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Approved by: Head Teacher

Review Period: Annually

Next review due: Summer 2027

Behaviour Policy, including the use of restrictive intervention

Vision and Values Statement

At Springhallow we acknowledge our responsibilities to ensure the safety of pupils, colleagues, visitors, the public and the learning environment. All staff should use vigilance and reflection in order to continually reduce risks that over time compromise safety.

This policy sets out the purpose, principles, and approaches to behaviour at Springhallow School and Post 16 College. It is informed by Therapeutic Thinking, and the key principles of Keeping Children Safe in Education, Team Teach and The Challenging Behaviour Foundation. It is consistent with Ealing's race equality agenda and aligns with autism-affirming frameworks and organisations, including SCERTS, the Neuroinclusive Education Network (formerly the Autism Education Trust), and the National Autistic Society.

This policy has been reviewed and updated in accordance with the Department for Education guidance, *Restrictive interventions, including the use of force in schools* (April 2026).

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

At Springhallow School, we place pupil well-being at the centre of all aspects of school life, including behaviour support, safeguarding, and curriculum design. We recognise that our pupils experience differences in how they communicate and interact, understand and process information, and respond to sensory input. These differences are understood and respected as part of each individual pupil's profile.

This policy reflects our therapeutic, neuro-affirming approach to support students by recognising and valuing their differences, while promoting equitability, safety, trust, and emotional wellbeing. It focuses on understanding underlying needs, reducing distress, and building positive relationships, regulation and communication skills. We do not label behaviour as good or bad but support each pupil, considering what is in their best interests.

Through relational approaches, staff work collaboratively to support pupils in developing an understanding of themselves, their emotions and behaviour. Our aim is to ensure that pupils feel safe, develop a strong sense of belonging, access learning and make meaningful progress.

While behaviour is not always a deliberate or intentional form of communication, it is always meaningful. Staff recognise that behaviour can offer important insight into a pupil's needs, feelings, understanding, skills, and experiences, within specific contexts. We are committed to responding to behaviour with curiosity, reflection, and collaboration, ensuring that support strategies promote positive outcomes for each individual.

The well-being of pupils and staff is paramount, and this underpins all decision-making within the school.

Valued Behaviour

Valued behaviour refers to behaviour that generates helpful feelings, positive emotions and values social acceptance.

Universally, all staff are expected to model and respond appropriately to attempts by pupils to express valued behaviours. They are behaviours that are generally expected within society, the local and wider community and family home. All staff should work consistently within their daily practice to model and explicitly teach understanding of valued behaviour. These should be recognised and celebrated when appropriate, with the individual and their families, through home school communication channels such as communication books and Class Dojo. In a school population where communication misunderstandings are common, it is important that clear positive messages about behaviour are repeatedly demonstrated and taught in a variety of contexts to facilitate a growth in understanding, rather than rote compliance driven by external control. We consistently promote safety, communication, mutual respect and belonging.

Supporting all Learners

Consistency is achieved through shared understanding of pupils and predictable adult responses. This ensures a safe, reliable environment, where support is consistent even though behaviour differs. All pupils are recognised as individuals and are supported with personalised strategies when needed. All pupils have a Pen Portrait to help adults understand their needs and promote consistency in approaches and support. The needs of the individual pupils must be considered to ensure their rights are respected. Staff should avoid being judgemental, for example, labelling a pupils' interests as an 'obsession'. Class teams are expected to be consistent in their approaches and responses to behaviours, and to reflect on how to avoid repeating similar upsetting situations, by teaching strategies and reflecting on everyone's responses. It is essential that pupils are provided with regular opportunities to develop positive behaviour strategies through intrinsically motivated learning rather than external control by adults. Instead of punishing particular behaviours, Learning consequences should be implemented. All staff are expected to listen and try to understand pupil interactions and be respectful and consistent in their responses. Staff must use clear and explicit, positive language and try to see the situation from the pupil's point of view. They should promote an ethos of belonging and inclusion for all pupils, noticing and responding positively to all valued behaviours.

Learning consequences

Instead of punishments and rewards, the consequence of a behaviour should be an opportunity to learn. Learning consequences should be used as part of an ongoing developmental process, enabling pupils to reflect on negative experiences, understand impact, and develop preferred strategies that they can apply with increasing independence into adulthood.

Some pupils enjoy earning rewards and if these support their progress, they may use them.

Staff should support each other to improve responses to behaviours and the language that is used. Any disagreements in approaches must be resolved at the earliest appropriate opportunity, through open discussion. Learning opportunities should be the consequence of detrimental behaviours.

Detrimental Behaviour

In consideration of the context, detrimental behaviours may be described as either:

- Inconvenient behaviour: Behaviour outside the stated expectation
- Difficult detrimental behaviour: Detrimental, but not dangerous, or
- Dangerous detrimental behaviour: This is likely to imminently result in harm to an individual, a group, the community or the environment.

Regulation Plans:

Pupils who are likely to display dangerous detrimental behaviours will have a behaviour support plan. At Springhallow school and Post 16, this is called a Regulation Plan, in recognition that the child or young person may be having a difficult time, and it is devised by the class staff team and shared with parents/carers. Strategies to maintain valued behaviours are made explicit. This will be a working document, reviewed regularly, including as part of the Annual Review process. This will include a detailed risk assessment of the level and frequency of behaviours, together with both responsive and proactive strategies to support valued behaviour. Not all pupils will need a regulation plan; it is additional to the everyday strategies that are implemented to support valued behaviour.

Analysing and classifying behaviour will be the result of discussion among the team to consider underlying causes and drivers. For example, scratching one's own arm, could be a non-harmful, self-stimulating behaviour in one situation, difficult behaviour to manage in another situation and dangerous in yet another circumstance. The context and individual circumstances will be discussed by the team.

Physical intervention, the use of force and seclusion

It is stated in the Department for Education document:

'Restrictive interventions, including the use of reasonable force, in schools' (April 2026):

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

(Page 3)

"The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe."

(Page 6)

"All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

- 1. causing injury to themselves or others*
- 2. committing a criminal offence*
- 3. damaging property*
- 4. causing disorder among pupils at the school, whether during a teaching session or otherwise"*

(Page 12)

"Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan."

(Page 7)

"Schools should not have a 'no contact' policy. Additionally, schools should not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils. School leaders should adopt sensible policies which allow and support their staff to make appropriate physical contact."

Whenever a restrictive or restraint intervention is used, staff should be clear that they have a duty of care and that their actions were necessary at the time, they were reasonable and they were proportionate to situation, taking into account the people involved.

As a school, we are committed to reducing the need for reasonable force and restrictive physical intervention (RPI) All staff understand that force should be used as a last resort, always with the aim of reducing the use over time. As a guide, we would aim to use other de-escalation strategies for at least 95% of the time that a restrictive physical intervention is required, and only up to 5% RPI – this is not a target but a guiding principle of risk reduction within Team Teach.

All contracted class-based staff have received Behaviour Support Training (Level Two) through Team Teach <https://www.teamteach.com/> and are expected to attend termly refresher training delivered by school-

based Team Teach trainers. Whenever agency staff are required, the school will endeavour to engage staff who have received Team Teach training.

Through training, reflective procedures and review, staff should conscientiously aim to promote safety and over time, reduce the need for restrictive interventions. Restrictive physical intervention is never used as a default or first response strategy to manage detrimental behaviour, but other non-physical de-escalation strategies should be considered first.

Staff must not shout at, threaten, humiliate, mimic, hold a grudge or be unkind to a pupil. They must not use physical interventions unnecessarily. Any consequences of detrimental behaviour must be fair, reasonable, logical and focus on a teaching element, to support the pupil to learn how to behave in an appropriate and safe way in future.

Staff should not make assumptions or respond punitively to pupil detrimental behaviour. Instead of focusing on punishment, staff should seek to analyse and understand the underlying reasons for behaviours and escalated significant incidents. The intention should be to develop pupils' internal self-regulation so that appropriate behaviour is maintained without reliance on sanctions. It is essential that pupils are given opportunities to learn from negative experiences as part of an ongoing developmental process, which may develop over time. The intention is that pupils will learn to utilize strategies for recognising, understanding and responding appropriately to their own, and other people's emotions, through learning consequences

Unsocial Behaviour

Unsocial behaviour is not the same as being antisocial or disruptive. Generally, unsocial behaviour is quiet non-compliance that does not negatively impact on other pupils learning. Staff should strive to interpret unsocial behaviour as communication and accept that many of our pupils prefer limited or different styles of social interaction. Staff should respond with agreed strategies to encourage and motivate the pupil to engage and participate, while balancing this with a respect for the pupil's preferences and sensory needs. Staff must not punish unsocial behaviour but recognise the pupil's underlying needs and perspective. Research (see below) shows that masking behaviours, such as social conformity are known to negatively impact the mental well-being of some autistic individuals and can lead to burnout and lasting trauma.

Unforeseeable Behaviour

Unforeseeable behaviours are those that have never previously been experienced and evidenced, or those that have happened in the past that are so historic, that it would be reasonable to believe they would not reoccur. Staff are expected to make a 'dynamic' informal, in-the-moment risk assessment at the time about how to respond, considering their options in acting in a necessary, reasonable and proportionate way. Staff should be able to explain what they were thinking in relation to weighing up risks: What they reasonably expect could happen to the way that they respond, if they respond in a different way, or if they don't respond, but continue to monitor the situation. This could include the need to seek external support,

including emergency responses. It is important that staff keep open channels of communication with the relevant staff members whilst the incident is occurring. They should also consider the impact of their communication about what is happening, to the young person. It is important that these situations are analysed by the appropriate team members, which may include the senior leadership team, external professionals and parents/carers.

De-escalation strategies

Preventative approaches for dysregulation must be embedded in everyday practice and provided equally, as ordinarily available provision. Staff are expected to know pupils well, and proactively anticipate and meet their individual needs, including the use of strategies to support communication, understanding, sensory and emotional regulation, and promote a strong sense of belonging, reducing the likelihood of dysregulation.

Personalised regulation strategies should be equitably introduced and taught, shared and practiced so that pupils can learn how to recognise, understand and respond to their own emotions in a range of contexts. Some strategies will be highly personalised and should be shared and agreed with pupils and parents, when appropriate. The use of these strategies by the pupil when they are needed, should be acknowledged and praised appropriately, so that pupils understand that all emotions are valid, and learning to respond to them will benefit them and others.

Recording and reporting behaviour

When recording incidents of behaviour, staff need to remain factual and avoid judgemental descriptions and unprofessional language (such as 'naughty', 'defiant', 'rude', 'kicking off' etc). Language should be clear and concise, avoiding under and over describing: All relevant information should be included. Details that are not relevant should not be included. Reports must be clearly based on evidence, or where opinion is used, this should be made explicit. Recording of incidents must be made in a timely manner. that is, as soon as possible and usually on the same day. Behaviour may be recorded in the following ways:

- Specific person or class recording, as agreed with Senior Leaders.
- My Concern
- Safe Space recording form
- Restrictive Physical Intervention form.
- Email
- Home School book

- Telephone call

- Verbal reporting

All incidents reported to parents by phone call or face to face should be confirmed in writing at the earliest opportunity, and unless in exceptional circumstances, this will be on the same day.

Recording should be transparent and used for analysis with the aim of increasing valued behaviour and reducing detrimental behaviour.

he designated safeguarding leads meet regularly to monitor behaviour concerns, identify patterns and trends, and ensure appropriate actions are taken to secure improvements and maintain effective safeguarding.

Recording and reporting significant behaviour incidents, restrictive interventions and seclusion

It is the responsibility of those staff involved, to ensure that all significant behaviour incidents are recorded appropriately as soon as practicable after the event, every time. This includes reporting to parents/carers as soon as possible, and unless in exceptional circumstances, on the same day. Staff will report openly, transparently, sensitively and in a non-judgemental manner, including when difficult messages need to be relayed, considering any individual known safeguarding concerns.

Debrief and repair

Following a significant incident, including where physical injury has been sustained or psychological harm has been caused, appropriate and proportionate action will be taken. This may include a learning consequence, such as supporting the pupil to reflect on and understand the incident if appropriate, alongside the provision of immediate medical assistance (e.g. first aid) where required.

Where psychological harm has occurred, appropriate steps will be taken to support repair through relational approaches and personalised therapeutic support. This will be dependent on individual pupil preferences.

The incident will be recorded and, where appropriate, investigated in line with safeguarding and behaviour procedures. All incidents of this nature will be reviewed by Safeguarding officers to ensure appropriate action has been taken, risks have been identified, and any further safeguarding measures are implemented.

Team Teach

Team Teach is an accredited, award-winning provider of behaviour support training, working in partnership with education, health and social care organisations. Team Teach is accredited and certified by the Institute of Conflict Management (ICM), Restraint Reduction Network (RRN) and the British Institute of Learning Disabilities (BILD) Team Teach courses are CPD certified.

Training delivered by ICM-accredited members is particularly relevant for organisations and services where staff may encounter distressed behaviours, conflict, or heightened risk situations. In these contexts, ICM-accredited training supports safer environments, improved staff competence, and positive outcomes for both individuals and organisations.

Springhallow has several Team Teach accredited trainers working in the school and P16 college. All permanent staff will receive 12 hours initial Team Teach Training and at least one hour refresher training per term, delivered during twilight sessions. It may also be possible for long term cover staff to attend Team Teach training. Trained staff may also request additional training regarding specific interventions from the trainers in school at any time. Staff are responsible for keeping an up-to-date record of their Team Teach training. Staff, volunteers, therapists and other visitors who have not participated in Team Teach training and presented an up-to-date certificate to the trainers in school, are not allowed to use restrictive interventions, but are expected to support pupils who are in crisis or dysregulated, by communicating with the team to see how they may assist. If a staff member who is Team Teach trained becomes unable to participate with specific physical aspects of the intervention, it is their duty to inform other relevant staff members such as their team, staff in their department, in-house trainers and the Senior Leadership Team. This means they must communicate with staff about how they can continue to support their colleagues in other ways. Team Teach refers to the holistic approach, not only physical interventions.

Restrictive Physical Intervention (RPI)

Key principles to maintaining safety:

- *RPI is only used to maintain safety. It is never used for compliance.
- *PRI is in the best interests of the individual.
- *PRI should be the least intrusive response, over the shortest amount of time that was necessary.
- * Everybody is accountable for their actions
- *Staff should be open, honest and accountable for their actions
- *Discomfort may be experienced while PRI is used. This should be checked during debrief and recorded.
- *Accidental injury may occur during physical intervention. First Aid should be given appropriately and recorded.

Team Teach workbook 2025 (Page56)

“... The emphasis should always be on using the least restrictive of interventions that are likely to be successful. This is the meaning of the term ‘last resort’. It does not mean that every possible strategy has been seen to have failed before an effective one can be actioned. It means we are expected to use our own judgement about how to respond.”

Planned Intervention (identified on a Pupil Regulation Plan)

Occasionally individual pupils are likely to need RPI as part of a planned and agreed response to avoid an escalation of unsafe behaviours. The goal is always to reduce this.

Unplanned Interventions

In the event that a pupil exhibits unexpected or potentially dangerous behaviour, staff will undertake a dynamic risk assessment at the time. This will involve continuously evaluating the situation as it unfolds and determining the most appropriate course of action. Responses may include redirection, distraction, or the use of other de-escalation strategies. Where necessary, staff will also consider whether physical intervention is reasonable, necessary and proportionate to the situation, while maintaining ongoing monitoring of the situation.

Staff must be able to explain why they took the actions they took, regardless of the outcome. The intervention may not have been achieved the desired result, as we are all human and cannot guarantee what will happen; however, the incident should be reflected on as soon as possible, and a plan put into place for managing similar risks in the future, considering why certain aspects were successful or not.

Physical Intervention – Positive Touch

There will be times when pupils seek physical contact with staff or need physical reassurance. Staff may also need to be 'hands on' with the pupils when delivering curriculum sessions. Any physical touch must be justifiable and appropriate to the age and stage of development of the student. We believe that learning about appropriate touch and consent, is an important part of development. All physical contact between pupils and staff should be, transparent and accountable, open to scrutiny.

Use of Safe Spaces and Seclusion

Department for Education guidance, *Restrictive interventions, including the use of force in schools* (April 2026). (Page 8) describes seclusion:

“a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.”

At Springhallow, we understand this to mean that when some pupils are highly emotionally or behaviourally dysregulated, they may behave in ways that cause harm without the capacity for reflective or intentional decision-making in the moment. In these situations, our responses must focus on safety, not punishment. Seclusion, if it is used, is a short-term protective measure and is not implemented through threat or as a sanction.

In times of dysregulation or crisis, it may be necessary to move a pupil to a place of safety, which does not have to be a designated 'Safe Space'. In some cases, an outdoor play area may be more suitable. Staff should risk assess the options for individuals in each situation and listen to the pupil.

The school Safe Spaces have been designed to be safe, low arousal places that reduce the risk of harm and provide privacy where pupils can use strategies to help them to de-escalate when they are in crisis. Over stimulating environments can maintain or escalate dangerous behaviour, and this will be considered for individuals by the staff team, in consultation with parents, except in emergency circumstances.

Moving a child in crisis to the designated Safe Space may increase the risk of injury to them or others. In this case, some classes have designated rooms near to their classrooms as Safe Spaces. Some of these may have been modified and made low arousal, to help children de-escalate.

Parents/carers should be familiar with calming strategies used with their child in school, including the use of Safe Spaces.

Debrief should follow, including repairing relationships and when appropriate, learning consequences, with a focus on safety. When a child is unable to understand the impact of their actions, the debrief focuses on emotional regulation, reassurance, and restoring a sense of safety, using supportive and relational strategies rather than reflective discussion.

These procedures apply to all pupils in relation to the use of the designated Safe Spaces at the school, or any other area that is used as a Safe Space within the school and college buildings.

These procedures apply to all areas used as Safe Spaces in school and Post 16.

The use of Safe Spaces aligns with Department of Education Guidance (2026) and Team Teach principles: the least restrictive intervention is used for the shortest possible time, with seclusion applied only as a safety measure.

Pupils must be continuously observed by a staff member while in a Safe Space. Staff must monitor wellbeing, including comfort, temperature and access to water or toilet facilities when appropriate. While door visibility may be reduced externally to protect dignity and minimise escalation, staff must always maintain clear sight of the pupil.

CCTV operates in shared Safe Spaces to support oversight where visibility is limited. Live footage is accessed only with Senior Leadership Team members when it is required, with a second staff member present. The most appropriate staff member will view the live footage. All access is recorded on the Safe Space log. CCTV use is detailed in the school's CCTV Policy.

- All significant incidents involving the use of Safe Spaces must be recorded on the same day, including details of de-escalation strategies and any physical interventions used. Records must be signed by a senior member of staff and uploaded to My Concern as soon as possible.

- It is a goal that over time, the use of a Safe Space is pupil initiated and is an optional strategy that can be chosen by the pupil, as part of their range of regulation strategies.
- Safe Space doors can always be opened from the inside and cannot be locked externally. In exceptional circumstances, and only as a safety measure, staff may prevent a pupil from leaving by blocking or obstructing the exit, if there is a risk of harm to themselves or others.
- In line with DfE guidance (2026), this constitutes seclusion and must only be used as a non-disciplinary intervention for the shortest time necessary. Staff may hold a door closed where required but must do so proportionately and in response to high levels of dysregulation. *“As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave.”* (Page 8)
- Consistent with the school’s therapeutic approach, staff must not use language that implies punishment. Instead, communication should focus on safety, explaining that the pupil will remain in the Safe Space until they are able to keep themselves and others safe.

Pupils should have as much input into their use of the safe spaces as is possible. Whenever practicable, pupils should:

- Access the safe spaces for positive experiences including practicing calming strategies when they are not in crisis and participating in enjoyable activities in the safe space
- Request the use of the safe space when they are feeling distressed, dysregulated and if possible, when they are in crisis
- Be consulted on whether or not they would like the door open or closed, lights on or off, if they want staff to stay in the room with them or wait outside
- A time limit for the use of this space is not imposed, to support the development of self-regulation

Safe Spaces should NEVER be used

- As a threat.
- As a punishment.
- As a response to non-compliance or engagement.
- As a staff response to low-level difficult behaviours.
- As a way of managing inconvenient behaviours or staff shortages.

Exclusions

The school will follow national guidance and the local authority's policy for exclusions. Any form of exclusion will be as a last resort and as a result of unsafe and dangerous behaviour, not as a result of repeated anti-social behaviour. The school will always endeavour to make reasonable adjustments to ensure safety and limit exclusions, as the outcomes for a pupil who has been excluded are less favourable

This policy should be read in conjunction with the school's Safeguarding, Attendance, Race Equality, Exclusions and Anti-Bullying policies to ensure a consistent and joined-up approach across all aspects of pupil wellbeing and behaviour.

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

Behaviour Policy related Glossary

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme valued (prosocial behaviours) to extreme detrimental (Anti- social) behaviour. A behaviour policy should increase valued behaviour and reduce detrimental behaviours through planned responses. Behaviour can include not saying or doing something and refusal to engage.

Bribery: The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority (Staff) Bribing children to conform should be avoided as it undermines intrinsic motivation, damages trust and fails to address the underlying needs driving the behaviour.

Consequence: A logical, explainable response to a behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour, transferable to different contexts. A learning consequence teaches rather than punishes, helping the child to repair, reflect, and learn how to make a different choice in the future in order to produce better outcomes.

Dangerous behaviour: Behaviour that is anti-social and will predictably result in imminent injury or harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Detrimental Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Equality: Affording people the same things equally, such as status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities. Treating people fairly, by recognising that individuals have different circumstances, starting points and needs, so require specific support, resources or opportunities in order to achieve equal outcomes.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, 'meltdown', property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, engage, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's own motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, 'shut-down', school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Learning consequences: A reflective activity, following a detrimental behaviour, that is designed to support the pupil understand why the behaviour is inappropriate and to teach more appropriate behaviour in the future. It may include a restorative element.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context. At times, intended rewards can be perceived as punishment for some individuals. (Eg, a surprise change in timetable for a group celebration)

Regulation plan: A structured, personalised plan that outlines strategies, supports, and guidance on expected responses designed to help a pupil to stay safe and manage their emotions.

Restorative action: A relational response to a detrimental behaviour that focuses on repairing harm, restoring relationships, and helping those involved take responsibility for their actions.

Reward: A desirable object or experience given to celebrate outcomes already achieved. At times, intended punishments can be perceived as rewards by some individuals. (Eg, staying indoors at breaktime instead of going outside in the playground)

Therapeutic Approach: Helping to improve wellbeing and support recovery or emotional health. In school, therapeutic approaches focus on:

- understanding underlying needs
- supporting emotional regulation
- building positive relationships
- helping pupils to feel safe and supported rather than punished

Unsocial Behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others.

Valued Behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Reference Links:

1. Therapeutic Thinking: <https://therapeuticthinking.co.uk/>
2. Department for Education, Keeping Children Safe in Education (KCSIE): <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
3. Team Teach: <https://www.teamteach.com>
4. The Challenging Behaviour Foundation: <https://www.challengingbehaviour.org.uk/>
5. Ealing Race Equality: https://www.ealing.gov.uk/info/201068/equality_and_diversity/2768/race_equality_commission
6. SCERTS (Social Communication, Emotional Regulation, Transactional Support): <https://scerts.com/>
7. Neuroinclusive Education Network (NEN): <https://www.nen.org.uk/>
8. National Autistic Society (NAS): <https://www.autism.org.uk/>
9. Department for Education guidance, Restrictive interventions, including the use of force in schools (April 2026): <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Research:

- Atkinson, E., Wright, S. & Wood-Downie, H. "Do My Friends Only Like the School Me or the True Me?": School Belonging, Camouflaging, and Anxiety in Autistic Students. *J Autism Dev Disord* (2025). <https://doi.org/10.1007/s10803-024-06668-w> <https://rdcu.be/fiRH1>
- Lei, J., Leigh, E., Charman, T., Russell, A. and Hollocks, M.J. (2024), Understanding the relationship between social camouflaging in autism and safety behaviours in social anxiety in autistic and non-autistic adolescents. *J Child Psychol Psychiatr*, 65: 285-297. <https://doi.org/10.1111/jcpp.13884>
- Hull L, Levy L, Lai MC, Petrides KV, Baron-Cohen S, Allison C, Smith P, Mandy W. Is social camouflaging associated with anxiety and depression in autistic adults? *Mol Autism*. 2021 Feb 16;12(1):13. doi: 10.1186/s13229-021-00421-1. <https://pmc.ncbi.nlm.nih.gov/articles/PMC7885456/>
- SPARK Research Match Summary Report: What Might Explain the Link Between Camouflaging and Anxiety and Depression in Autistic Adults? Published January 8th 2025 https://sparkforautism.org/discover_article/rm-camouflaging-mood/

