

POLICY – Positive Behaviour Support (PBS) Education Universal

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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School/College Profile

Cambian Whinfell School offers up to 52-weeks residential placements and day places for local students.

The School offers **OUTSTANDING** care and education for boys and young men aged 7-19. Students often arrive after difficult education and domestic experiences and are potentially lacking of confidence. Whinfell School provides stability, consistency and a sense of belonging within a safe and nurturing environment, whilst supporting students academic, social and emotional development to prepare them for the future.

Our young people have often experienced significant disruption to their schooling in the past and may come to us from multiple placement breakdowns. They may also present a risk to themselves or others due to high levels of challenging behaviour or deficits in personal development. Typically they are very disengaged, isolated and have little self-belief. By prioritising these deficits we create the conditions for young people to re-engage in education and achieve their full potential.

We believe that it is not enough to just provide a safe and happy school experience. We prioritise **connections before corrections**, recognising that strong, trusting relationships form the foundation for genuine growth and learning. In a supportive way, we want to challenge all of our young people to grow as individuals and acquire the skills, confidence, knowledge and qualifications to be as successful and resilient as they possibly can be when they eventually move on to further education or independence.

2. Purpose

This policy applies to **Whinfell School**.

It provides a universal framework and outlines the expectations that apply to:

- Staff
- Senior leaders
- Learners
- Visitors and contractors (where relevant)
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This policy enables **Whinfell School** to meet statutory duties, uphold safeguarding responsibilities, comply with data protection requirements, and maintain high quality provision.

It also establishes the organisation's commitment to Positive Behaviour Support (PBS), ensuring that all behaviour approaches are proactive, relational, learner-centred and grounded in an understanding of individual need. PBS promotes consistency, reduces restrictive practices, and supports learners to develop self-regulation, social communication and lifelong coping skills.

3. Scope

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in Appendix A–C.

4. Local Adaptation Requirement

Some sections in this policy are marked **Adapt Locally**. These sections are completed by each site to reflect local operational procedures or national equivalents (e.g., safeguarding framework, inspection remit, curriculum/quality framework, data protection controls).

All local additions are:

- Accurate
- Up to date
- Consistent with national legislation and regulator guidance
- Fully aligned with the universal standards in this policy

Where no local adaptation or local equivalent is required, the universal content remains fully applicable.

5. Legal and Regulatory Context

Whinfell School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in Appendices A–C, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

6. Positive Behaviour Support (PBS) — Definition

Positive Behaviour Support (PBS) is a proactive, evidence-informed framework that focuses on understanding the underlying reasons for behaviour and creating supportive environments in which learners can thrive. PBS places the learner at the centre and aims to improve quality of life, develop skills, and reduce behaviours of concern through preventative, relational and strengths-based approaches.

Core principles include:

- Understanding behaviour as communication
- Preventative and proactive strategies
- Teaching functional/self-regulation and communication skills
- Individualised planning with learner voice and family collaboration
- Consistency, relational practice and trauma-responsive approaches
- Reduction and robust oversight of restrictive practices

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- Quality-of-life-centred outcomes

PBS supports each site to maintain positive, safe and inclusive learning environments for learners under and over 18.

7. Positive Behaviour Support Model

Our approach is relational and grounded in PBS. We recognise that behaviour is a form of communication; learners are shaped by relationships and contexts, and our best lever for change is a consistent, trusted adult relationship.

Universal expectations drawn from relational practice:

- **Behaviour is something to interpret.** We are curious about need, not blame.
- **Relationships lead practice.** Most “management” is through connection, predictability and co-regulated calm.
- **Boundaries keep everyone safe.** Limits are clear, consistent and fair.
- **Rules are co-created where appropriate.** They are adapted for access and need.
- **Consequences are restorative and educational.** We repair harm and build skills.
- **Environment and relationships are key.** We adjust context before we attribute intent.
- **Effectiveness is measured by wellbeing and participation.** We track what improves daily experience and access to learning.

Trauma-responsive, PACE practice is central to the heart of Whinfell’s approach. We recognise that neurological load, emotional triggers and sensory profiles influence engagement.

Our trauma-responsive PACE approach:

- Builds predictability through routines and transparent expectations
- Creates opportunities for co-regulation, quiet spaces and recovery
- Uses relational communication to repair ruptures and support re-engagement
- Avoids punitive approaches that undermine safety
- Embeds strength-based feedback and choice
- Recognises sensory needs and environmental stressors
- Allows for flexible pacing

We aim to create a supportive, safe, and therapeutic learning environment for all students. Research consistently shows that a well-designed learning environment that promotes emotional well-being is essential in fostering academic success, particularly for students who may experience anxiety or emotional difficulties. Our classrooms are intentionally designed to promote a sense of calm, belonging, and emotional safety, helping to reduce anxiety and support positive learning outcomes.



8. General Expectations

We set high expectations for all learners while recognising that some learners have specific needs. Expectations apply at all times on site and when representing the site off-site or out of hours. We:

- Encourage a positive attitude to learning within a safe, calm environment.
- Promote high expectations and enable learners to become independent, responsible learners.
- Build respect for the community and environment.
- Use clear, consistent routines and systems to support development and ensure health, safety and wellbeing.
- Expect staff to model the behaviours, attitudes and habits we teach.

When behaviour falls below expectations, every interaction is an intervention. We maintain connection, use positive recognition, and support learners to regulate and re-engage.

Consistent routines include: start/end of day; transitions; assemblies/unstructured time; PE/activity times; movement around the site; breaks and lunchtimes.

9. Teaching and Promoting Positive Behaviour

We teach behaviour like any other part of the curriculum. Staff act as “stress detectives”—curious about *why* and *why now*—and use co-regulation to help learners build self-regulation.

We will:

- Teach and rehearse prosocial skills (communication, problem-solving, emotional literacy).
- Use anticipatory strategies (visuals, structure, choice, sensory/environmental adjustments).
- Offer regulation opportunities and safe spaces.
- Provide targeted and personalised supports where needed.
- Use positive recognition that is meaningful, equitable and dignified.

10. Behaviour as Learning: Connection Before Correction

Regulation precedes reasoning. We prioritise connection before correction, then scaffold reflection and problem-solving. We use restorative conversations to help learners understand impact and make amends.

Core restorative questions:

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected and how?
4. What can we do to make things right?

As part of **restore and repair**, amends may be verbal, written, symbolic or practical.

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11. Logical Consequences

Consequences are protective (safety and rights of others) and/or educational (learning for next time). They are logical, proportionate, dignified and time-limited, and they run alongside relational support and skill-building.

Protective consequences may include:

- Increased adult support/ratios or adjusted timetable.
- Access to outside space or alternative/differentiated teaching space.
- Supported movement during high-stress contexts.
- In rare cases, short-term removal from specific activities while protective measures are put in place.
- *(All protective measures pair with education and repair.)*

Educational consequences may include:

- Completing or re-doing work impacted by behaviour.
- Rehearsal/modelling of prosocial alternatives.
- Practical repairs where appropriate (fix/clean, help to restore).
- Reflect-repair-restore activities to understand impact and make amends.

Behaviour (examples)	Possible consequences/outcomes (examples)
Lower-impact (calling out, distracting, refusal)	Co-regulation with a trusted adult; acknowledgement of feelings; reflective conversation; curiosity about “why/why now”; plan for next time; brief educational task.
Higher-impact (bullying, discriminatory conduct, significant deliberate damage)	SLT notified ; restorative process; incident recorded; parents/carers/guardians informed; outcome personalised to need, severity and response; timetable adjustments and reintegration plan as required.

12. Supporting Those Harmed

When someone is harmed (physically or emotionally), we ensure safety, provide first aid/medical support where required, escalate in line with the Safeguarding and Child Protection Policy, and offer timely relational support. We reduce guilt/anxiety through reassurance, and we make support offers explicit and easy to access.

Examples of additional support that may be offered include:

Immediate emotional and relational support

- A calm, trusted adult staying with the learner or staff member until they feel settled.

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- Reassurance that they are safe, believed, and not at fault for having a stress response.
- Quiet, low-stimulus space to recover emotionally or physically.
- Normalising feelings (“It makes sense you felt scared/angry/worried — you’re not alone.”).

Practical safety and wellbeing support

- Arranging for a familiar adult to accompany the person back into routine when they are ready.
- Providing comfort items, sensory tools or grounding strategies.
- Adjusting the timetable or environment temporarily to promote a sense of safety.

Communication and reflection (when appropriate)

- Offering a supportive check-in once regulated (“How are you feeling now? What would help?”).
- Helping them put their experience into words using non-leading, trauma-aware language.
- Giving space to express feelings through writing, drawing or supported conversation.

Repairing relationships

- Facilitated restorative conversation when appropriate and only if the learner is ready.
- Clear reassurance that relationships remain intact and that adults are committed to repair.

Coordination with the wider support network

- Contacting parents/carers/guardians to offer reassurance and outline support provided.
- Making internal referrals to pastoral, wellbeing or mental health support teams.
- Engaging therapeutic, clinical or multi-agency professionals if patterns or needs emerge.

Follow-up and ongoing support

- Checking in later the same day and during subsequent days if needed.
- Updating personalised plans or risk assessments to reduce the likelihood of recurrence.
- Ensuring staff wellbeing support is offered where incidents have been distressing.

Escalation

When thresholds for escalation are met — for example, when there is immediate risk, significant distress, or indicators of a safeguarding concern — staff follow the

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'Safeguarding and Child Protection' Policy. Escalation is always used to increase safety and support, never as a disciplinary response. Help is requested early, communication is clear, and the learner remains at the centre of our decision-making. Once safe, we follow up with appropriate support, recording and review to ensure learning and prevention.

13. Risk Assessment and Positive Behaviour Support Plans

We use dynamic and formal risk assessment to anticipate stressors and agree strategies that keep everyone safe and learning. Plans identify early signs of dysregulation, effective responses, roles, and escalation/withdrawal strategies. Plans are co-produced with the learner (where possible) and with families/carers and relevant professionals.

14. Reducing Restrictive Interventions / Restraint & Seclusion

Our approach is grounded in Positive Behaviour Support (PBS) and trauma-responsive, relational practice. We know that learners thrive when they feel safe, understood and connected, and that most behaviour of concern can be prevented through proactive planning, trusting relationships and consistent, predictable environments.

Restrictive practices/interventions/restraint and seclusion are **only ever used as an absolute last resort**, and only when all other reasonable options have been tried or considered and immediate harm cannot be prevented in any other way. They are not a routine strategy, not a behaviour management tool, and not a response to refusal, non-compliance or expressions of distress. Their sole purpose is to keep a learner or others safe in situations of imminent and significant risk.

Any restrictive practices/interventions/restraint and seclusion must be the least restrictive option available, used for the shortest possible time, carried out by staff who are trained, authorised and confident in trauma-responsive practice, and ended as soon as the risk reduces.

Sites record, review and analyse every incident to ensure learning leads to the ongoing reduction of restrictive practices across the organisation. This reflective culture is essential to safe, ethical practice.

Physical intervention is rare, an absolute last resort, and used only to prevent harm, protect rights, or maintain safety. Any intervention must be necessary, proportionate, and time-limited, with continuous attempts to reduce intervention through de-escalation and co-regulation.

All incidents are recorded promptly, reported to the Headteacher/Principal, reviewed for learning, and followed by support for all involved. The long-term aim is always increased self-regulation and the reduction of restrictive interventions / restraint and seclusion practices.

15. Screening, Searching and Confiscation

To maintain a safe and predictable learning environment, staff may act to prevent harm, protect the wellbeing of learners and uphold site expectations. Screening, searching and confiscation are permitted safety measures and must always be carried out in a way that is lawful, necessary, proportionate, respectful and trauma-responsive.

Any search or confiscation is approached calmly, with clear communication, and with attention to the learner's dignity and emotional safety. High-value, prohibited or inappropriate items are handled sensitively, with timely communication to parents/carers/guardians and clear arrangements for return or secure storage.

Where possible, staff use relational approaches and conversation first. Searches are only undertaken when justified, and by staff who understand the correct procedures for the nation in which the site operates.

16. Suspension / Exclusion

Suspension / Exclusion is a last-resort safety measure used only when other proportionate, preventative and restorative responses have been tried or would not keep people safe. Decisions are evidence-based, necessary and time-limited, with clear communication to Learners and families, and suitable education arrangements maintained. We apply PBS throughout—exploring triggers, adapting environments, and agreeing regulation strategies—and, where suspension / exclusion occurs, we plan for reintegration that restores relationships, strengthens support and protects learning access (including SEN considerations).

17. Recording, Reporting and Data

We record significant behaviour incidents, restrictive interventions, discriminatory incidents, and safeguarding concerns promptly and accurately. Data is used to:

- Identify patterns and triggers;
- Assess equity and disproportionality;
- Inform personalised plans and site-wide improvements;
- Provide assurance to leaders and governors/trustees.

18. Data Insight, Learning Reviews and Improvement (Universal)

Leaders undertake regular reviews of behaviour data, incident reports, and stakeholder feedback to evaluate impact and drive improvement. Post-incident reviews focus on learning and prevention, not blame. Findings inform training, environment adjustments, curriculum, and planning.

19. Roles and Responsibilities

Principal

- Leads and sets the tone for PBS and relational practice.
- Ensures training, supervision and resourcing.
- Oversees local adaptations and compliance.
- Authorises high-level decisions (e.g., protective measures) in line with national frameworks.

Senior Leadership Team (SLT)

- Implements and monitors this policy.
- Oversees personalised planning and risk.
- Supports staff wellbeing and professional judgement.
- Engages families and the multi agency team.

Teachers and Staff Team

- Apply PBS and relational practice consistently.
- Teach, model and rehearse prosocial skills.
- Record incidents accurately and on time.
- Co-produce and review learner plans with the education team and multi agency team.

Learners

- Engage with learning, practise strategies, and participate in restore and repair processes.
- Share their views on what helps them feel safe, regulated and included.

Parents/Carers/Guardians and Professionals

- Collaborate with the site; share relevant information.
- Participate in planning and reviews to support consistency across contexts.

20. Inclusion, Equity and Additional Needs

We will always endeavour to understand behaviour, support wellbeing, and make **reasonable adjustments** to enable progress and engagement. Many behaviours reflect underlying communication, sensory, medical or neurodevelopmental needs. We integrate PBS with the **SEN** processes and with multi-agency support to ensure learners' needs are met.

Our aim is to help learners return to their **window of tolerance**, so they can connect, learn and thrive.

21. Training and Professional Development (Universal)

All staff receive role-appropriate training in PBS, trauma-responsive and relational practice, de-escalation, restorative approaches, equality and inclusion, and recording/reporting standards. Training is inducted, refreshed, and quality-assured.

22. Monitoring, Quality Assurance and Compliance

Compliance is monitored through learning walks, observation, record audits, incident analysis, stakeholder feedback and governance oversight. Findings inform targeted improvement.

23. Publishing and Communication

Owner: Headteacher/Principal (or delegated SLT lead).

This policy will be published to staff, learners (in accessible formats), and parents/carers/guardians, with versions appropriate to audience and reading age. Alternative formats will be provided on request to meet accessibility needs.

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendix A – England

Legislation, guidance and regulatory frameworks underpinning Positive Behaviour Support in England.

Working Together to Safeguard Children (Dec 2023)

- **Means:** Statutory multi-agency guidance on help, protection and child-centred practice for all school and under 18 FE provision.



- **Requires:** Effective multi-agency arrangements, timely referrals, lawful information sharing and clear safeguarding oversight that interfaces with behaviour/PBS.
 - **Our stance:** Behaviour/PBS is delivered within a strong safeguarding culture that acts early and collaborates well.
 - **Implementation example:** Local safeguarding pathway map with escalation routes; decision logs attached to behaviour incidents.
- Links:** <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education (KCSIE) (in force 1 Sep 2025)

- **Means:** Statutory guidance for schools and colleges on safeguarding, safer recruitment and managing concerns for under-18s in any site.
 - **Requires:** Up-to-date policies, DSL/Deputies, training/induction, early help processes and robust record-keeping that align with behaviour/PBS systems.
 - **Our stance:** PBS is embedded within KCSIE-compliant systems, training and oversight.
 - **Implementation example:** Annual DSL report to governance showing links between behaviour trends and safeguarding actions.
- Links:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Behaviour in Schools: Advice for Headteachers and School Staff (Feb 2024)

- **Means:** Non-statutory DfE guidance for all school types and under 18 FE provision on designing and running behaviour systems.
 - **Requires:** Behaviour curriculum, consistent routines, restorative responses, SEND-aware practice and transparent policy implementation.
 - **Our stance:** We implement a PBS, trauma-responsive, restorative model with clear routines and relational practice.
 - **Implementation example:** Behaviour policy with PBS principles; restore/repair flow; staff toolkit and coaching notes.
- Links:** <https://www.gov.uk/government/publications/behaviour-in-schools--2>

School Suspensions and Permanent Exclusions (Aug 2024)

- **Means:** Statutory guidance on suspensions, permanent exclusions, duties to inform/educate and review processes.
 - **Requires:** Lawful, proportionate decisions; timely notifications; suitable education from day 6; governance monitoring and data use.
 - **Our stance:** Exclusion is a **last resort**; PBS planning, alternatives and reintegration are expected.
 - **Implementation example:** Exclusion file with evidence of alternatives tried, decision rationale and reintegration plan.
- Links:** <https://www.gov.uk/government/publications/school-exclusion>

Searching, Screening and Confiscation in Schools (Jul 2023)



- **Means:** Guidance on lawful, necessary and proportionate searching/screening powers and confiscation processes.
 - **Requires:** Clear authorisation, witnessing/recording, respectful conduct, secure handling/return and family communication.
 - **Our stance:** Use relational de-escalation first; search only when justified; maintain dignity and clear records.
 - **Implementation example:** Search register capturing authoriser, witness, rationale, outcome and same-day contact.
- Links:** <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Restrictive Interventions, including use of reasonable force, in schools (effective 1 Apr 2026)

- **Means:** New DfE framework that places “reasonable force” within restrictive interventions, strengthening prevention, recording and parental reporting.
 - **Requires:** Last-resort, necessary and proportionate use only; detailed incident recording and prompt parental notification; continual reduction focus.
 - **Our stance:** We reduce restrictive practices year-on-year; each incident triggers a learning review and plan update.
 - **Implementation example:** Post-incident review template with environmental adjustments and strategy changes.
- Links:** <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The Education (Independent School Standards) Regulations 2014

- **Means:** Legally binding standards for independent schools (quality of education; welfare/health/safety; premises; information; complaints; leadership).
 - **Requires:** Fit-for-purpose behaviour/safeguarding policies, safe premises and compliant information/complaints handling.
 - **Our stance:** Behaviour/PBS, safeguarding and complaints are mapped to Parts 1, 3, 7 and 8.
 - **Implementation example:** Standards compliance matrix with evidence references and review dates.
- Links:** <https://www.legislation.gov.uk/ukxi/2014/3283>

Ofsted – Education Inspection Framework (Nov 2025)

- **Means:** Framework for inspection of non-association independent schools and FE & skills providers.
- **Requires:** Evidence of behaviour culture, personal development, safeguarding and leadership impact in triangulated form.
- **Our stance:** PBS impact is triangulated through data, learner voice and observation.

- **Implementation example:** Termly PBS dashboard feeding SEF and improvement plan.
Links: <https://www.gov.uk/government/publications/education-inspection-framework>

SEND Code of Practice: 0 to 25 Years (updated Sep 2024)

- **Means:** Statutory guidance for SEND across **schools and FE**; graduated response, co-production and access arrangements.
- **Requires:** Personalised planning (incl. behaviour support), reasonable adjustments and review cycles linked to learning access.
- **Our stance:** Behaviour support is integrated with SEND processes and curriculum access.
- **Implementation example:** Joint behaviour/SEND plan with regulation strategies, environmental adaptations and review dates.
Links: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Appendix B – Wales

Legislation, guidance and regulatory frameworks underpinning Positive Behaviour Support in Wales.

Keeping Learners Safe 2022

- **Means:** Statutory safeguarding guidance for all educational settings, including independent schools and FE.
- **Requires:** DSP arrangements, safer recruitment, recording/monitoring and effective multi-agency working aligned with behaviour/PBS.
- **Our stance:** PBS operates within robust safeguarding governance and early help pathways.
- **Implementation example:** DSP termly report linking behaviour trends to referrals and early help actions.
Links: <https://www.gov.wales/keeping-learners-safe>

Reducing Restrictive Practices Framework (Updated 2024)

- **Means:** National framework to reduce restrictive practices across education, health and social care, emphasising rights and prevention.
- **Requires:** Prevention/de-escalation first, oversight, recording/monitoring and continuous reduction planning at site level.
- **Our stance:** Restrictive practices are last resort; data-led reduction is expected.
- **Implementation example:** Site reduction plan with trend analysis and action tracking.
Links: <https://www.gov.wales/reducing-restrictive-practices-framework>

Exclusion from Schools and Pupil Referral Units (Apr 2024)



- **Means:** National guidance on lawful exclusions, processes and duties for schools/PRUs in Wales.
- **Requires:** Alternatives explored, timely notifications, compliant reviews and reintegration planning.
- **Our stance:** Exclusion is a last resort; PBS and reintegration underpin decisions.
- **Implementation example:** Exclusion log with reintegration plans and ALN considerations.

Links: <https://www.gov.wales/exclusion-schools-and-pupil-referral-units-pru>

Independent School Standards (Wales) Regulations 2024 (in force 14 Feb 2024)

- **Means:** Legal standards for **independent schools** in Wales (education, welfare/health/safety, leadership, information, complaints).
- **Requires:** Strengthened safeguarding (training/DBS cycles), rights-based practice and proprietor-level accountability for compliance.
- **Our stance:** Behaviour/PBS, safeguarding and complaints are mapped and evidenced against these Standards.
- **Implementation example:** Proprietor compliance tracker covering behaviour, safeguarding and complaints clauses.

Links: <https://www.legislation.gov.uk/wsi/2024/27/made>

Estyn – What and How We Inspect: Independent Schools (2024)

- **Means:** Estyn's inspection approach and evaluation areas for independent schools.
- **Requires:** Evidence of wellbeing/care/support/guidance, safeguarding culture, leadership and improvement.
- **Our stance:** PBS impact is triangulated through data, voice and observation within inspection areas.
- **Implementation example:** SEF sections cross-referencing PBS outcomes to Estyn inspection areas.

Links: <https://estyn.gov.wales/app/uploads/2024/08/What-and-how-we-inspect-independent-schools.pdf>

Estyn – What We Inspect: Independent Specialist Colleges (2024)

- **Means:** Inspection framework for **independent specialist colleges (post-16)** in Wales.
- **Requires:** Evidence on wellbeing, safeguarding effectiveness and learner support that aligns with PBS.
- **Our stance:** FE sites integrate PBS with ILPs/IDPs and post-incident learning reviews.
- **Implementation example:** Debrief outcomes feeding curriculum and support adjustments in learner plans.

Links: https://www.estyn.gov.wales/system/files/2024-07/What%20We%20Inspect%20-%20Independent%20specialist%20colleges%20-%202024_0.pdf

Additional Learning Needs (ALN) Code for Wales 2021

- **Means:** Statutory code for ALN/ALP across schools and FE; rights-based, person-centred planning and coordination.
- **Requires:** Early identification, IDPs, multi-agency collaboration and reasonable adjustments that also inform behaviour support.
- **Our stance:** PBS is personalised via IDPs and reviewed regularly with families and the multi agency team.
- **Implementation example:** IDP with regulation strategies, environment adaptations and review cycle.

Links: <https://www.gov.wales/additional-learning-needs-code>

Appendix B - Scotland

Legislation, guidance and regulatory frameworks underpinning Positive Behaviour Support in Scotland.

Included, Engaged and Involved – Part 3: Physical Intervention in Schools (Nov 2024)

- **Means:** National relationships- and rights-based guidance on physical intervention, restraint and seclusion in schools.
- **Requires:** Prevention/de-escalation first; last-resort use; recording/notification; post-incident support and learning review.
- **Our stance:** Sites track and reduce restrictive practices through reflective reviews and plan updates.
- **Implementation example:** Restrictive practice dataset with actions and governance oversight minutes.

Links: <https://www.gov.scot/publications/included-engaged-involved-part-3-relationships-rights-based-approach-physical-intervention-schools/>

National Guidance for Child Protection in Scotland (updated 2023)

- **Means:** National expectations for child protection processes; applies to all schools including independent.
- **Requires:** Clear procedures, timely referral/strategy discussion, robust recording and oversight.
- **Our stance:** Behaviour/PBS sits within GIRFEC-aligned safeguarding practice.
- **Implementation example:** Child protection decision log cross-referenced to behaviour incidents and plan changes.

Links: <https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/documents/>

Getting It Right For Every Child (GIRFEC) — policy hub

- **Means:** National wellbeing approach (SHANARRI), planning and multi-agency coordination across services.
- **Requires:** Child's plan/lead professional, proportionate information sharing and needs-led support aligned to behaviour regulation.

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- **Our stance:** PBS aligns to GIRFEC values and planning tools for consistency and voice.
 - **Implementation example:** Child's plan with co-produced regulation strategies and review chronology.
- Links:** <https://www.gov.scot/policies/girfec/>

How Good Is Our School? (HGIOS4) — HMIE landing (page updated 17 Dec 2025)

- **Means:** National **self-evaluation** framework used by inspectors; focuses on wellbeing/equality/inclusion and leadership for improvement.
 - **Requires:** Triangulated evidence of wellbeing, behaviour culture and leadership impact.
 - **Our stance:** PBS evidence is built into SEF (QI 3.1 and leadership QIs) with data, voice and observation.
 - **Implementation example:** SEF extracts with PBS impact statements and sampling plan for learning walks.
- Links:** <https://educationinspectorate.gov.scot/inspection-frameworks/hgios4/>

Included, Engaged and Involved – Part 2: Exclusions (2017)

- **Means:** National guidance to prevent and manage school exclusions, emphasising early intervention and reintegration.
 - **Requires:** Lawful processes, alternatives to exclusion and structured reintegration planning.
 - **Our stance:** Exclusion is a last resort; staged intervention and PBS lead decision-making.
 - **Implementation example:** Exclusion file with staged interventions, learner voice and reintegration outcomes.
- Links:** <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>