



Positive Behaviour Policy

Our Vision:

Achievement, Belonging, Celebration: valuing every child through fostering independence, inclusion, trust and support.

Our Mission

Supporting our learners to develop holistic skills for life.

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Contents	
Our Vision	2
Our Aims	2
Behaviour Principles Adopted by School Governors	2
Behaviour for Learning	3
Our Approach	3
Levels of Support	4
Universal Support Strategies	5
Understanding Behaviours that Challenge	6
Step-by-Step Behaviour Support	7
Targeted and Intensive Support Strategies	8
Physical Contact	9
Positive Behaviour Support Team	9
Placement Maintenance	10
Positive Handling and Restrictive Intervention	11
Training and Staff Responsibilities	12
Continuum of Physical Contact and Intervention	13
Principles of Restrictive Intervention	14
Use of Reasonable Force	14
Following Restrictive Intervention	14
Monitoring, Evaluation and Review	15
Appendix 1: Positive Behaviour Support Statement	16
References	16

Our Vision:

Achievement, belonging and celebration: *valuing every child through fostering independence, inclusion, trust, respect and support.*

Achievement: Learners receive the challenge, care and support needed to achieve their potential.

Belonging: We seek to challenge mindsets and help our learners to have a true sense of belonging in their school and wider community.

Celebration: We celebrate our learners' successes every step of the way.

Our Aims:

New Siblands aims to equip our learners with the skills they need for each stage of their life. These may be academic, social, physical, moral or spiritual. Learners will be supported to communicate, work with others, manage emotions, maintain relationships, and to be as independent as possible. We also prioritise good mental health and wellbeing, so learners have opportunities to engage in activities that will develop their self-esteem and confidence, and support them to feel part of the wider community they belong to.

In order to achieve these aims the school is committed to:

- Providing a broad, balanced, relevant and flexible curriculum
- Implementing the curriculum in a way that motivates, engages and inspires a love of learning
- Providing learning opportunities, and experiences outside of the classroom
- Ensuring meaningful inclusion is a reality through working in partnership with parents, carers and professionals to secure the best support for each pupil

All pupils who attend New Siblands School have an Education, Health and Care Plan due to their complex communication, learning and sensory needs. As a result, some pupils may experience dysregulation or present with behaviours that challenge during a typical school day. This policy therefore seeks to provide staff and other key stakeholders with clear guidelines for positive behaviour support.

Behaviour Principles Adopted by School Governors:

- Pupils and staff have a right to feel safe, to be valued and to be listened to.
- Behaviour is a means of communication – we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems.
- Our learners want to do well and experience success.
- With the right support and intervention, learners can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process, and we recognise that all of our learners are at different stages of the developmental process.

- Teachers and class teams should be supported to develop an understanding of the factors that contribute to dysregulation and how these may influence behaviour.
- Staff work collaboratively with learners, parents/carers and other professionals to develop strategies that support self-regulation, wellbeing and positive outcomes.
- Staff share a collective responsibility for promoting positive behaviour and wellbeing across the school. Good communication regarding the appropriate and necessary approaches to behaviour management is essential.
- Strong relationships across the school lead to mutual respect and encourage positive behaviour
- We need to promote the welfare and wellbeing of all within the school community and seek to eliminate all forms of discrimination, harassment and bullying
- All success should be recognised and celebrated

Behaviour for Learning

Behaviour for learning at New Siblands underpins our school ethos. Consistent implementation of our best practice promotes positive learning behaviours. All staff are responsible for adhering to positive behaviour practices that promote pupils' ability to engage in and access their learning. This is based on the understanding that pupils learn best when staff model positive relationships and are fair, flexible, trustworthy, compassionate, respectful and consistent in their practice.



Our approach

Our approach begins with understanding each pupil as an individual. We consider their strengths, interests, communication profile, sensory needs and the ways in which they interact with and respond to their environment.

Using this information, staff work collaboratively to understand the function and purpose of behaviour and to identify proactive, personalised strategies that support the pupil to succeed. Through a Positive Behaviour Support approach, we seek to reduce barriers, promote wellbeing and improve outcomes for each pupil.

Partnership with parents and carers is central to this process. Families have a unique understanding of their child or young person and play a vital role in helping us understand their needs, preferences, strengths and successful support strategies.

The school is committed to ensuring that pupils are listened to and involved in decisions that affect them. We recognise that pupils communicate in different ways and may require support, visual aids, alternative communication systems or observation-based approaches to express their views. Wherever appropriate, pupils will be supported to contribute to discussions about their learning,

wellbeing and Positive Behaviour Support Plans. Staff will seek to understand pupils' preferences, aspirations and experiences and ensure these inform planning and review processes. Meaningful participation will always be adapted to each pupil's age, communication profile and individual needs.

We recognise that all behaviour serves a purpose and may be influenced by a range of factors. These can include differences in communication and information processing, sensory needs, changes to routine, transitions, social demands, environmental factors or physical needs such as illness, hunger, discomfort or fatigue. When a pupil is unable to communicate these needs effectively, they may experience increased anxiety, frustration or dysregulation, which may be reflected through their behaviour.

Levels of Support

To promote positive outcomes for all pupils, the school adopts a graduated approach to Positive Behaviour Support. The level of support provided will be determined by the needs of the pupil and may include universal, targeted or intensive strategies.

Universal Support

Strategies and approaches available to all pupils through high-quality teaching, positive relationships, predictable routines, communication support and an environment that promotes wellbeing and success. Universal provision is overseen by class teachers and monitored by the Senior Leadership Team and Positive Behaviour Support Team.

Targeted Support

Additional strategies provided for pupils or groups of pupils who require further support to achieve positive outcomes. These strategies are informed by assessment and observation and are delivered by class teams with support from the Positive Behaviour Support Team where appropriate.

Intensive Support

Highly individualised and bespoke interventions for pupils with complex needs or those presenting with persistent or significant dysregulation. Intensive support is informed by detailed assessment and may involve multi-agency collaboration, specialist advice, Positive Behaviour Support planning and individual risk assessment. Interventions are reviewed regularly to ensure they remain effective, proportionate and responsive to the pupil's needs.



Universal Support Strategies

Universal support strategies are embedded across the school and are available to all pupils. They are designed to promote wellbeing, support self-regulation, create positive learning environments and reduce barriers to learning.

Positive Behaviour Support (PBS)

Positive Behaviour Support (PBS) underpins our school's approach to behaviour. PBS focuses on understanding the reasons behind behaviour and using this understanding to develop proactive, supportive and individualised strategies. The aim is to improve quality of life, teach new skills, increase independence and reduce behaviours that may indicate distress or unmet need.

Rather than focusing solely on responding to behaviour, PBS seeks to adapt environments, develop communication, build positive relationships and support pupils to achieve success.

Proactive Strategies

Proactive strategies are intended to support pupils to remain regulated, feel safe and experience success throughout the school day. These strategies aim to reduce anxiety, minimise barriers and lessen the likelihood of escalation.

Examples of proactive strategies include:

- sensory diets and planned sensory breaks;
- structured and predictable routines;
- well-organised and supportive learning environments;
- visual timetables and visual supports;
- Makaton and other communication systems;
- positive reinforcement, praise and encouragement;
- personalised motivation and reward systems;
- celebration of achievements and success;
- opportunities for choice and pupil voice;
- preparation for changes, transitions and new experiences.

Reactive Strategies

Reactive strategies may be used when a pupil is becoming distressed, dysregulated or anxious and requires additional support to maintain their safety and the safety of others. These strategies aim to reduce distress, prevent escalation and support a return to a regulated state.

Reactive strategies should always be delivered in a calm, respectful and consistent manner, taking account of the pupil's individual needs, communication profile and Positive Behaviour Support Plan.

Examples of reactive strategies may include:

- diversion or redirection;
- distraction through a preferred activity or topic;
- humour, where appropriate and effective for the individual pupil;
- offering choices;
- reducing demands;
- increasing processing time;
- providing access to a low-arousal space;
- planned changes to adult attention or interaction in accordance with the pupil's Positive Behaviour Support Plan;
- reassurance and emotional co-regulation.

Understanding Behaviours that Challenge

Behaviours that challenge experienced at New Siblands School may present in a variety of ways and have an impact on the safety, wellbeing and learning of pupils and those around them. These may include:

- behaviour that places the pupil at risk of harm;
- behaviour that places others at risk of harm;
- damage to property or the environment.

At New Siblands School, we recognise that behaviours that challenge are often a form of communication and may reflect unmet need, differences in communication, sensory processing needs, anxiety, emotional dysregulation, physical discomfort or other underlying factors.

Our focus is not solely on reducing behaviour, but on understanding what a pupil may be communicating and identifying the support they need to be successful. Through a Positive Behaviour

Support approach, staff seek to understand the factors influencing behaviour and make appropriate adjustments to environments, routines, communication approaches and support strategies.

We believe positive outcomes are most likely when pupils are understood, supported and enabled to develop the skills they need to engage successfully in school life.

Support strategies and interventions will be informed by the school's Positive Behaviour Support framework, professional judgement and knowledge of the individual pupil. Advice and recommendations from external professionals will be carefully considered alongside the school's understanding of the pupil's needs and the wider context of their education and wellbeing.

Step-by-Step Behaviour Support

Prevent

The most effective way to respond to behaviours that challenge is through prevention. Staff use their knowledge of each pupil's strengths, needs, communication profile, sensory preferences and known triggers to identify potential sources of dysregulation and reduce barriers to success.

A range of proactive strategies are implemented to support regulation, promote wellbeing and reduce the likelihood of behaviours that challenge occurring.

Respond Early

Staff remain alert to early signs of dysregulation and seek to respond at the earliest opportunity. Early intervention may prevent further escalation and enable pupils to remain engaged in learning and daily activities.

Strategies may include offering reassurance, providing increased processing time, reducing demands, redirecting attention, offering choices, making reasonable adjustments to the environment or supporting access to identified regulation strategies.

De-escalate

Where a pupil's level of dysregulation increases, staff will use their knowledge of the individual to provide support that reduces anxiety and promotes a return to a regulated state.

Wherever possible, pupils will be involved in decisions about the support they receive. Strategies may include access to sensory supports, movement breaks, time in a low-arousal environment, support from a trusted adult or other approaches identified within the pupil's Positive Behaviour Support Plan.

Make the Situation Safe

Where behaviours that challenge present a risk to the safety of the pupil or others, staff will take reasonable steps to reduce that risk.

This may include modifying the environment, moving potentially hazardous objects, supporting other pupils to move away, increasing supervision or guiding a pupil towards a safer space.

Restrictive Intervention

Restrictive intervention is always regarded as a last resort and forms only a small part of the school's wider Positive Behaviour Support approach.

Where there is an immediate risk of harm, staff may use Team Teach approaches and approved restrictive interventions to maintain safety.

Restrictive intervention may include physical intervention, as well as other measures that temporarily limit a pupil's movement, access to specific areas, people or objects, such as body blocking or preventing access to identified areas of the school where there is a risk of harm.

Further information regarding restrictive intervention can be found later in this policy.

Targeted and Intensive Support Strategies

Positive Behaviour Support Plans (PBSPs)

Where universal and targeted strategies have not been sufficient to meet a pupil's needs, a more individualised level of support may be required. In these circumstances, a Functional Behaviour Assessment (FBA) may be undertaken to develop a greater understanding of the factors influencing the pupil's behaviour.

The purpose of a Functional Behaviour Assessment is to identify:

- when, where and under what circumstances behaviours that challenge are most likely to occur;
- factors that may contribute to dysregulation or increase the likelihood of behaviours that challenge;
- the function or purpose the behaviour may serve for the pupil;
- environmental, sensory, communication or social factors that may be influencing the behaviour;
- proactive strategies that can improve the pupil's quality of life, support regulation and reduce the likelihood of behaviours that challenge occurring;
- reactive and de-escalation strategies required to maintain safety and support the pupil during periods of dysregulation.

Assessment information may be gathered through observation, analysis of behaviour records, discussion with staff, pupils (where appropriate), parents/carers and other professionals involved with the pupil.

Following assessment, a Positive Behaviour Support Plan (PBSP) may be developed in partnership with parents/carers and, where appropriate, the pupil. External professional advice may also be sought to inform planning and support.

Positive Behaviour Support Plans, Positive Handling Plans and Risk Assessments are reviewed regularly and following significant incidents, use of restrictive intervention, safeguarding concerns or changes in presentation, to ensure support remains effective, proportionate and responsive to the pupil's needs.

Physical Contact

Due to the complex needs of many pupils attending New Siblands School, appropriate physical contact may form part of everyday support. This may include support with personal care, mobility, communication, emotional regulation, wellbeing and access to learning.

All physical contact must be appropriate to the age, needs and preferences of the pupil, undertaken respectfully and sensitively, and be consistent with safeguarding guidance and professional boundaries.

Staff will always seek to maintain pupils' dignity, privacy and wellbeing. Physical contact used as part of routine care and support should be clearly distinguished from restrictive intervention.

Positive Behaviour Support Team

The Positive Behaviour Support Team works collaboratively with pupils, families and staff to promote positive outcomes and reduce barriers to learning.

The team aims to:

- promote a proactive and preventative approach to supporting pupils presenting with behaviours that challenge;
- support the early identification of needs and implementation of effective interventions;
- provide advice, training and coaching to staff to build confidence and consistency in practice;
- support staff wellbeing and reduce the likelihood of escalation through effective planning and early intervention;
- enable pupils to access learning and remain within their classroom environments wherever possible;
- reduce the risk of exclusion and placement breakdown through effective partnership working with pupils, families and professionals;
- contribute to the development, implementation and review of Positive Behaviour Support Plans and associated risk assessments.

Placement Maintenance (Risk of Placement Breakdown)

Where a pupil experiences persistent or significant behaviours that challenge, additional planning and support may be required to ensure the safety and wellbeing of the pupil, their peers and staff.

In these circumstances, the school will work closely with the pupil, their family and relevant professionals to develop a coordinated response that seeks to understand the factors contributing to the behaviour and identify effective support strategies.

Our aim is always to maintain successful placements and ensure pupils can continue to access education within an environment that meets their needs. A range of personalised interventions may be considered, including enhanced Positive Behaviour Support planning, risk assessment, environmental adaptations, specialist advice and multi-agency collaboration.

Suspension or Permanent Exclusion

In exceptional circumstances, and where all reasonable steps to maintain a safe and successful placement have been explored, the Headteacher may consider a fixed-term suspension or permanent exclusion in accordance with statutory guidance. A suspension temporarily removes the pupil from school for a fixed period, with a clearly defined start and end date.

Any such decision will be made on an individual basis, taking account of the needs of the pupil, the safety and wellbeing of others, and all available support options. In such cases, the Headteacher will consult thoroughly with school leaders and directly notify the Chair of Governors (or Vice-Chair if the Chair is not available). There may also be consultation, as required, with trust leaders regarding a suspension or permanent exclusion.

The school follows the Government statutory guidance: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE, July 2026). The following is a summary from that guidance:

Only the Headteacher (or Acting Headteacher) may suspend or permanently exclude a pupil.

The decision must be:

- made on disciplinary grounds;
- lawful, reasonable, fair and proportionate;
- based on the individual circumstances;
- supported by evidence assessed using the civil standard of proof, meaning “on the balance of probabilities”;
- consistent with the school’s behaviour policy;
- compliant with safeguarding, equality and SEND duties.

The pupil should be given an opportunity to express their views, taking account of their age and ability to understand.

The parent must immediately be informed, and this must include being informed in writing.

Other professionals supporting the pupil must also immediately be notified, including social workers, the Virtual School Headteacher where required and the Local Authority.

The headteacher should consider:

- the seriousness of the incident;
- the pupil's wider circumstances;
- contributing factors, including bereavement, bullying, mental health, SEND or unmet need;
- whether reasonable adjustments and appropriate SEND provision were in place;
- whether support, intervention, off-site direction or a managed move could prevent permanent exclusion.

It is unlawful to exclude a pupil simply because the school believes it cannot meet the pupil's SEND, because of low attainment, or because a parent will not attend a reintegration meeting.

Sending a pupil home for disciplinary reasons, even with parental agreement, must be formally recorded as a suspension. Informal or unofficial exclusions are unlawful.

The school must arrange a reintegration strategy before or at the beginning of the pupil's return.

The strategy should:

- offer a fresh start;
- help the pupil understand the effect of their behaviour;
- teach and reinforce expected behaviour;
- rebuild belonging and engagement;
- identify academic, pastoral, SEND and health support;
- set clear and achievable targets;
- be regularly reviewed with the pupil, parents and relevant professionals.

This strategy must consider the understanding and individual needs (such as communication needs) of the pupil and any support required for parents.

A permanent exclusion should only be used as a last resort and only where both of the following tests are satisfied:

- there has been a serious breach or persistent breaches of the school's behaviour policy; and
- allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, including pupils or staff.

New Siblands School is committed to inclusion and does not regard exclusion as a preferred response to behaviours that challenge. We recognise that pupils with SEND may communicate distress, unmet need or dysregulation through their behaviour and will make reasonable adjustments to support their continued engagement in education wherever possible.

Positive Handling and Restrictive Intervention

Positive relationships between staff and pupils are fundamental to promoting wellbeing, positive behaviour and successful learning outcomes.

At New Siblands School, every pupil is valued and treated with dignity, respect and compassion. We recognise the importance of providing support that is responsive to individual needs and promotes wellbeing, independence and successful engagement in school life.

Positive handling sits within the school's wider commitment to Positive Behaviour Support and is underpinned by an emphasis on prevention, understanding behaviour, supporting regulation, developing communication and using proactive and de-escalation strategies to reduce the likelihood of behaviours that challenge.

The school recognises a clear distinction between appropriate physical contact and restrictive intervention. Appropriate physical contact may form part of everyday support and is used to promote learning, communication, wellbeing and safety. Such contact should not be confused with restrictive intervention, which involves restricting a pupil's movement to maintain safety.

Where restrictive intervention is required, staff will use approved Team Teach approaches and techniques. Team Teach promotes a relational and person-centred approach, emphasising prevention, de-escalation, risk reduction and the use of the least restrictive response necessary.

Any use of restrictive intervention will be recorded, reported and reviewed in accordance with statutory requirements and school procedures.

Restrictive intervention will not be used solely to secure compliance with medical treatment, personal care or healthcare procedures. However, where there is an immediate risk of harm to the pupil or others, staff may take reasonable, proportionate and necessary action to maintain safety in accordance with this policy.

Training and Staff Responsibilities

All staff have a responsibility to promote the safety, wellbeing and dignity of pupils and to work within the principles of Positive Behaviour Support.

Staff receive regular training and guidance in Positive Behaviour Support, de-escalation, emotional regulation, safeguarding and restrictive intervention. The school maintains a team of accredited Team Teach practitioners, including qualified Team Teach tutors, who support the development of consistent and effective practice across the school.

The school seeks to prevent and de-escalate situations wherever possible through proactive support, positive relationships and an understanding of individual pupil needs. However, there may be exceptional circumstances where staff need to use restrictive intervention to maintain safety.

Examples of circumstances where restrictive intervention may be required include:

- preventing significant injury to the pupil;
- preventing injury to others;
- preventing serious damage to property;
- responding to situations where there is an immediate and significant risk to safety.

Staff Response to Incidents

When supporting pupils who are experiencing dysregulation or behaviours that challenge, staff will seek to remain calm, respectful and consistent in their approach.

Staff should:

- use preventative and de-escalation strategies wherever possible;

- seek to understand the factors influencing behaviour;
- consider the pupil's Positive Behaviour Support Plan and agreed support strategies;
- take reasonable steps to reduce risk and maintain safety;
- seek support from colleagues or leaders when required;
- ensure incidents are recorded, reported and reviewed in line with school procedures.

The safety, dignity and wellbeing of all individuals involved will remain central to decision-making throughout any incident.

Continuum of Physical Contact and Intervention

The school recognises that physical contact exists on a continuum and that not all physical contact constitutes restrictive intervention.

Prompt

Prompts are forms of supportive physical contact used to communicate reassurance, encouragement, guidance or approval. Examples may include a light touch to gain attention or provide reassurance where appropriate to the individual pupil.

Guide

Guiding involves providing physical direction to support a pupil's movement or participation. The pupil retains freedom of movement and can move away if they choose.

Escort

An escort may be used to support a pupil to move safely from one area to another. This involves a greater level of physical support than a guide but should remain the least restrictive option available.

Restrictive Intervention

Restrictive intervention involves the use of physical contact to restrict a pupil's movement to maintain safety. Restrictive intervention will only be used when it is necessary to prevent harm or serious damage to property and when other appropriate responses are unlikely to maintain safety.

Principles of Restrictive Intervention

Any restrictive intervention must:

- be necessary to prevent harm;
- be reasonable in the circumstances;
- be proportionate to the level of risk presented;
- be in the best interests of the pupil and those around them;

- be the least restrictive option available;
- use the minimum force for the shortest time necessary to maintain safety.

Restrictive intervention is an act of care and support and is never used as a punishment or solely to secure compliance with instructions.

Where restrictive intervention is required, staff will use Team Teach principles and approved techniques wherever possible. However, in emergency situations, staff will act to maintain safety and in the best interests of those involved.

Use of Reasonable Force

The safety and wellbeing of pupils and staff is paramount. Staff are authorised by the Headteacher to use reasonable force in accordance with current legislation and school procedures.

When considering the use of reasonable force, staff should:

- prioritise prevention, de-escalation and risk reduction;
- consider their own safety and the safety of others;
- use the least restrictive response necessary;
- seek support from colleagues where practicable;
- continuously assess whether intervention remains necessary;
- reduce and end any intervention as soon as it is safe to do so.

Following Restrictive Intervention

Following any incident involving restrictive intervention:

- parents/carers will be informed in accordance with school procedures;
- the incident will be recorded on CPOMS as soon as reasonably practicable and in line with statutory requirements;
- any injury to pupils or staff will be recorded in accordance with accident and incident reporting procedures;
- the incident will be reviewed to identify learning, support needs and any required amendments to Positive Behaviour Support Plans, Positive Handling Plans or Risk Assessments;

- staff and pupils will be offered appropriate support and debrief opportunities following significant incidents.

Supportive physical contact, prompts and guides used as part of everyday teaching, care and support do not normally require recording unless they form part of a wider incident or safeguarding concern.

Monitoring, Evaluation and Review

The implementation of this policy will be monitored by the Senior Leadership Team and Positive Behaviour Support Team. The Governing Body will receive appropriate information to enable effective oversight of behaviour, safeguarding and restrictive intervention practices within the school.

Behaviour, safeguarding and restrictive intervention data will be reviewed regularly to identify trends, evaluate the effectiveness of support strategies and inform staff training and school improvement planning.

This policy will be reviewed bi-annually, or sooner if changes in legislation, statutory guidance or school practice make this necessary.

Appendix 1: Positive Behaviour Support Statement

New Siblands School adopts a Positive Behaviour Support (PBS) approach to understanding and responding to behaviours that challenge.

PBS is a person-centred framework that seeks to improve quality of life, increase independence and reduce behaviours that challenge through understanding the factors that influence behaviour and implementing proactive, supportive interventions.

At New Siblands School, Positive Behaviour Support is underpinned by the following principles:

- Behaviour serves a purpose and is often a form of communication.
- Support should be individualised, person-centred and based on an understanding of the whole pupil.
- Positive relationships are central to effective support.
- Pupils should be supported to develop skills that promote communication, emotional regulation, independence and wellbeing.
- Families and pupils should be actively involved in planning and decision-making wherever possible.
- Restrictive interventions should only ever form a small part of a wider Positive Behaviour Support approach.
- Support should focus on improving quality of life and enabling pupils to experience success.
- Punitive approaches are not consistent with the school's ethos or Positive Behaviour Support principles.

The school draws upon current guidance and evidence-informed practice, including advice from relevant professionals and recognised organisations, to ensure that support remains appropriate, effective and person-centred.

References

- Education Act 1996
- Education and Inspections Act 2006
- Children Act 1989
- Children Act 2004
- Equality Act 2010: Guidance for Schools
- Human Rights Act 1998
- SEND Code of Practice
- Keeping Children Safe in Education
- Restrictive Interventions, Including Use of Reasonable Force in Schools (DfE)
- Team Teach Guidance
- National Autistic Society Guidance

- NICE Guidance relating to autism and behaviour support
- United Nations Convention on the Rights of the Child