



Richmond House

Social Care Services CIC

**Behaviour Management,
Positive Intervention
2026 - 2027**

Policy Statement

This policy outlines the framework for promoting positive behaviour, de-escalating challenging situations, and safeguarding all children and staff at Budleigh House. Our core philosophy is that all behaviour is a form of communication. We are committed to understanding the underlying causes of behaviour and teaching prosocial alternatives within a supportive, predictable, and nurturing environment.

This policy is written in accordance with the Children's Wellbeing and Schools Act 2026, the SEND Code of Practice (2026), Keeping Children Safe in Education (KCSIE) 2026, the Department for Education's Restrictive Interventions Guidance (April 2026), and the CQC's Right Support, Right Care, Right Culture guidance. It explicitly prohibits the use of punitive, aversive, or unlawful restraint. Our sole approach to managing risk is through the proactive, preventative, and de-escalation techniques taught in our accredited Team Teach training programme.

From February 2026, providers of services for autistic people and people with a learning disability are required to include a Positive Behaviour Support (PBS) policy and a restraint (restrictive interventions) policy. Both policies must explicitly align with the CQC's Right Support, Right Care, Right Culture guidance. This policy fulfils that requirement.

Date of Issue: 1 September 2026

Date for Review: September 2027

Lead Person: Jay Al Karaki (Behaviour Lead & SENCO)

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Reviewed on 01/09/2026 by H. Okasheh. Authorised on 01/09/2026 by J. Al Karaki

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1. Our Principles & Legal Framework

- Every child feels safe, valued, and understood.
 - **Behaviour is communication:** Challenging behaviour indicates unmet needs or a lack of skills to cope with a situation.
 - **Proactive, not reactive:** We focus on creating the conditions for success through structure, positive relationships, and skill-building.
 - **Inclusion:** We adapt our environment and practices to meet the needs of all learners, including those with SEND, SEMH needs, and other vulnerabilities.
 - **Zero Physical Restraint:** The use of restrictive physical intervention is prohibited unless there is an imminent, foreseeable, and serious danger of injury to the child or others. Any such intervention must be a last resort, conducted using approved Team Teach holds, and reported immediately.
 - **Legal Compliance:** This policy operates under the principles of the Human Rights Act (1998), Children Act (2004), Equality Act (2010), the Children's Wellbeing and Schools Act 2026, and the Department for Education's Restrictive Interventions Guidance (April 2026) which illustrates how and when school staff can use restrictive interventions including reasonable force and seclusion to keep pupils and others safe.
 - **KCSIE 2026:** The guidance requires schools and colleges to consider requests relating to social transition through a safeguarding lens and substantially strengthens its focus on child-on-child abuse, emphasising prevention, zero tolerance of harmful behaviour, and a safeguarding response for all children involved.
 - **CQC PBS Requirements:** Our Positive Behaviour Support (PBS) policy shows how we support people who may display distressed behaviours, using a proactive, person-centred approach, not reactive or punitive measures.
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2. The Positive Behaviour Support (PBS) Process

Our multi-step PBS process is the cornerstone of our behaviour support strategy, as detailed in the provided document. This is a collaborative, evidence-based cycle:

1. **Building a Behaviour Support Team:** Creating a circle of support around the child, including family, teachers, and relevant professionals.
2. **Person-Centred Planning:** Using tools like MAPS or PATH to understand the child's strengths, dreams, and goals.
3. **Functional Behavioural Assessment (FBA):** Systematically gathering data to understand the *function* (purpose) of a behaviour (e.g., to escape a demand, to gain attention, to access something).
4. **Hypothesis Development:** Forming a data-informed 'best guess' statement: *"When X happens, the child does Y to achieve Z."*
5. **Behaviour Support Plan (BSP) Development:** Creating an individualised plan with:
 - **Prevention Strategies:** Modifying the environment or routine to make triggers less likely.
 - **Replacement Skills:** Teaching the child a new, positive skill to communicate the same need (e.g., using a "break card" instead of eloping).
 - **Response Strategies:** How adults will respond to ensure challenging behaviour is not reinforced while encouraging the new skill.
6. **Monitoring Outcomes:** Regularly reviewing the BSP's effectiveness and making data-driven adjustments.

CQC expects providers to show that restrictive practices are minimised and that behaviour support is proactive, evidence-based and outcome focused. Providers should demonstrate that behaviour support improves wellbeing and that PBS approaches reduce restrictive practices and improve outcomes for individuals.

3. Team Teach: A Summary of Our Approach

All staff with direct student contact are trained to a minimum standard in Team Teach. This approach aligns perfectly with our policy and the April 2026 guidance, focusing on:

- **De-escalation:** Using verbal and non-verbal strategies to calm situations. 95% or more of all incidents should be managed without recourse to physical intervention; the de-escalation of situations is a priority.
 - **Positive Handling:** A last-resort, minimised use of *low-level holding and guiding techniques (not restraint)* to ensure safety and provide calm, physical reassurance during a crisis. These techniques are designed to *guide* and *protect*, not to restrain or punish.
 - **Documentation:** Any significant positive handling incident is recorded on a **Positive Intervention (PI) Record** (see Section 6).
 - **Depersonalisation:** Staff are trained to respond to the behaviour, not the child, and to rebuild the relationship after an incident.
 - **Training:** Team Teach refresher courses must be booked every two years.
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4. Sanctions & Logical Consequences

We avoid punitive sanctions. Instead, we use logical consequences that are:

- **Related** to the behaviour.
- **Respectful** of the child.
- **Reasonable** in duration and scale.
- **Revealing** (they help the child learn the impact of their actions).

Examples include natural restitution (e.g., helping to tidy a mess they made), loss of privilege (e.g., temporary loss of access to a preferred activity), or time spent with a trusted adult to reflect and repair.

KCSIE 2026 requires behaviour policies to include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

5. Physical Contact: Policy & Practice

Physical contact is a necessary and positive part of working with children (e.g., for comfort, praise, or to demonstrate a skill). All contact must be:

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- **Appropriate:** Necessary and proportionate.
- **Non-invasive:** Respecting the child's personal space and dignity.
- **Transparent:** Conducted in open view and never in secret.
- **Documented:** Any physical intervention beyond typical social contact that is used to manage behaviour is recorded as a Positive Intervention.

6. Recording and Reporting: PI and Sanctions Records

- **Positive Intervention (PI) Record:** This form is completed for any significant incident involving positive handling or physical guidance as per Team Teach. It details the context, actions taken, de-escalation strategies attempted, and the outcome. It is signed by the staff member and a senior leader, and a copy is shared with parents/carers within 24 hours.
- **Sanctions Record:** A log is maintained of significant behavioural incidents and the logical consequences applied. This helps identify patterns and inform the FBA process.
- **Behaviour Support Plans (BSPs):** Individual plans are living documents stored securely and shared with the child's support team.
- **CQC Requirements:** CQC expects to see evidence of:
 - De-briefing for staff and the person involved
 - Incident reporting and analysis
 - How care plans are updated
 - How restraint incidents are audited and reviewed
 - Details of internal incident reporting systems
 - How and what is reported to senior leadership and external bodies such as CQC

7. Student Code of Conduct

Our simple code, co-created with students, is built on three core expectations:

1. **Be Ready:** To learn, to listen, to try your best.
2. **Be Respectful:** Of yourself, others, and our environment.
3. **Be Safe:** In your actions, words, and choices.

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These are explicitly taught, modelled by all staff, and reinforced positively through praise and rewards.

The Children's Wellbeing and Schools Act 2026 mandates that all state-funded schools create a completely phone-free environment during school hours (Section 36, coming into force June 2026).

8. Roles and Responsibilities

- **Senior Team:** Ensure the policy is implemented and reviewed.
- **Registered Manager (Hala Okasheh):** Ultimate responsibility for implementation and oversight.
- **SENCO/Behaviour Lead (Jay Al Karaki):** Leads the PBS process, manages BSPs, analyses data, and oversees staff training.
- **All Staff:** Model positive behaviour, implement strategies consistently, complete accurate records, and engage in ongoing training.
- **Parents/Carers:** Work in partnership with the school, share information, and support strategies at home.

CQC expects to see evidence of:

- Mandatory training in de-escalation and safe restraint techniques
- Ongoing supervision and refresher training

9. Monitoring, Evaluation, and Links to Other Policies

This policy will be reviewed annually. Its effectiveness will be monitored through:

- Analysis of behaviour logs, PI records, and attendance data.
- Pupil and parent surveys.
- Staff feedback and training evaluations.
- Data collection on behaviours and interventions
- Evidence used to refine support strategies

Ofsted's renewed education inspection framework (from November 2025) evaluates a school's approach to behaviour during school inspections. Attendance and Behaviour is one of the key areas of focus in the framework.

This policy links directly to our:

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- Safeguarding & Child Protection Policy
 - SEND Policy
 - Anti-Bullying Policy
 - Equality, Diversity and Inclusion Policy
 - Teaching and Learning Policy
 - Restraint (Restrictive Interventions) Policy
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Appendices

Appendix A:

Positive Intervention (PI) Record Form

Budleigh House – Positive Intervention (PI) Record

This form must be completed for any significant positive handling incident and submitted to Jay Al Karaki within 2 hours of the incident. A copy must be shared with parents/carers within 24 hours.

Section 1: Child & Incident Details	
Child's Name:	Date of Birth:
Date of Incident:	Time of Incident:
Location of Incident:	
Staff Members Involved:	Witnesses (if any):
Section 2: Narrative of Incident	
a) Context: What was happening immediately before the incident? (Activity, demand, social context)	
b) Behaviour: Describe the specific behaviours of concern. (What did the child actually do/say?)	
c) De-escalation Attempted: What strategies were used to de-escalate the situation <i>before</i> any physical intervention? (e.g., calm voice, choices, reduced demand, offer of break space)	
d) Positive Intervention Used: Why was it necessary? Describe the minimum physical intervention used, citing the Team Teach technique. (e.g., "Open palm guide to elbow to escort from room", "Non-restrictive standing block")	
e) Outcome: How did the incident conclude? How was the child supported afterwards? (e.g., child calmed, used a regulation strategy, relationship repaired)	
Section 3: Follow-Up Actions	
Parent/Carer Informed:	Time/Date: Method:
Injury to Child/Staff?	(If yes, complete an accident form immediately)
Referred to Senior Leader?	Yes / No
Link to Behaviour Support Plan?	Yes / No

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Section 4: Signatures
I confirm that this record is a true and accurate account of the incident.
Staff Member: _____ Print Name: _____ Date: _____
Reviewed by (Senior Leader): _____ Print Name: _____ Date: _____
Parent/Carer acknowledgement received: Yes / No

Appendix B:

Sanctions Log Example

Budleigh House – Behaviour & Sanctions Log (Example Page)

This log is used to track significant behavioural incidents and the logical consequences applied. It helps identify patterns for further support.

Date	Student	Time	Behaviour Description	Function (if known)	Logical Consequence Applied	Staff Initials	Follow-Up Required?
02/09/26	C. Howard	13:45	Shouted at a peer, slammed the remote on the floor after losing a game.	Escape demand (losing), gain sensory output.	Time with an adult to calm. Later, a discussion on winning/losing & an apology to a peer.	JA	No - BSP in place, incident logged on PI form.
02/09/26	A. Smith	10:30	Repeatedly called out during the phonics session.	Gain adult attention.	Non-verbal reminder. Later, practice of "raise hand" skill in a small group.	SP	No - responded well to the reminder.
05/09/26	L. Jones	11:15	Refused to transition from outdoor play. Stood by the gate.	Escape transition, continue preferred activity.	Used visual timer & first/then board. Offered to be the "line leader" back to class.	MK	Yes - add transition strategy to pupil profile.

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Appendix C:
Behaviour Support Plan (BSP)
Budleigh House – Behaviour Support Plan (BSP)

Student Name: _____ **Date of Birth:** _____

Plan Start Date: _____ **Review Date:** _____

Lead Professional: _____ **BSP Version:** _____

Section 1: Hypothesis Statement	
<i>"When [trigger]... the student does [behaviour]... to [get/escape]... [function]."</i>	
<i>Example: "When faced with an unexpected change to his routine, Caleb shouts and absconds from the room to escape the anxiety and demands of the situation."</i>	
Section 2: Prevention Strategies (Make it less likely to happen)	
•	
•	
•	
Section 3: Replacement Skills (What to teach instead)	
Skill:	How it will be taught:
e.g., "Use a 'break' card"	e.g., "Modelled and practised during calm times. Prompted at the first sign of anxiety."
Section 4: Response Strategies (How we will respond)	
For Replacement Skill:	For Challenging Behaviour:
e.g., "Honour the break card immediately. Provide specific praise."	e.g., "Use minimal language. Guide to break space using the agreed Team Teach method. Ensure safety. Process when calm."
Section 5: Long-Term Goal & Success Criteria	
Goal:	
Success Criteria (How we will measure it):	
•	
•	
Section 6: Signatures (We have contributed to/agree with this plan)	
Staff: _____ Parent/Carer: _____ Student: _____	
Date: _____	

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Next Review Date: 1 September 2027 (or sooner if statutory guidance changes)

Summary of Key Legislative and Guidance Updates (2026–2027)

Guidance / Legislation	Key Changes
Children's Wellbeing and Schools Act 2026	Royal Assent 29 April 2026; Section 36 mandates phone-free environments in all state-funded schools from June 2026; new regulation-making powers allow academy trusts to direct pupils off-site for behavioural reasons
Keeping Children Safe in Education (KCSIE) 2026	Comes into force 1 September 2026; Annex A withdrawn; strengthened focus on child-on-child abuse, zero tolerance of harmful behaviour; behaviour policies must include measures to prevent cyberbullying and prejudice-based bullying
DfE Restrictive Interventions Guidance	Effective April 2026, replacing 2013 guidance; illustrates how and when school staff can use restrictive interventions including reasonable force and seclusion
CQC Positive Behaviour Support (PBS) Policy Requirement	From February 2026, providers of services for autistic people and people with a learning disability must include a PBS policy and a restraint policy; both must align with Right Support, Right Care, Right Culture
CQC Restraint Policy Requirements	Restraint must be lawful, ethical, and in the best interests of the person; restraint should only ever be used as a last resort; policy must show commitment to least restrictive practice
Working Together to Safeguard Children 2026	Updated 18 March 2026; much stronger emphasis on practice and not just policy; stronger emphasis on anti-racist, anti-discriminatory and culturally informed practice
Ofsted Education Inspection Framework	Renewed framework from November 2025; Attendance and Behaviour is a key focus area

This Behaviour Management, Positive Intervention, and Safeguarding Policy should be read in conjunction with Richmond House's Safeguarding & Child Protection Policy, SEND Policy, Anti-Bullying Policy, Equality, Diversity and Inclusion Policy, Teaching and Learning Policy, and Restraint (Restrictive Interventions) Policy.

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