



Greenvale School

Restrictive Interventions Policy

Signed: April 2026

Next Review date: April 2027

Relational Behaviour Policy – April 2026

Greenvale School



Section 1

“The Why”

Introduction:

Greenvale has a whole-school relational approach to behaviour and well-being, which emphasises the importance of building positive relationships, viewing behaviour as communication, and fostering self-regulation skills to improve quality of life. This involves staff training in attachment, relational, restorative, and trauma-informed practices. Trauma-informed practice is an approach grounded in the understanding that trauma exposure can impact an individual’s neurological, biological, psychological and social development. As a trauma-informed school, we recognise that pupils/parents/staff may have experienced trauma and the impact it can have on the ability to relate to others. A relational approach builds connection, a trauma-informed approach shapes that connection with awareness of trauma’s impact, and a restorative approach repairs harm and rebuilds trust after conflict. Factors such as disability, race, and poverty intersect with trauma to create unique challenges for our young people. Relational, attachment and trauma informed approaches advocate for equitable, individualised, and compassionate responses rather than a uniform, "one-size-fits-all" model.

The approach aligns with legislation and guidance effective April 2026, aimed at significantly reducing the use of restrictive practices (such as physical restraint or seclusion).

Rationale

Greenvale School is committed to the emotional mental health and well-being of its students and staff. We work towards providing an environment, curriculum and enrichment opportunities that support the social, emotional and mental health of our young people. Our Relational Behaviour Policy is based on building a culture and climate that foster equality and diversity, consideration, support, connection, inclusion, respect and value for all members of the school community.

Greenvale School is committed to trauma-informed education, which prioritises relational behaviour by focusing on understanding the impact of trauma on students and creating a safe, supportive environment

At Greenvale School, we want our Relational Behaviour Policy to reflect our insight and understanding of the needs of our young people and how this contributes to their ability to communicate and self-regulate.

We believe that positive behaviour is at the centre of effective teaching and learning. And this is achieved by cultivating secure and trusted relationships where students feel safe, seen, and valued.

There is a growing body of research and understanding of the impact of Childhood Adversity Experiences (ACE) on long-term mental and physical health and the protective factors that can mitigate the potential impact. It is our aim to maximise the protective factors in school

by creating an environment of safety that has strong, positive and supportive relationships at its heart.

SEND Code of Practice places a strong emphasis on person-centred principles and inclusion, mandating a fundamental shift in how educational support is planned and delivered. Greenvale school actively places students and their family at the centre of decision-making to secure the best possible outcomes. The school also promotes strong partnerships between families, professionals, the local authority, and health and social care services to provide coordinated support.

Key principles.

- The school uses a Whole-Person Approach: A holistic perspective that considers the individual's emotional state, past experiences, and overall well-being.
- Prioritising positive and trusting relationships as the foundation for positive behaviour.
- Having genuine curiosity which leads to deeper understanding and creates intentional connections.
- Viewing behaviour as communication of unmet needs.
- Providing Coregulation and emotional support which, over time, helps our young people to internalise these strategies and build self-regulation.
- Every student at Greenvale school is viewed as a unique individual with their own specific needs, experiences, and circumstances within the context of both, home and school, leading to the implementation of Personalised Responses.
- The school environment is designed to be high in both nurture and structure, with predictable routines, clear expectations, and consistent responses.
- Promoting understanding and appreciation of diversity, valuing voices and experiences of students and staff.
- Prioritising safety and ensuring that decisions are made in students' best interest.
- Empowering students to have a voice in their decision-making process. At Greenvale School this is done through student council, EHCP reviews, communication strategies and by creating a safe, structured environment where their ideas are genuinely listened to and acted upon.

Section 2

“The What”

Being trauma informed:

Relational approaches are at the heart of trauma informed practice, due to the emphasis placed on the importance of secure and trusting relationships and the sense of safety these provide.

Trauma can significantly impact students' behaviour and connections particularly affecting emotional regulation, this can manifest as increased anxiety, poor self-esteem, emotional outbursts, and difficulty forming trusting relationships. Greenvale fosters a safe, predictable, and supportive environment with empathetic relationships, predictable routines, and a focus on understanding the underlying reasons for behaviour leading to improved attendance, engagement, positive behaviour and overall wellbeing.

Holistic Support for Regulation and well-being to improve quality of life:

Greenvale has a holistic positive approach to behaviour regulation that considers all aspects of our young people's well-being to improve their quality of life by addressing the underlying causes of behaviours that can challenge and providing comprehensive support.

Relational approach:

Relational approaches are universal practices that value the essential nature of relationships in enabling individuals to develop, learn, adapt and thrive. This relational practice shapes all levels of our school, including ethos, policy, procedures and everyday interactions. It provides the school with tools to adapt and respond to the emotional and developmental needs of our young people, including those who are most in need.

Key elements of the Relational Approach:

- Developing Relationships – This involves building relationships, supporting inclusion and setting and maintaining boundaries with empathy.
- Responding and Calming – Using relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills and RPBS plans to manage crisis.
- Repairing and restoring – using restorative conversations as part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm and to support change.

Greenvale school values the importance of connectedness and positive, safe relationships in supporting emotional, social, and academic outcomes for our young people. Our relational approach places emphasis on relationships, trust, respect, age appropriate, responsibility and restoration, which have a more positive and effective impact when addressing behaviour.

Greenvale staff model positive behaviours and promote appropriate relationships with each other, parents and students, by being role models who demonstrate empathy, respect, and calm presence, while also understanding how past trauma impacts behaviour.

Restrain reduction:

Greenvale is committed to minimising the use of restrictive practices. Restraint Reduction Approach aligns with trauma-informed care and positive behaviour support approaches. These frameworks emphasise understanding the underlying causes of challenging behaviours, promoting empathy, and providing appropriate support to address students' needs.

Legislation, statutory requirements and statutory guidance:

This policy is compliant with national and local guidance and compatible with the school's Safeguarding and Child Protection Policy and Procedures, Restraint Reduction policy, Wellbeing and mental Health Policy.

This policy adheres to the legal requirements and statutory guidance issued by the DfE: Behaviour in Schools Advice for headteachers and school staff- February 2024, Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026 and Guidance on Promoting and supporting mental health and wellbeing in

schools and colleges- Updated in July 2025. Section 93A of the Education and Inspections Act 2006.

This policy was developed through consultation with the school community, including staff, students, parents, professionals and Greenvale School Governors.

Section 3

“The How”

Roles and responsibilities:

- The Headteacher will be responsible for developing and implementing the day-to-day management of the policy and procedures and ensuring that the school environment encourages positive behaviour. The Headteacher should regularly review and analyse data on restrictive interventions.
- The Governing Body will ensure, in consultation with the Headteacher, that the policy promotes a relational, positive approach to behaviour. The governing body must take all reasonable steps to ensure that the school’s procedures for recording and reporting the use of force and seclusion and restraint are complied with. The Governing body should regularly review and interrogate data on restrictive interventions.
- The lead for behaviour strategically oversees behaviour management and is responsible for establishing collaborative partnerships with relevant external services ensuring a coordinated effort in addressing behavioural and emotional needs.
- Key Stage coordinators take a lead role in the management and delivery of relational behaviour & nurturing interventions. Key stage Coordinators should regularly review and analyse data on restrictive interventions and identify and implement strategies to reduce the use of restrictive practices. Key Stage Coordinators must provide information about the seclusion or restraint incident in writing to parents.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the relational behaviour policy and procedures are followed, and consistently and fairly applied. All staff must record each significant incident in which a member of staff uses force on a pupil, as part of the school’s duty under section 93A of the Education and Inspections Act 2006 and report
- The school will encourage parents to work in partnership with the school to assist it in encouraging positive behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
- Students are encouraged to develop regulation skills and strategies through therapeutic methods that involve evidence-based interventions such as “The tree of Life”, evidence-based frameworks such as “Zones of Regulation” and practices such as “Co-regulation”. These approaches help students manage their emotions and behaviours. Students will be made aware of the school policy, rules, procedure and expectations at a level appropriate to their ability.
- School leaders should ensure that the policy is made available to all staff, pupils and parents.

The Greenvale Way:

The Greenvale way refers to our collective beliefs, values, and shared practices that shape the school environment for staff and students, influencing everything from behaviour and academic achievement to staff satisfaction and a sense of community. Our school culture is welcoming, caring, supportive and encouraging characterised by staff's professional conduct, fair treatment, clear communication, and consistent adherence to expectations, which allows students to feel safe and valued, ultimately contributing to their well-being and academic success.

Greenvale Way principles are reviewed and updated regularly with input from both staff and students.

Students' views:

1. "I can be myself"

Students respond well and feel safe in an environment where their unique neurodivergence, identities, and sensory needs are respected without judgment. The policy reflects that "The Greenvale Way" is to celebrate individuality.

2. "I am supported to make and keep friends"

Students are encouraged to connect with others and build and maintain social connections.

The policy reflects that "The Greenvale Way" is to focus on relational connection and skill-building.

3. "I have trusted adult to support me"

When students have a trusted adult/s at school, their emotional and academic experiences are significantly improved.

The policy: Staff provides a calm presence when a student's nervous system is overwhelmed.

4. "I am celebrated for my best"

Recognition is tailored to the specific needs and targets of each student.

The policy: We celebrate "**Personal Best**" milestones. This means recognising the courage it took to try a difficult task, the resilience to return to a lesson after dysregulation, or the effort of using a new breathing technique.

Using a three-tier model of intervention:

Greenvale uses a person-centred, tiered approach model of intervention, combined with a relational approach which aims to promote mental health, well-being and positive behaviour by providing General support for all students, targeted support for some students, and intensive individualised interventions for those with significant needs.

Person-centred, tiered approach model of intervention Greenvale School.

Tier 1: **General Support for all students:** The first tier builds the foundation and ensures that there is consistent implementation of school values, policies and guidance. All students have access to this support.

Relational aspect: Developing strong relationships is the universal strategy, ensuring everyone feels safe and has a sense of belonging, which is essential for learning.

Key Elements:

- Relational approach, positive systems and procedures, positive ethos and school culture, Greenvale Way, trauma informed school, ARC Gold pathway level, capable environment, motivating and engaging curriculum, Team Teach approach for positive behaviour management

Tier 2: Tailored support: The second tier ensures that practices and systems provide targeted support for students.

Relational Aspect: Repeated positive adult-pupil interactions and consistent guidance help students develop self-regulation skills, supporting their mental health, well-being and progress.

Key Elements:

- Relational approach, positive systems and procedures, evidence-based interventions, Support from Key Stage Learning Mentor, functional analysis, support from KS coordinators, input from behaviour lead, contact with parents/family/Social worker/MDT, personalised support from learning Mentors, PRB Plans Team Teach approach for positive behaviour management.

Tier 3: Intensive support for students with exceptional behavioural needs:-This tier provides highly individualised interventions for students with the most significant behavioural challenges.

Relational Aspect: The adult provides consistent support, even amidst trauma or loss, to help students build resilience and emotional regulation skills.

Key Elements:

- Relational approach, positive systems and procedures, Individualised interventions for high-risk behaviours, Risk assessments, CAMHS support, Educational Psychology input, high level of support - Glade provision, highly structured environment (e.g. workstation, use of soft/relaxation room), personalised timetable, personalised support from learning Mentors, sensory support (e.g. sensory circuits), SaLT input OT input, contact with parents/family/Social worker/MDT, Team Teach approach for positive behaviour management.

Training:

Trauma-informed school training for the whole school, equips staff to understand profound impact of trauma on student development and behaviour, recognise the signs of trauma, and respond with effective, proactive and supportive practices.

Learning Mentors are trained on and use various evidence-based relational interventions to support students, including the Tree of Life, restorative practices, conflict resolution, mentoring and befriending and LEGO therapy.

Staff receive accredited training through the Team Teach program with a focus on responding to behaviour through a positive, person-centred approach rooted in trauma-informed relational principles, and the reduction of restrictive practices. This approach uses de-escalation, risk reduction, and positive handling techniques to support individuals with challenging behaviour, mental health needs, and trauma. This also includes the use of positive handling techniques to respond to situations in a reasonable, proportionate, and necessary way, ensuring the safety and well-being of everyone involved.

All staff receive this Relational behaviour policy and our restraint reduction policy alongside regular training sessions throughout the year, including on “Keeping safe and positive communication, understanding causes of challenging behaviour, and Zones of regulations.

In addition, all new staff receive this Relational behaviour Policy and receive the “Supporting Positive Behaviour and Keeping safe” training as part of the induction programme. This includes regular agency staff.

Supervision and Reflective Practice

Staff at Greenvale school uses a reflective approach to analysing behaviour data with the aim of understanding the root causes of actions, support self-regulation, and plan next steps. The school also offers “Reflective supervision sessions” providing a safe space for staff to process emotional experiences, deepen self-awareness, and align their actions with the policy’s relationship-focused principles.

Capable environments:

Capable environments provide a holistic framework physical, social, and organisational support for our young people, and is structured around the following elements:

Greenvale Physical Environment	Greenvale Structure and Routine	Greenvale Social and Emotional Environment
Spaces are designed to be accessible, safe, and stimulating and they by clearly defining how each space should be used.	Visual timetables and predictability: A clear, chronological display of the day’s events using symbols, photos, Makaton, OOR, Touch Cues or text.	Fostering positive social interactions and prioritising building secure attachments and a sense of belonging for all students, especially those with trauma or early childhood attachment needs.
Physical and sensory adaptations that foster independence and reduce dysregulation.	Consistent transitions throughout the day are managed using a multi-sensory approach to help students shift focus without anxiety. We use auditory, visual, and physical cues.	Augmentative and Alternative Communication (AAC) to support social and emotional integration.
Sensory equipment that promotes sensory integration and motor skill development such as sensory swings, trampolines, climbing walls.	Whole-school commitment to predictability and structure : staff ensures that students experience the same routines regardless of which adult is present.	Understand Behaviour Holistically: A holistic view recognises that behaviour is a form of communication, often serving a function

Learning Mentors:

Learning mentors follow both a responsive and proactive approach. Learning mentors provide consistent one-to-one and group support and deliver evidence-based interventions to students, helping them develop positive relationships, coping strategies, build confidence, and re-engage with learning.

Learning Mentors are available to support when a student is in a crisis situation. Their role involves doing dynamic risk assessments, managing the immediate incident, guiding co-regulation and de-escalation, and overseeing the debriefing process for staff and students afterward. They also work pro-actively with class teams to devise relational behaviour support plans, which are designed to support students and minimise occasions when they might reach crisis.

Learning mentors use a trauma informed approach considering the students' wider life and work with other professionals and families to create individualised relational plans.

Relational Behaviour Support Plans:

All students at Greenvale school have a student profile with information about their individual's needs. Some students also have a Relational Behaviour Support Plan drawn up by those working more closely with the student, such as class team, learning mentors, parents, professionals, external agencies and the individual whose behaviour is being supported. The relational behaviour plan integrates a trauma-informed approach, focusing on understanding behaviour as a communication of distress and prioritising trust, empathy and building supportive relationships.

The Relational Plan uses the PACE model (Playfulness, acceptance, curiosity, empathy) to create a safe, and trusting relationship, focusing on communication and connection to guide students through difficult emotions and situations. The PACE approach helps build secure attachments by encouraging staff to respond with compassion and a non-judgmental attitude, which helps the student feel safe and understood.

Restraint Reduction Policy:

Greenvale School is committed to continue to further reduce restrictive interventions and aims to accomplish this by using a relational and trauma-informed approach and by providing supportive, non-restrictive environments, while ensuring that any use of force is reasonable, proportionate and is legally and safely applied.

The school's Restraint Reduction Policy aims to minimise restrictive interventions, using them only as a last resort, in proportion to risk, and in compliance with the Human Rights Act 1998 and Equality Act 2010. The policy outlines how we minimise the use of restrictive interventions, focusing on prevention, de-escalation, and safer practices when restrictive practices are used as a last resort. We acknowledge there are times when the use of reasonable force and other restrictive interventions will be lawful; for example, to keep individuals and the wider school community safe however, the use of reasonable force and other restrictive interventions can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom.

Greenvale school is a member of the **Restraint Reduction Network (RRN)** which is an organisation with a strong vision to reduce reliance on restrictive practices. The school has

adopted the 6 Core Restraint Reduction Strategies which is a best-practice approach to restraint and seclusion reduction, as a result, the school has a Restraint Reduction Pledge and is part of the Restraint Reduction Network.

Strategy 1. Leadership towards organisational change.

Strategy 2. Full inclusion of lived experience.

Strategy 3. Using data to inform practice.

Strategy 4. Workforce development.

Strategy 5. Use of seclusion and restraint reduction tools.

Strategy 6. Debriefing techniques

Physical Contact with Students

At Greenvale School we have a primary responsibility for the care, welfare and safety of all pupils in our charge. We encourage a culture in which all staff believe safeguarding to be of the highest importance and understand that their vigilance is critical. As a secondary school, we encourage students to behave in an age-appropriate manner towards staff and visitors. It is necessary to have regular physical contact with many of the students to support them with their physical and personal needs. This is completely acceptable providing guidelines are followed. However, staff should not hold hands / link arms with students unless they have difficulty walking or there are other safety reasons. Students should not be allowed to cuddle, kiss or sit on staff laps.

Exclusion

All students at Greenvale school have an EHCP or are on an assessment place. The school will take into account any special educational needs when considering whether or not to exclude a pupil. The majority of students at Greenvale School who exhibit behaviours that can challenge through their distress would not understand the reason for their exclusion and so it would have no impact on their future behaviour. The Head Teacher will ensure that reasonable steps have been taken by the school to respond to a pupil's disability, so the pupil is not treated less favourably for reasons related to the disability. Reasonable steps will include:

- Differentiation in the school's Behaviour Policy
- Developing strategies to support, improve or prevent the pupil's behaviour
- Multi-agency support including SaLT, OT, CaMHS and EP
- Staff training
- Reviewing/implementing Positive Behaviour Support Plan
- Discussion with the pupil
- Mentoring (adult support)

Bullying

Bullying is defined as actions or words that are persistent and repeated which lead to the victim feeling personally intimidated or humiliated. At Greenvale School, bullying is not tolerated. Where appropriate, students will be made aware of how they can draw their concerns about bullying to the attention of staff in the confidence that these will be carefully

investigated and, if substantiated, taken seriously and acted upon. All staff will be made aware of their responsibilities for ensuring the safety of more vulnerable students who, because of the impact of their special needs or additional language issues, are unable to communicate any issues that arise. Incidents of bullying, whether physical or verbal, must always be addressed. Each case will be addressed individually, but in all cases parents, Key Stage co-ordinators and Learning Mentors will be involved in resolving the situation, for example through restorative justice. The relational behaviour approach includes teaching social-emotional skills through the curriculum, which helps to prevent bullying and address its root causes by supporting all pupils in developing understanding, empathy, and a sense of shared responsibility for a positive school community.

Discriminatory Language

Incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable at Greenvale School. These are quite rare but must be addressed in accordance with our safeguarding procedures. Staff actively work to prevent discriminatory language by fostering a culture of kindness and respect. This includes staff training on how to challenge and discuss why certain language is derogatory. Staff should always be aware that safeguarding is the responsibility of everyone. Exposure to discriminatory language can have a severe psychological impact on young people, especially when they do not understand the context. If a child or young person is suffering, or likely to suffer significant harm, the incident or events should be brought directly to the DSL or DDSL.

At Greenvale School, some students use this language without understanding its impact and this must be seen as an opportunity to teach students how to be respectful to each other and to staff. Any incidents of bullying, homophobia or racism with intent will be recorded on CPOMS and reported to Governors.

Screening and searching:

Any searches/screening will always be done in accordance with advisory guidance from the DfE: Searching, screening and confiscation guidance for Headteachers, school staff and governing bodies. This guidance sets out the power schools have when searched students, both with or without consent, and their right to confiscate items found during the searches. Screening is not carried out at the site. Searching and confiscation is not routinely carried out but where there is evidence that it may be necessary the HT or DHT will authorise the action.

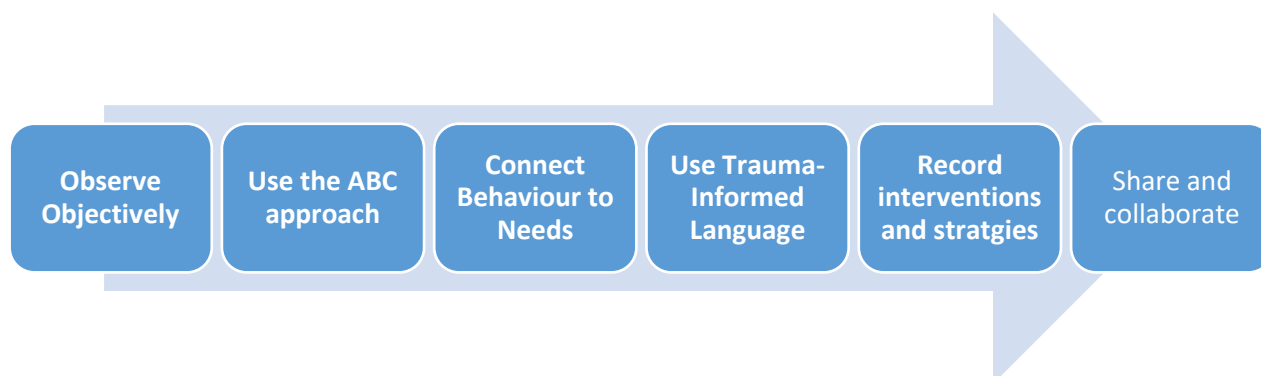
Recording and Reporting:

Greenvale School employs various tools, including observations, ABC charts, functional analysis and CPOMS, to effectively record, evaluate, and report information related to student behaviour, mental health, safeguarding and well-being. These tools have allowed the school to create chronologies, identification of patterns, and enable staff to respond appropriately to concerns, ultimately supporting students in thriving.

All incidents must be recorded on CPOMS, and any use of physical intervention, restraint or seclusion must in addition be recorded in the Bound and Numbered Book. The Bound and Numbered record book is a permanent record of physical interventions and seclusion used by staff. Greenvale's Restraint reduction Policy mandates strict recording and reporting

procedures for any incidents involving physical force or seclusion. The school has a legal duty to record and report any incident involving restrictive interventions to parents or carers.

Steps for Recording Behaviour Incidents:



Safeguarding:

The Designated Safeguarding Lead (DSL) and the Safeguarding Link Governor(s) meet termly to review CPOMS and any Bound and Numbered entries (physical interventions and seclusions) as well as actions, to ensure best practice. The Designated Safeguarding Lead (DSL) completes a termly safeguarding report to governors (Education and Student Services Committee). This includes a brief report on incidents (which are also related to behaviour) for the following categories:

The Behaviour Lead and The Designated Safeguarding Lead (DSL) meet termly to review the Bound and Numbered book (physical interventions and seclusions) and The Behaviour Lead creates an action plan to further reduce physical interventions.

Equality

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and disabilities (SEND). The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Relational Behaviour Policy.

Section 4.

Evaluation and Monitoring

We will measure the effectiveness of our relational policy by gathering feedback through various methods, including student voice initiatives, staff and parents' surveys, and wellbeing audits. These tools will help the school to assess the quality of relationships, feelings of safety, sense of belonging, and emotional health within the school community.

Section 5.

Associated Resources

The policy is based on advice from the Department for Education (DFE)- Restrictive interventions including the use of reasonable force in school – Guidance- April 2026.

Keeping Children Safe in Education 2026.

The schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025:

Behaviour in Schools Advice for headteachers and school staff February 2024

The Equality Act 2010

The Human Rights Act 1998

Special Educational Needs and Disability (SEND) Code of Practice

Signed by

Headteacher:

Chair of Governors: