Castle School
Together We Learn

Positive Support and Behaviour Policy

September 2026 Onwards

This policy is Castle School's statutory behaviour policy. It explains how we teach, encourage and support behaviour, how we respond when behaviour places learning or safety at risk, and how we make reasonable adjustments for individual pupils. It should be read alongside the separate Reducing the Need for Restrictive Interventions and Use of Reasonable Force Policy.

Be Confident | Be Kind | Be Creative

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1 Policy purpose and status

Castle School aims to provide a calm, safe and supportive learning environment in which every pupil is treated with dignity and can participate, communicate, learn and develop as independently as possible. This policy sets the expectations, systems and support that make this possible across the school day, all school sites, transport arrangements for which the school is responsible, educational visits and other activities where staff have lawful charge of pupils.

The Headteacher determines the school's behaviour measures in accordance with the governing body's statement of behaviour principles. The policy is publicised in writing to staff, pupils and parents at least once each year and is published on the school website. The policy applies in a developmentally appropriate way to pupils aged 2 to 19, including pupils who communicate without speech and pupils whose cognition, sensory processing, health or emotional regulation affects how they understand and respond to the environment.

The policy is designed to keep pupils and staff safe. Positive support does not require any pupil, member of staff or other person to tolerate violence, abuse, intimidation or unreasonable risk. Staff are expected to respond professionally, seek help early and use the least restrictive safe response available.

2 Castle School context and principles

Castle School is a maintained community special school for pupils aged 2 to 19 with severe and profound learning disabilities, autism, complex health needs and associated communication, sensory and physical needs. Our motto is

'Together We Learn'

and our values are

Be Confident

Be Kind

Be Creative.

These values guide the behaviour we teach and model, but the way each pupil demonstrates them will reflect their developmental level, communication and individual needs.

Our approach is informed by Cambridgeshire Therapeutic Thinking, positive support, co-regulation and relational practice. We understand that behaviour communicates need, emotion, experience or intent. Understanding communication does not mean that harmful behaviour is accepted. It means that adults respond to the immediate safety issue and then seek to understand and address the cause.

- ✓ Every pupil has the right to dignity, safety, education and support that reflects their needs.
- ✓ Behaviour is understood in context, including communication, pain, health, sensory processing, trauma, anxiety, cognition and previous experience.
- ✓ Adults create predictable environments, teach expectations explicitly and model the behaviour they expect.
- ✓ Prevention, early support and de-escalation take priority.
- ✓ Reasonable adjustments are planned proactively and do not depend on a pupil first experiencing failure or distress.
- ✓ Responses are fair and consistent in principle, while being appropriately differentiated for individual need.

- ✓ Consequences are educational or protective. They are not designed to shame, frighten or humiliate.
- ✓ Restrictive intervention is governed by the separate policy and is never used as punishment or simply to secure compliance.
- ✓ The school learns from incidents and uses evidence to improve environments, staffing, plans and practice.

3 Legal and policy framework

This policy reflects the school's duties under education, equality, safeguarding, health and safety and human rights law. The main legislation and guidance are listed in Appendix 3.

In particular, Castle School will:

- ✓ determine and publish measures that encourage good behaviour and respect, secure acceptable standards of conduct, prevent bullying and regulate pupil conduct
- ✓ make reasonable adjustments for disabled pupils and have due regard to the public sector equality duty
- ✓ use its best endeavours to secure special educational provision and ensure the provision in each Education Health and Care Plan is delivered
- ✓ protect pupils from harm and respond to behaviour that may indicate abuse, neglect, exploitation, pain or unmet need
- ✓ protect the health, safety and welfare of pupils and employees so far as is reasonably practicable
- ✓ record, report and review restrictive interventions in accordance with the separate Castle policy and the statutory requirements effective from 1 April 2026

Where legal duties pull in different directions, leaders will consider the individual facts, the pupil's welfare and rights, the safety and rights of others, available adjustments and the least restrictive effective course of action. Legal advice will be sought where necessary.

4 Language and definitions

Term	Meaning at Castle School
Pro social behaviour	Behaviour that is positive, helpful and intended to support participation, wellbeing, learning or the rights of others. What this looks like will be taught and differentiated for each pupil.
Detrimental behaviour	Behaviour that has a negative effect on the pupil or others. Therapeutic Thinking distinguishes difficult behaviour, which does not create a predictable risk of harm, from dangerous behaviour, which creates a foreseeable risk of injury, serious property damage or an offence.
Positive support	The proactive and responsive support used to improve quality of life, communication, participation and safety while reducing the need for restrictive practice.
Co regulation	An adult helping a pupil to regulate through a safe relationship, attuned communication, environmental adjustment and shared calming strategies.
Reasonable adjustment	A change to policy, practice, communication, environment or support that avoids substantial disadvantage for a disabled pupil.
Educational consequence	A response designed to teach, practise, repair or build a skill that will help the pupil in future.
Protective consequence	A proportionate limit or change that reduces an identified risk while support and teaching take place. It is reviewed and removed or reduced when no longer necessary.
Restrictive intervention	An action intended to prevent, restrict or subdue movement of a pupil's body or part of the body. This is governed by the separate restrictive intervention policy.

The school avoids labels such as naughty, manipulative, attention seeking or challenging when they obscure what happened or why. Records use factual descriptions of observable behaviour, context, risk, adult response and impact.

5 Roles and responsibilities

Role	Key responsibilities
Governing Body	Sets the statement of behaviour principles, approves and reviews the policy, assures itself that statutory duties are met, considers themes and equality information, and supports leaders to maintain safe staffing, training and systems.
Headteacher	Determines the school's behaviour measures, ensures the policy is implemented, provides resources and training, makes decisions on suspension and permanent exclusion, and reports assurance information to governors.
Assistant Headteacher Positive Support	Leads implementation, staff coaching, quality assurance, individual planning, incident review, training records and analysis of behaviour and restrictive intervention data.
Designated Safeguarding Lead and deputies	Ensure behaviour that may indicate abuse, neglect, exploitation or harm receives a safeguarding response and that allegations or concerns about adult practice follow safeguarding procedures.
Senior and pathway leaders	Model the approach, support dynamic decision making, review plans and practice, provide visible help after serious incidents and ensure learning is acted upon.
Teachers and class teams	Know each pupil's communication and support plans, teach expectations, make reasonable adjustments, record relevant information, involve families and review support through assess plan do review.
All staff and volunteers	Follow the policy and Staff Code of Conduct, use calm and respectful practice, seek support early, report concerns and complete required records. Adults must not improvise punitive or humiliating responses.

Role	Key responsibilities
Pupils	Are supported to understand expectations, communicate needs, contribute to plans and reflection, and repair harm in ways that are meaningful and developmentally appropriate.
Parents and carers	Share relevant information, contribute to planning and review, reinforce agreed approaches where appropriate and raise concerns promptly so they can be addressed.

6 Behaviour expectation and curriculum

Castle teaches behaviour as part of learning. Expectations are made concrete, accessible and relevant to each pathway. Adults do not assume that a pupil understands a general rule, spoken instruction or social consequence. Teaching may include modelling, repetition, visual structure, objects of reference, symbols, stories, rehearsal, co-regulation and supported reflection.

Castle value	Examples of what may be taught
Be Confident	Communicate a choice or need, try a new activity, ask for help, use a regulation strategy, move safely and take increasing responsibility.
Be Kind	Notice others, use safe hands and bodies, respect personal space, share or wait with support, repair harm and seek help when someone is unsafe.
Be Creative	Explore, play, solve problems, express ideas and emotions, use communication in different ways and find safe alternatives when something is difficult.

Core routines are explicitly taught and revisited, including arrival, transitions, learning spaces, shared areas, mealtimes, personal care, transport, community visits and online activity. The expectation is consistent safety and respect, while the prompt, pace, sensory demand, communication method and level of adult support are adjusted for the pupil.

Adults notice and reinforce progress using approaches that are meaningful to the pupil. Praise and rewards are sincere, proportionate and never made conditional on tolerating pain, distress or an inaccessible demand.

7 Prevention and positive support

The most effective behaviour support happens before distress escalates. Class teams plan from a whole-person understanding of the pupil and consider the interaction between the pupil, adults, activity and environment.

- ✓ Communication is available throughout the day, including augmentative and alternative communication, symbols, signing, objects, technology and sufficient processing time.
- ✓ Health and pain are considered whenever behaviour changes, including constipation, menstruation, infection, dental pain, seizures, fatigue, medication effects, hunger and sleep.
- ✓ Sensory needs are understood and environmental demands are adjusted, including noise, light, crowding, temperature, touch and movement.
- ✓ Routines are predictable but flexible enough to respond to the pupil's state and needs.
- ✓ Pupils have meaningful choices, access to preferred activity and planned opportunities for movement, rest and regulation.
- ✓ Staff use calm body language, an appropriate tone, minimal language when needed and enough time for the pupil to process and respond.
- ✓ Relationships are consistent and professional. Staff matching may be used when evidence shows that a particular approach reduces risk, without creating inappropriate dependence on one adult.
- ✓ Changes, transitions, staffing and unfamiliar events are prepared for in accessible ways.

If distress begins to increase, staff reduce demands and stimuli where safe, acknowledge communication, offer space or a familiar strategy, avoid crowding, summon support early and protect other pupils. Staff do not continue an approach simply because it is written in a plan if the current evidence shows that it is escalating risk.

8 Graduated support and individual planning

Castle uses a graduated assess plan do review approach. Universal support is available to all pupils. Targeted support is added when patterns emerge. Specialist support is used where behaviour is frequent, persistent, dangerous, associated with significant distress or likely to require restrictive intervention.

Level	Typical provision
Universal	Accessible routines, communication support, positive relationships, explicit teaching, sensory aware environments, staff induction and ordinary classroom recording. Regulation support detailed within Individual Digital Passport.
Targeted	Focused observation and analysis, family consultation, health checks, adapted teaching, additional regulation support, time limited intervention and closer review. Regulation support detailed within Individual Digital Passport.
Specialist	Multi professional assessment, functional and anxiety analysis, formal risk assessment, Positive Support or Risk Reduction Plan detailed within Individual Digital Passport, specified staff training and senior oversight.

The Digital Passport is Castle's main accessible record of how to support the pupil. Where risk is higher, it is supported by additions to the relevant Positive Support Plan, Risk Reduction Plan, medical plan, moving and handling plan or other specialist assessment . Plans identify what adults should do, not simply what the pupil should stop doing.

Pupils, parents, therapists, health professionals and other relevant partners are involved in planning as far as possible. A plan is reviewed at the interval specified in the document and sooner after a significant incident, material change, repeated use of a strategy, injury, concern from the pupil or family, or evidence that the plan is not working.

9 Responding to behaviour

Staff respond to the facts in front of them and consider safety, communication, intent, need and the pupil's current capacity. The first response is to stabilise the situation, reduce risk and preserve dignity. Detailed investigation or teaching normally takes place after the pupil and adults are regulated.

1. **Notice the change and consider possible communication, pain, sensory, emotional, social or environmental causes.**
2. **Use the pupil's known communication and early support strategies, reducing language and demand where appropriate.**
3. **Make the environment safer by moving hazards, creating space and supporting other pupils to move away.**
4. **Seek additional help early and follow the pupil's plan where it remains safe and effective.**
5. **Use the least restrictive response that can achieve safety. Any restrictive intervention must follow the separate policy.**
6. **Provide first aid, medical assessment, safeguarding action and emotional support where required.**
7. **Record, communicate, review and update support in proportion to the seriousness and pattern of the incident.**

Deliberate misconduct and dysregulated behaviour may require different responses, but this distinction is not always immediately clear. Staff must avoid assuming intent. Where a pupil can understand and control their actions, clear boundaries and proportionate consequences remain appropriate. Where behaviour is substantially affected by disability or distress, support and reasonable adjustment will usually be central to the response.

10 Protective and educational consequences

Castle uses consequences to teach and to protect. A consequence must relate to the behaviour or risk, be explained in an accessible way, take account of SEND and equality duties, and be reviewed. It must never involve corporal punishment, deprivation of food or drink, humiliation, threats, intentional pain, forced apology, blanket loss of regulation support or an inaccessible task.

Type	Purpose and examples
Educational consequence	Practising a safer communication, supported repair, restoring an area, learning a missing routine, reflecting through symbols or another accessible method, or re-entering an activity with extra teaching and support.
Protective consequence	Temporarily increasing supervision, changing access to a risky item or environment, separating particular activities, changing staffing or adapting a timetable while risk is assessed and reduced.
Disciplinary sanction	A lawful and proportionate response to misconduct where the pupil could reasonably understand the expectation. Any sanction is adjusted to the pupil's age, development, SEND and circumstances and followed by support for successful re-engagement.

Protective consequences can limit freedom and therefore require clear justification. They must be the least restrictive effective measure, recorded in relevant planning when ongoing, reviewed frequently and ended when the risk no longer justifies them.

Repair is encouraged but never coerced. Staff may support a pupil to reconnect, replace or tidy an item, communicate concern, practise a safer action or take part in a restorative conversation. The form of repair must be meaningful and accessible to the pupil.

11 Bullying discrimination and child on child abuse

Bullying, prejudice, discriminatory language, sexual harassment, sexual violence, abuse, intimidation and harmful online behaviour are not accepted. Staff respond promptly, protect the pupil who may have been harmed, record the concern and consider whether the behaviour meets the threshold for a safeguarding response.

SEND can affect how a pupil communicates an experience, recognises boundaries or understands another person's behaviour. It must not lead adults to minimise harm or describe abuse as an inevitable feature of special education. Equally, responses to a pupil who has caused harm must remain developmentally appropriate and consider their needs, understanding and vulnerability.

- → The Designated Safeguarding Lead is consulted where there is any concern about abuse, exploitation, sexual behaviour, coercion or significant harm.
- → Risk assessments and support plans are used to protect all pupils, including pupils who may have caused harm.
- → Parents are informed where appropriate and in line with safeguarding advice.
- → Victim and alleged perpetrator are not automatically brought together for restorative work.
- → Patterns relating to protected characteristics, particular environments or groups are reviewed by leaders and governors.

12 Serious incidents safeguarding and external agencies

A serious incident may include significant violence, a weapon, serious damage, a credible threat, a missing pupil, harmful sexual behaviour, suspected crime, a medical emergency or any event creating a substantial risk of harm. The immediate priorities are life, safety, first aid, medical assistance, supervision and safeguarding.

Staff are not expected to place themselves at risk of serious harm. Depending on the circumstances, the safest professional response may be to remove other pupils, withdraw to a safer position, summon trained colleagues, call emergency services or contact the police. The decision to involve police takes account of the nature and seriousness of the incident, immediate risk, the pupil's age and SEND, and safeguarding advice. A police response is not used as a routine behaviour sanction.

Any concern that a member of staff has behaved in a way that may have harmed a child, committed an offence, posed a risk of harm or indicated they may not be suitable to work with children is managed under Keeping Children Safe in Education and the school's managing allegations procedures. Low level concerns are reported and managed under the Staff Code of Conduct. Staff may use whistleblowing arrangements where necessary.

13 Searches banned items and mobile phones

Searching, screening and confiscation are carried out only by staff with the relevant authority and in accordance with current DfE guidance, safeguarding practice and the pupil's communication, SEND and vulnerability. The Headteacher and authorised staff may search for statutory prohibited items. Any use of reasonable force in a search is governed by the separate restrictive intervention policy and is permitted only for items for which the law allows force to be used.

Items that create a safety or safeguarding risk, are unlawful, are reasonably suspected to have been used to commit an offence or are specifically prohibited by the school may be confiscated in accordance with the school's searching and confiscation arrangements. Parents and police are involved where required.

Personal mobile phones and connected devices are not used by pupils during the school day unless their use is explicitly agreed for communication, accessibility, medical, travel training, educational or other individual reasons. Agreed use is recorded in the pupil's plan. The school may require a device to be stored securely when it is not being used for the agreed purpose. Staff use of personal devices is governed by the Staff Code of Conduct and safeguarding procedures.

14 Removal separation and regulation spaces

Castle distinguishes between removal for disciplinary reasons, supportive separation and seclusion. These terms must not be used interchangeably.

Arrangement	Castle requirement
Voluntary regulation space	A pupil chooses or accepts support to use a quieter place and remains free to leave. The space is supervised in line with need and forms part of positive support, not punishment.
Supportive separation	A pupil is supported away from a situation to reduce demand, stimulation or risk. If the pupil is prevented from leaving, the arrangement becomes restraint or seclusion and the restrictive intervention policy applies.
Removal	A disciplinary measure requiring a pupil to spend limited time away from the classroom in a supervised setting where education continues. It is used only when developmentally appropriate, lawful, proportionate and consistent with reasonable adjustments.
Seclusion	A non-disciplinary safety intervention in which a pupil is kept apart and prevented from leaving. It is not routine behaviour management and is governed by the separate restrictive intervention policy, including statutory recording and parental reporting.

A pupil is never locked alone in a room. Regulation areas are not withdrawn as punishment. Any repeated reliance on separation triggers review of the environment, curriculum, staffing, health and individual plan.

15 Behaviour beyond the school site and online

The policy applies on educational visits, work related learning, community activities, school arranged transport where staff have charge of pupils and any other school organised activity. Staff plan communication, staffing, medical and sensory support before the activity and complete proportionate risk assessments.

The school may respond to behaviour outside school, including online behaviour, where the pupil is identifiable as a Castle pupil, the behaviour affects the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the school's reputation, or raises safeguarding concerns. The response will consider the school's lawful authority, the pupil's needs and whether another agency has primary responsibility.

16 Suspension and permanent exclusion

Suspension and permanent exclusion are used only in accordance with current statutory guidance. The Headteacher makes the decision and considers the individual facts, the governing body's principles, safeguarding, SEND, reasonable adjustments, unmet need, the provision in the Education Health and Care Plan and whether additional support or alternative action is appropriate.

Permanent exclusion is a last resort and may be considered only in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others. The school records its reasoning and follows all notification, review and reintegration requirements.

The school does not use informal or unofficial exclusions. A pupil must not be sent home to manage behaviour unless a lawful suspension has been issued or the departure is for another lawful reason such as illness, with accurate attendance coding and safeguarding arrangements.

17 Working with pupils and families

Pupil voice is sought in the communication mode that works for the individual. This may include direct conversation, observation, symbols, photographs, objects, communication aids, advocacy, family interpretation of established communication or evidence of assent and dissent. A pupil's behaviour itself may provide important information, but adults should not treat interpretation as a substitute for communication where a more direct method is available.

Parents are partners in understanding patterns, health, communication and effective support. The school shares the policy, involves parents in individual planning and tells them about significant incidents in a timely and accessible way. Agreement with a plan does not remove the school's duty to review practice or to record and report restrictive interventions.

Where views differ, the school explains the evidence, legal duties and safety considerations, listens to the family's experience and records the agreed actions and any outstanding disagreement. Complaints are considered under the school's complaints procedure. Safeguarding information may be shared without consent where necessary and lawful.

18 Staff induction training and wellbeing

All staff receive induction and continuing development appropriate to their role. This includes Therapeutic Thinking relational practice, the Positive Support and Behaviour Policy, the Staff Code of Conduct, safeguarding, communication, autism and learning disability, health and pain, co-regulation, de-escalation, reasonable adjustments, incident recording and how to summon help. Staff whose role makes restrictive intervention foreseeable receive Therapeutic Thinking Principles of Restrictive Intervention training as specified in the separate policy.

Leaders provide coaching, supervision and timely support after serious incidents. Staff injuries are assessed and recorded under health and safety procedures. Wellbeing support does not replace a proper review of the incident or any safeguarding, conduct or capability process that is required.

Staff are expected to reflect honestly and participate in learning reviews. A supportive culture does not mean unsafe or inappropriate practice is overlooked. Concerns about practice must be raised through line management, safeguarding, low level concern or whistleblowing routes as appropriate.

19 Recording information sharing and review

Recording is proportionate to the seriousness, frequency and risk of the behaviour. Routine learning information may be recorded through the pupil's usual assessment and communication systems. Restrictive interventions are recorded on Arbor. Injuries, safeguarding concerns and other incidents are recorded through the relevant school system and procedure.

- ✓ Records distinguish observation from interpretation and describe what happened before, during and after the incident.
- ✓ The pupil's communication, needs and relevant context are included.
- ✓ The adult response, outcome, injury, first aid, medical action and follow-up are recorded where relevant.
- ✓ Information is shared only with people who need it for safeguarding, support, accountability or legal duties.
- ✓ Patterns are reviewed through assess plan do review and used to change provision where needed.
- ✓ Records are retained securely in accordance with the school's retention schedule and data protection duties.

A separate statutory procedure applies to significant uses of force and every seclusion or restraint incident. Staff must follow the Reducing the Need for Restrictive Interventions and Use of Reasonable Force Policy and complete the required record as soon as practicable, with an endeavour to do so on the same day.

20 Monitoring governance and policy review

The Assistant Headteacher (Positive Support) monitors implementation and reports to the Headteacher. Leaders review patterns by pupil, provision, time, location, activity, type of behaviour, injury, protected characteristic and SEND where the data is reliable and the group size permits responsible interpretation. Small numbers are treated with care and reports to governors are anonymised unless a lawful and necessary reason requires otherwise.

The Governing Body receives assurance about implementation, staff training, serious incidents, suspensions and exclusions, bullying, safeguarding links and restrictive intervention. It challenges repeated or disproportionate patterns and assures itself that leaders have acted on learning.

The policy is reviewed annually and sooner following a change in law or guidance, a serious incident, a safeguarding review, evidence of ineffective or disproportionate practice, or a material change in the school's provision. Consultation includes staff, parents and pupils in accessible ways.

Appendix 1 Positive support response sequence

Stage	Adult action	Evidence and follow up
Prevent	Create accessible communication, predictable routines, suitable sensory conditions, meaningful activity and positive relationships.	Digital Passport, curriculum planning, environment checks and staff induction.
Notice	Recognise early changes in communication, health, regulation or engagement and consider the likely cause.	Observation, pupil communication, family information and health review.
Support	Use known co-regulation and de-escalation strategies, reduce demand or stimulation and offer time, space and choice.	Follow and test the plan. Record useful learning.
Protect	Make the environment safe, summon help, move others and use the least restrictive effective response.	Risk assessment and, if any restrictive intervention occurs, the separate statutory procedure.
Recover	Provide medical and emotional support, restore calm and avoid immediate pressured questioning.	First aid, injury record, safeguarding action and wellbeing support.
Learn	Obtain separate reflections, involve the pupil and family, identify what changed the risk and update support.	Assess plan do review, leadership oversight and governance monitoring.

Appendix 2 Minimum content of individual plans

- ✓ The pupil's preferred communication and how they show assent, dissent, pain, anxiety and need for a break.
- ✓ Strengths, interests, relationships and activities that support wellbeing and participation.
- ✓ Relevant diagnoses, health conditions, medication, sensory and physical needs and specialist advice.
- ✓ Known triggers, setting events and early indicators of dysregulation or escalating risk.
- ✓ Proactive adjustments and teaching, including what adults should do consistently.
- ✓ Strategies that help, strategies that have not helped and approaches that may increase risk.
- ✓ Clear description of difficult and dangerous behaviours using observable language.
- ✓ Risk to the pupil, peers, staff, property and access to education, with frequency and severity where known.
- ✓ Protective and educational consequences, including the reason, review date and criteria for reducing restrictions.
- ✓ How to summon help, staff matching and any training or medical advice required.
- ✓ If restrictive intervention is foreseeable, the planned thresholds and approaches required by the separate policy.
- ✓ Pupil and parent contributions, professional involvement, review date and evidence of assess plan do review.

Appendix 3 Related policies and guidance

Castle School documents

- ✓ Reducing the Need for Restrictive Interventions and Use of Reasonable Force Policy
- ✓ Child Protection and Safeguarding Policy
- ✓ Staff Code of Conduct
- ✓ SEND Policy and Accessibility Plan
- ✓ Health and Safety Policy
- ✓ First Aid and Supporting Pupils with Medical Conditions procedures
- ✓ Anti Bullying arrangements
- ✓ Searching Screening and Confiscation arrangements
- ✓ Suspension and Permanent Exclusion procedures
- ✓ Complaints Policy and Whistleblowing Policy
- ✓ Online Safety and Acceptable Use policies
- ✓ Educational Visits Policy

Legislation and national guidance

- ✓ Education and Inspections Act 2006 including sections 88 to 93A
- ✓ Equality Act 2010
- ✓ Children and Families Act 2014 and SEND Code of Practice 0 to 25 years
- ✓ Human Rights Act 1998
- ✓ Health and Safety at Work etc Act 1974
- ✓ School Information England Regulations 2008
- ✓ DfE Behaviour in Schools advice for headteachers and school staff 2024
- ✓ DfE Keeping Children Safe in Education 2026
- ✓ DfE Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England current statutory guidance
- ✓ DfE Searching Screening and Confiscation current guidance
- ✓ DfE Restrictive interventions including use of reasonable force in schools effective from 1 April 2026
- ✓ Schools Recording and Reporting of Seclusion and Restraint No 2 England Regulations 2025

- ✓ DfE and DHSC Reducing the Need for Restraint and Restrictive Intervention current guidance