs; seek help promptly; record accurately on CPOMS.
- Do not provoke, shame or threaten pupils. Give processing time and space while maintaining safety.
- Share changes in presentation, health, communication, attendance or engagement with the appropriate lead.

Pupils and parents carers

- Pupils are supported to understand expectations, communicate concerns and contribute to plans in an accessible way.
- Parents and carers share relevant information, contribute to planning and work with school to review support and safety.

6 Understanding behaviour in a specialist SEND school

The same behaviour may have different causes for different pupils. Staff consider communication, sensory input, task demand, transitions, relationships, sleep, hunger, pain, medication, medical conditions, anxiety, trauma, transport, family circumstances and whether EHCP provision is accessible and being delivered.

SEND does not make harmful behaviour acceptable and does not reduce the school's duty to protect pupils and staff. It does require the school to understand disability-related factors, make reasonable adjustments and teach skills through methods the pupil can access. Staff distinguish dysregulation from deliberate misconduct and avoid attributing all distress to autism where a medical or safeguarding explanation may be present.

7 Universal positive practice

- Warm, predictable relationships, clear routines and prepared transitions.
- Total Communication, including speech, Makaton, Widgit, visuals, Objects of Reference and AAC where identified.
- Adapted teaching, meaningful choice, processing time and achievable challenge through the appropriate curriculum pathway.
- Sensory and environmental adjustments, movement and regulation opportunities, and access to familiar adults.
- Specific praise, merits, celebration and recognition linked to effort, progress and school values.
- Zones of Regulation, ELSA, Thrive-informed interaction, therapeutic programmes and restorative support as appropriate.
- Active supervision and planned support during arrival, transitions, play, lunch, visits and departure.

8 Thrive implementation during 2026–27

During 2026–27, Phoenix Arch will implement the Thrive approach to strengthen emotional development, regulation and readiness to learn. Licensed Thrive practitioners will support assessment and targeted action planning. Staff will use Thrive-informed strategies alongside Zones of Regulation, ELSA, therapeutic advice and individual plans.

Thrive complements rather than replaces EHCP provision, specialist assessment, safeguarding action or clinical support. Information from Thrive will be used proportionately, stored securely and reviewed for impact. Families and pupils will be involved in ways appropriate to the child.

9 Individual planning pupil voice and review

A pupil whose behaviour presents a recurring or significant risk will have an individual Behaviour Support Plan and, where needed, a risk assessment and safety plan. Plans will describe strengths, communication, early signs, triggers, prevention, reasonable adjustments, successful co-regulation, responses to risk, recovery, reintegration and review arrangements.

Pupil voice may be gathered through spoken language, AAC, symbols, photographs, observation, supported choices, pupil passports or trusted-adult discussion. Parents, class staff, therapists and involved professionals contribute. Plans will align with Section F provision and EHCP outcomes and will be reviewed after significant incidents, changes in need or evidence that strategies are not working. An early Annual Review will be considered where provision or placement may require amendment.

10 Expectations recognition and consequences

Expectations are taught explicitly and adapted to pupils' communication and understanding. Pupils are supported to be safe, kind, ready to learn, respectful of bodies and belongings, and responsive to safety directions. Adults explain what to do rather than relying on abstract prohibitions.

Recognition may include specific praise, merits, certificates, responsibilities and celebration linked to individual progress and the school values. Access to essential curriculum, therapeutic provision, food, drink, toileting, communication, sensory regulation or safeguarding support will never be made conditional on behaviour.

Where a consequence is appropriate, it will be lawful, reasonable, proportionate, connected to the incident and accessible to the pupil. Staff will consider disability, communication, understanding, intent, antecedents, safeguarding and the effectiveness of previous support. Restoring safety, repairing harm and teaching an alternative are prioritised. Blanket punishments, public humiliation, forced apologies and deprivation of basic needs are prohibited.

A pupil will not be required to "owe back" dysregulation time or routinely lose all playtime. Where free time or location is temporarily adjusted for immediate safety, the pupil will receive supervised, meaningful regulation or recreation and the decision will be reviewed.

11 Responding to dysregulation and incidents

- Notice early changes in communication, affect, movement, engagement or sensory presentation.
- Reduce language and demand; use the pupil's communication system; allow processing time and appropriate space.
- Offer familiar regulation choices, environmental adjustments and a trusted adult.
- Move peers or hazards where safer than moving the dysregulated pupil and call for help early.
- Use the least restrictive response necessary. Physical intervention is a last resort unless immediate action is required to prevent harm.
- After recovery, check wellbeing and injury, restore access to learning, gather pupil voice without coercion and review what must change.

Staff will remain calm and must not deliberately provoke aggression, argue during peak dysregulation, insist that a pupil accepts an adult's version of events, or use language likely to shame or escalate. A pupil's perception may differ and should be recorded respectfully.

12 Removal from a learning space and calm areas

A pupil may be supported to move from a learning space when this is necessary to protect safety or help regulation. Where safer, peers may be moved instead. Removal must be supervised, for the shortest necessary period, matched to the pupil's plan and followed by supported reintegration. It must not become a routine substitute for adapting teaching or meeting need.

Calm and regulation spaces support pupils to regulate. Staff must supervise pupils in line with their individual plans and allow them to leave a voluntary calm space.

13 Bullying discrimination and child on child safeguarding

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another person physically or emotionally and may involve a power imbalance. Incidents involving sexualised behaviour, harmful sexual behaviour, discriminatory language, harassment, coercion, online harm or significant violence may also be safeguarding matters even if they are not repeated.

- Intervene immediately, protect those affected and provide appropriate support to every pupil involved.
- Record the facts and pupil voice on CPOMS on the same day and alert the DSL or DDSL where there is a safeguarding element.
- Consider disability, communication and understanding without minimising harm.
- Inform parents or carers unless doing so would increase risk or conflict with safeguarding advice.
- Use individual safety, supervision and separation arrangements where necessary and review their educational and emotional impact.
- Record and monitor racist, religious, sexist, homophobic, biphobic, transphobic, disability-related and other prejudice-related incidents and report them through required school and local procedures.

14 Mobile phones online behaviour searching and confiscation

Pupils should not use personal mobile phones or electronic devices during the school day unless specifically authorised as a reasonable adjustment or educational aid. Devices brought to school will normally be handed to the office and stored securely.

Any search, confiscation or examination of data will follow current statutory guidance, the Online Safety Policy, safeguarding procedures and data-protection requirements. Staff will not routinely search the entire contents of a device. Where content suggests abuse, exploitation, harmful sexual behaviour, criminality or immediate risk, the device will be secured and the DSL will determine next steps, including advice from children's social care or police. Staff must not view or copy suspected indecent images of children except as permitted by safeguarding guidance.

15 Restrictive intervention and reasonable force

Prevent and de-escalate. Use familiar adults, accessible communication and reasonable adjustments. Call for help early and move hazards or peers where safer.

Recognise restriction. Restraint limits movement and can occur without physical contact. Seclusion means keeping a pupil apart and preventing them from leaving. Appropriate contact includes accepted guidance and first aid. Force beyond appropriate contact is significant even if no injury occurs.

Intervene only when necessary. Staff and authorised adults may use reasonable force to prevent injury, an offence, property damage or a breach of good order and discipline, including off site when the pupil is under their lawful supervision. Force must never be used as punishment. Refusal or distress alone does not justify force.

Keep the pupil safe. Use the least restrictive effective response for the shortest time. Consider the pupil's needs, health and plan. Explain what is happening, protect dignity, monitor breathing, circulation and distress, and stop as soon as the intervention is no longer necessary. Pain-inducing techniques and holds that compromise the airway, breathing or circulation are prohibited. Avoid taking a pupil to the ground. Staff likely to intervene must receive training.

Plan for foreseeable risks. The Deputy Head teacher, SENCO and class team assess risk and review the pupil's plan with the pupil, family and relevant professionals, including after significant incidents. Seclusion is outside planned practice. In an emergency, use it only for immediate safety if less restrictive measures cannot manage the risk. Supervise continuously and end it as soon as the immediate risk passes.

Recording, reporting and review

- **Record** every significant use of force and every incident of seclusion or restraint on CPOMS as soon as practicable, aiming for the same day. Alert the Headteacher DSL or DDSL. Record who was involved, when and where it happened, duration, relevant pupil needs, what was tried, why intervention was necessary, any force or injury, pupil and witness accounts, and follow-up. These duties apply even where parents previously agreed to an intervention in the pupil's plan.
- **Inform parents** as soon as practicable, aiming for the same day. The DSL or DDSL calls after a serious incident. Send a written report for significant force and a copy of the written record for seclusion or restraint without significant force. If force was used to impose seclusion, include both the seclusion record and force information. If notification is likely to cause serious harm to the pupil, involve the DSL immediately and report to a parent who can safely receive the information or to the pupil's local authority if there is no such parent.
- **Review** injuries, wellbeing and support needs. Help the pupil share their account using their preferred communication. The Headteacher or delegated leader reviews the incident and agrees follow-up. The Governing Body monitors recording, reporting and action to reduce restriction.

16 Immediate risk and early collection

If a pupil is at immediate risk of harming themselves or others, call for help, maintain supervision and follow their safety plan and agreed de-escalation strategies. Arrange first aid or emergency help as needed. The DSL or DDSL contacts parents after a serious incident.

Only the Headteacher or acting Headteacher may request early collection, for example when a genuine health need requires care at home. Sending a pupil home for disciplinary reasons requires formal suspension even if a parent agrees. Record the reason, decision, parent contact and

attendance code. Repeated incidents trigger a review of the pupil's support, risk assessment and EHCP provision.

17 Suspension, permanent exclusion and off-rolling

Only the Headteacher or acting Headteacher may suspend or permanently exclude a pupil. Follow statutory procedures and consider the evidence, pupil voice, SEND, reasonable adjustments, EHCP provision, safeguarding and alternatives. Permanent exclusion is a last resort for a serious or persistent breach of the behaviour policy where the pupil's continued attendance would seriously harm their education or welfare, or that of others.

The school prohibits informal exclusion and off-rolling. It must not use routine early collection or part-time timetables to manage behaviour, pressure families to move or home educate, or remove a pupil from roll outside statutory procedures. Managed moves require genuine parental agreement.

18 Attendance part-time timetables and curriculum entitlement

Behaviour-related absence is considered alongside the Pupil Attendance Policy. A temporary part-time timetable may be used only in very exceptional circumstances, in the pupil's best interests, with parental agreement, Local Authority involvement for a pupil with an EHCP, regular review, a proposed end date and a clear plan to restore full-time education. It will not be used simply because behaviour is difficult to manage.

Safeguarding or behaviour arrangements will not move a pupil onto an inappropriate curriculum pathway or unnecessarily reduce academic challenge. Orchard, Hedgerows and Woodlands pathways are determined by learning need and reviewed through assessment and planning. Temporary safety adjustments must preserve access to suitable education, EHCP provision, communication, therapy and meaningful peer experience as far as practicable.

19 Recording communication and post incident support

Serious incidents, discriminatory incidents, safeguarding concerns, injuries and restrictive interventions are recorded promptly on CPOMS and any required health and safety system. Records are factual, distinguish observation from interpretation, use full names, include time and place, and record pupil voice and action taken. Staff do not rely on a separate informal incident book as the definitive record.

The DSL or DDSL will telephone parents or carers as soon as practicable after a serious incident, normally the same day and sooner where the situation is urgent. Where notifying a parent may put the pupil at risk, the DSL or DDSL will follow safeguarding procedures and any specific reporting duties in section 15. The caller will explain what is known, what the pupil communicated, any injury and care given, the immediate safety measures and when the family can expect an update. Protect other pupils' confidentiality. The DSL or DDSL will record the contact, or attempts to contact the family, and agree who will follow up. The telephone call is in addition to any written report or copy of the record required under section 15.

The class teacher will report routine, low-level pupil incidents to parents or carers through the agreed class communication route, normally that day where the family needs to know. Repeated incidents or a change in risk should be brought to a senior leader. Concerns about adult conduct, including low-level staff concerns, must follow section 20 and the Safeguarding and Child Protection Policy.

20 Complaints and allegations about staff

Parents and pupils may raise concerns through the school's Complaints Policy. A complaint does not prevent immediate safeguarding action. Concerns that a member of staff may have harmed a

child, behaved in a way that indicates risk, or used inappropriate force must be reported immediately to the Headteacher; concerns about the Headteacher must be reported to the Chair of Governors. Low-level concerns and allegations will follow the Safeguarding and Child Protection Policy and KCSIE 2026, including LADO referral where required.

21 Training monitoring and review

All staff receive induction and ongoing development in safeguarding, autism and neuroinclusive practice, Total Communication, regulation, behaviour support, equality and reasonable adjustments. Role-appropriate staff receive current training in restrictive intervention. During 2026–27, Thrive training and implementation will be developed and reviewed alongside existing approaches.

Leaders review incident and CPOMS information at least termly for frequency, location, time, trigger, pupil group, protected characteristic, injury, restrictive intervention, removal, suspension and repeated early collection. Analysis will identify disproportionate impact and whether EHCP provision, staffing, environment, curriculum or training requires change. The Governing Body will review implementation and impact at least annually.

Appendix A Staff response sequence

Stage	Expected practice
1 Notice	Observe communication, sensory, health and emotional signs. Check immediate safety.
2 Connect	Use the pupil's communication system, calm tone, minimal language and a familiar adult.
3 Adjust	Reduce demand, change the environment, offer regulation and allow processing time.
4 Protect	Move hazards or peers, summon help and use the least restrictive safe response. One adult stays with the pupil where safe. Another supervises peers and calls for help. The senior leader or visit lead coordinates the response.
5 Recover	Follow first-aid procedures, check wellbeing and support a gradual return to learning. Gather pupil voice when the pupil is ready, using their usual communication method.
6 Record and review	Record the incident and inform leaders in line with sections 15 and 19. The DSL or DDSL calls parents after a serious incident. The class teacher reports routine concerns. The senior leader checks follow-up and reviews the pupil's plan where needed.