Hob Moor Oaks

Positive Behaviour, Emotional Regulation & Physical Intervention Policy

September 2026

1. PRINCIPLES

Hob Moor Oaks Academy is part of Ebor Academy Trust. This policy sits alongside Ebor Trust policies for Behaviour, Exclusion and Anti-bullying.
Please visit https://eboracademytrust.co.uk/ website for these additional policies.

Hob Moor Oaks Academy recognises that every member of the school's community has the right to work in a calm, safe environment when here we encourage respect for others, good manners and self-discipline.

We aim to prevent all forms of inappropriate behaviour across the school and to foster an atmosphere in which pupils enjoy learning, are keen to participate in activities, trust and cooperate with each other and in which everyone's self-esteem will be enhanced.

Our behaviour policy will support these aims by:

- maintaining high expectations throughout the school day in a range of learning environments
- Providing rewards for good behaviour and consequences for unacceptable behaviour are clearly identified for children and adults working in partnership with parents, carers and governors
- showing and encouraging respect and tolerance for all
- valuing the contributions of each person in the team

2. Positive Behaviour Support (PBS) Plans

"All behaviour has meaning"

At Hob Moor Oaks we have many pupils with a range of sensory preferences. These preferences can affect their eight senses:-

- Sight
- Smell
- Touch
- Hearing
- Taste
- Vestibular
- Proprioception
- Interoceptive

Many pupils at Hob Moor Oaks need strategies and/or timetabled opportunities to regulate hyper or hypo-sensitivities.

These strategies could be:-

- Use of ear defenders
- Reduced visual information in classrooms (low distraction classrooms)
- Sensory movement breaks - use of trampette, exercise ball
- Access to a weighted blanket or vest

Staff at Hob Moor Oaks Academy work closely with parents and multi-agency professionals to understand these sensory preferences and develop strategies that are planned and embedded into a Sensory Profile.

If pupils cannot access these strategies or tool kits they may become dysregulated, meaning their behaviours escalate and additional support is required to keep them and others safe, happy and ready to learn.

3. CREATING A SUPPORTIVE CULTURE

In line with this policy, pupils and staff will be provided with support to help them meet the challenge of behaving appropriately in school. Central to this is early identification of those at risk and implementation of early intervention strategies.

PUPIL SUPPORT:

- pupils identified/discussed at behaviour monitoring meetings to identify targeted support.
- use of reward charts or 'working for' boards can be implemented
- review of class timetables will be completed to ensure the pupil has appropriate times for additional movement activities, reward time, additional structure if and when needed.
- use of Tapestry Care diaries and home-school diaries or a phone call will give detail of behaviour incidents throughout the day
- WEB team/NAPPI trainer to provide 1 to 1 behaviour/pastoral support sessions with class teacher or team member to unpick triggers and develop Emotional Regulation Plan (5 point scale) which will include NAPPI Primary strategies including "High Quality Relaxation, Caring Communities and Productivity.
- Class teacher or WEB team link with parents/guardians via telephone or email
- EHCP behavioural outcomes to be discussed/reviewed with pupil/parents/guardians.
- WSP (Wellbeing Support Plan) to be written for pupils identified as posing a foreseeable risk
- opportunities to access Personalised Learning Programmes
- communication with multi-agency professionals including Educational Psychologist, Occupational Therapist etc

STAFF SUPPORT:

- Supportive staff networks and clear management protocols
- induction training
- peer mentoring
- SLT encourage 'open door' policy
- staff development/training
- staff supported by school strategies e.g. EHCP outcomes, Pupil Risk assessments and weekly monitoring meetings.
- Staff trained in Non-Abusive Psychological and Physical Intervention (NAPPI) which is the prevention and management of children/young people whose behaviour may become challenging.

PARENTS/CARERS SUPPORT:

The school acknowledges the importance of working in partnership and sharing the responsibility of education of pupils with parents and carers. This is achieved by keeping them informed and involved at all times. Effective communication and co-operation with parents are essential to the successful implementation of this policy.

4. REWARDS & SANCTIONS

REWARDS

Desirable and appropriate rewards reinforcing good behaviour include:

- verbal praise and encouragement
- telephone calls home
- positive comments entered on to Tapestry Care Diary or home/school diary
- displaying work
- certificates recognising achievement ie Golden Leaf Award
- visual display of certificates and photographs
- celebration of achievements in assemblies
- records of achievement folder
- annual reports sent to parents or guardians/carers
- special visits and outings
- extension of privileges e.g. extra playtime
- Golden Leaf awards
- personal star charts/working for… charts
- Use of motivators (first...then)

SANCTIONS

From time to time there may need to be a sanction for a pupil's inappropriate behaviour. Sanctions that are consistently and fairly applied will result in learning what is acceptable, appropriate behaviours and will support

the promotion and encouragement of positive behaviour (good choices) for all pupils. It is always the behaviour which is criticised or targeted and never the child.

Initial procedures to de-escalate and reverse inappropriate behaviour:

- Calm talking, low tone of voice
- Distraction or planned ignore
- Provide adequate personal space
- Offer a 'face-saving' route out of confrontation
- Warnings given
- Redirection e.g. a change to timetabled activity to distract and support pupil 1:1
- Tackfully remove triggers that may be dysregulating a pupil
- Missed playtime to complete missed learning
- Consideration about if the behaviour being displayed is due to positive or negative reinforcement, along with if it is automatic or social reinforcement. (NAPPI Functional Awareness)

5. Non Abusive Psychological and Physical Intervention (NAPPI)

CARE, CONTROL & SAFETY OF CHILDREN AND STAFF

This section should be read in conjunction with:
Restrictive interventions, including use of reasonable force, in Schools Guidance for schools in England April 2026. It also follows the guidance for The Use of Reasonable Force To Control or Restrain Pupils'.

Hob Moor Oaks Academy is committed to using NAPPI techniques which have adopted the British Institute of Learning difficulties (BILD) Code of Practice on physical intervention. Hob Moor Oaks Academy acknowledges that physical techniques are only a part of a whole setting approach to behaviour management.

PURPOSE
Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Hob Moor Oaks Academy acknowledges that physical techniques are only part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

- Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary
- Are provided with appropriate training to deal with these difficult situations.
- Staff allow time for team debrief sessions to take place to reflect on the incident and review the risks and Emotional Regulation Plan.

IMPLICATIONS

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- self - injuring or causing injury to others
- committing a criminal offence

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk

DEFINITIONS OF POSITIVE HANDLING

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Hob Moor Oaks Academy:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.4 Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

AUTHORISED STAFF
One member of staff is trained as a NAPPI Trainer to train colleagues at Hob Moor Oaks Academy and our Multi Academy Trust schools.

In Hob Moor Oaks Academy identified teaching staff, learning support staff receive training and are authorised to use reasonable force within the context of The Education and Inspections Act 2006, The Use of Reasonable Force to Control and Restrain Pupils'.

TRAINING
Training for identified staff will be made available and will be the responsibility of the Headteacher and NAPPI Trainer. Training is delivered using Level 1 or Level 2 and 3 framework. Identified staff receive Level 1 training as part of their induction, recertification of level 1 takes place over a 4 year plan.

Staff working with pupils whose behaviour poses significant risk will be trained in Level 2 and where required in level 3.

All the techniques used take account of a young person's;

- age
- gender
- Special Educational Needs and Disabilities (SEND)
- social context

MONITORING INCIDENTS
Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

FURTHER ACTION FOLLOWING INCIDENT MONITORING
The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour Policy and PBS plans
- Safeguarding Children Procedures (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- Exclusions Procedure in the case of violence or assault against a member of staff

- The member of staff will be kept informed of any action taken and if necessary they will be advised to seek advice from his/her professional association/union.

COMPLAINTS

The availability of a clear policy about reasonable force and the early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints will be investigated through the Trust's Concerns and Complaints Policy. If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and/or Safeguarding Children Procedures.

Accessible / Child Friendly Policy

The key messages and values from this policy have been adapted to help our children access this important message. The below "child friendly" copies are shared with children and referenced during PSED, ICT and safeguarding lessons and on the safeguarding notice boards.

Monitoring and evaluation

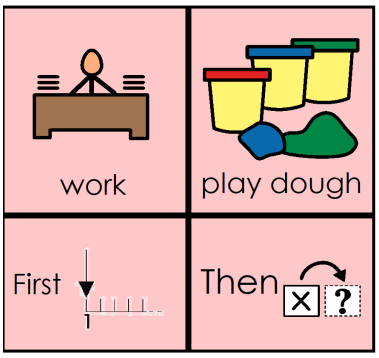
This policy will be reviewed biannually and approved by Local Governing Body.

Examples of Working for… tokens:-

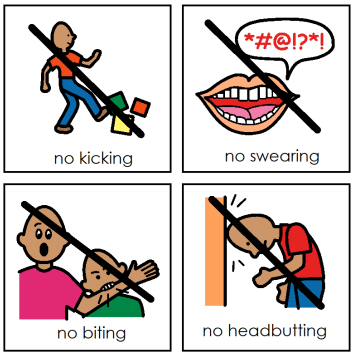




First.. Then examples:-



Examples of Visual Support:-



Lalemand Scale

