Behaviour & Attitudes

Behaviour & Wellbeing Policy

September 2026

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1.0 Intent

At Greenfields we are committed to providing an environment where all pupils, staff and visitors feel safe, happy, and included. To achieve this, we promote high standards of behaviour in conjunction with clear rules and routines. We also emphasise the importance of, and directly teach, positive wellbeing and emotional intelligence across our curriculum.

This policy outlines the expectations, strategies, and support systems in place to ensure the holistic development and positive behaviour of every student in our school community. Greenfields does not use a "Specific Behaviour = Specific Consequence" approach to behaviour & wellbeing policy.

Our aim is to recognise and celebrate success at all levels to ensure pupils feel valued and invested. Due to the broad range of additional needs which our pupils have, we adopt a personalised approach when managing and changing behaviour or supporting wellbeing, to consider individual needs (see RISE policy for details on differentiated provision).

The Equality Act 2010 places a duty on all school staff in England, Wales and Scotland to prevent discrimination, harassment and victimisation within the school.

We recognise our role in the local community and our overarching intent as a school, it is our aim to educate our pupils in relation to positive behaviour, regulation and wellbeing outside of school and that as they mature in society, the justice system imposes consequences for negative behaviour.

Key policy aims:

- Respect for all (our school ethos and curriculum will promote core British values at the heart of everything)
- Feeling safe and valued to enable personal growth (Safeguarding the physical and mental wellbeing in all the school community with strong, systemic routines and practices that will allow children and staff to grow with confidence and security. Any behaviours that challenge or compromise the safety and welfare of anyone will be robustly and swiftly tackled)
- Preparation for future life and global citizenship (a rich, diverse curriculum that starts with the local environment and spreads out to celebrate cultures, faiths and all people including those with protected characteristics)
- Independence, emotional intelligence, and subsequent self-regulation

2.0 Implementation

At Greenfields Academy we believe positive wellbeing, emotional intelligence and positive behaviour are intrinsically linked, and therefore one cannot successfully produce positive outcomes without the other. To ensure that our pupils are equipped with the skills, knowledge, self-awareness and experiences to maintain healthy wellbeing and make positive behavioural choices, all Greenfields Academy stakeholders follow a succinct behaviour curriculum, a varied range of robust personalised and collective strategies which align with Greenfields' PACE values and National Laws and Guidance.

Trauma Informed practice is embedded in Greenfields behaviour strategy, which is underpinned by 'unconditional positive regard for all members of the school community'

2.1 Wellbeing Curriculum

Greenfields offer a wide and varied personalised wellbeing curriculum, a majority of this is embedded within the day-to-day life and ethos of the school day and the taught curriculum (Wave 1 Intervention/Universal Provision), this includes:

- High Quality PHSE Curriculum with specific units focuses on promoting self-awareness and positive wellbeing within a broader 'PHSE Provision Map'
- Trauma Informed practice
- ADHD and Neurodiverse friendly strategies and resources
- Small class sizes with a high adult ratio
- Supported transitions
- Wellbeing theme and focus days
- Residential Visits
- Outdoor Education
- Taught Social Wellbeing
- Adult led Extra Curricular activity
- Opportunities for School Sport and Expressive Arts
- Use of personalised behaviour plans and individual pupil risk assessments
- Access to discreet intervention designed to target positive personal wellbeing, emotional intelligence, and behaviour choices *(see Interventions Policy and Interventions Wave Brochure)*
- Contextual Safeguarding Curriculum
- Emotional Intelligence Passport (new September 2025)

2.2 Behaviour Curriculum

The Greenfields *Behaviour Curriculum* is intentionally succinct and is based on three simple 'question prompts' (See Appendix 4). Staff will use these to guide pupils behavioural thinking and act as a reset opportunity or choice point and which ultimately pupils may use in self-talk. The Behaviour Curriculum is supported in stages in line with a pupil's observed position on the stages of distress (See Appendix 1).

Are you… In the Right place?
At the Right time?
Doing the Right thing?

2.3 Emotional Intelligence & Emotion Coaching

Emotional Intelligence refers to the ability to recognise, understand, and manage one's own emotions, as well as the ability to recognise, understand, and influence the emotions of others.

At Greenfields Academy, we recognise the importance of directly teaching emotional intelligence (EI) and co-regulation skills to empower pupils to navigate their emotions effectively. Through targeted activities, and support systems, we aim to equip pupils with the tools they need to regulate their emotions, build resilience, and cultivate positive relationships.

In a child's education and development, emotional intelligence is crucial for several reasons:

- Self-awareness: Children who have good EI have a better understanding of their own emotions, strengths, and weaknesses. This self-awareness helps them navigate social interactions, make better decisions, and cope with challenges effectively.
- Self-regulation: EI enables children to regulate their emotions and impulses. They learn to control anger, frustration, and other negative emotions, leading to improved behaviour, better conflict resolution skills, and enhanced resilience in the face of adversity.
- Empathy: Empathetic children can understand and share the feelings of others, encouraging positive relationships and social connections. They are more likely to exhibit kindness, compassion, and cooperation, which are essential for successful interpersonal interactions and teamwork.

- Social skills: Children with high EI develop strong social skills, including effective communication, active listening, and conflict resolution. These skills are vital for building and maintaining healthy relationships with peers, teachers, and family members.
- Academic performance: Research suggests that emotional intelligence is positively correlated with academic achievement. Children who possess strong emotional intelligence are better able to focus, concentrate, and manage stress, leading to improved learning outcomes and higher academic success.
- Life satisfaction: Emotional intelligence contributes to overall well-being and life satisfaction. Children who are emotionally intelligent are more resilient, adaptable, and better equipped to handle the ups and downs of life, leading to greater happiness and fulfilment.

Nurturing emotional intelligence in children not only enhances their social and emotional well-being but also sets them up for success in various aspects of life, including academics, relationships, and overall happiness. Therefore, incorporating emotional intelligence education into the curriculum and promoting its development in children is essential for their holistic growth and development.

We understand that many pupils who attend Greenfields may have difficulties in one or more of the above areas due their SEMH needs, therefore development of this is always prioritised. Opportunities for EI learning is utilised following individual successes or through post-incident learning, regular interactions or following incidents of distress in addition to structured teaching of EI through daily PACE and Social Wellbeing lessons. Pupils also have 1 dedicated EI lesson per week within their wellbeing team, in which they progress through their EI Passport, based on their individual starting point.

To facilitate the above, all staff at Greenfields are trained in Emotion Coaching. Emotion coaching is an approach used in schools to help pupils recognise, understand, and regulate their emotions effectively. It involves staff actively engaging with pupils' emotions, providing support, guidance, and encouragement to help them navigate their feelings in a healthy and constructive manner.

<u>Key Stages of emotion coaching and how it is used at Greenfields:</u>

- Recognition and validation of emotions: Staff create a safe, supportive environment where pupils feel comfortable expressing their feelings without fear of judgment or criticism. By acknowledging and validating pupils' emotions, we demonstrate empathy and understanding, which helps build trust and rapport.
- Understanding the source of emotions: Staff encourage pupils to reflect on their experiences, thoughts, and reactions, helping them develop insight into why they feel a certain way, empowering pupils to better understand and manage their emotions in the future (see Appendix 1 – The Cycle of Influence)
- Teaching emotional regulation strategies: Pupils are taught techniques such as deep breathing, visualisation, mindfulness and positive self-talk to help them cope with challenging emotions and situations.
- Promoting empathy and perspective-taking: Staff help pupils develop empathy by prompting them to imagine how their words and actions might impact their peers.
- Creating a culture of emotional support: Emotion coaching is not just a one-time intervention but rather an ongoing process embedded in Greenfields culture. Staff strive to create a supportive and inclusive environment where pupils feel valued, respected, and understood. Pupils are also taught that often making ‘mistakes’ is okay and will be treated as a learning rather than a negative experience.

2.4 Post-Incident Learning

Following any incident of negative behaviour or pupil distress, our priority is post-incident learning rather than punitive measures. Once the student is regulated, they will be asked three questions:

- What happened?
- How did you feel? (Happy, Sad, Angry, Disgusted, Shocked or Scared)
- What could we change next time you feel that way?

Pupils have the option to engage with this verbally or supported through other communication tools including the Behaviour Smart App using a Staff IPAD which offers visual support, choice and drawing options. This approach encourages reflection, empathy, and personal responsibility, promoting a culture of continuous improvement and growth through co-regulation.

Logical and Natural Consequences:

At Greenfields Academy, we believe in the effectiveness of logical and natural consequences in shaping behaviour. Instead of relying solely on sanctions, we emphasise the importance of teaching students to understand the consequences of their actions and encouraging them to make positive choices, which are more likely to have positive outcomes. While we have a reward and celebration system in place, we do not use bribes, as we believe intrinsic motivation is more sustainable and is demonstrated to have better long-term impact. The school does have a range of sanctions available, which may be applied reasonable and proportionately in line with national law guidance and Trust policies, but we actively seek to avoid their use.

Lost-Learning

Where possible when academic learning is missed/lost due to behavioural incidents and subsequent reactive/planned emotional learning, staff will find time recover as much meaningful learning as possible through an intensive support in conjunction with sending consolidation, revision and support materials home with a pupil. Lost-learning recovery may not be time dependant, and emotional learning is always prioritised.

2.5 Team Teach

Greenfields Academy adopts the Team Teach approach as its accredited framework for behaviour support, de-escalation and the safe use of reasonable force. Team Teach is founded on positive relationships, effective communication, understanding behaviour as a form of communication, and the use of the least restrictive intervention necessary to maintain the safety and dignity of all involved.

All staff receive at least Intermediate Team Teach training, providing a consistent understanding of positive behaviour support, de-escalation strategies, dynamic risk assessment and approved physical intervention techniques. In recognition of the needs of our pupil cohort, all staff have also completed the Advanced Team Teach weapons response modules, ensuring they are equipped to respond safely and proportionately should a weapons-related incident occur.

Greenfields Academy has three Advanced Team Teach Instructors and two Intermediate Team Teach Instructors, enabling high-quality in-house training, coaching, quality assurance and ongoing professional development. In addition, a dedicated Advanced Team Teach Team of experienced staff has completed the full Advanced Team Teach programme. These staff provide enhanced support during the highest-risk incidents where less restrictive interventions are insufficient and where the use of advanced techniques is lawful, necessary and proportionate.

Greenfields Academy is committed to continually reducing the need for restrictive interventions through proactive, relational practice, reflective learning following incidents, ongoing coaching and regular refresher training, ensuring staff remain competent, confident and compliant with current legislation, Department for Education guidance and Team Teach best practice.

2.6 Personalised, Nurturing Approach

Pupils at Greenfields have a wide range of additional needs, and this is considered when managing behaviour, with unconditional positive regard. Due to this, behaviour management must be fair and consistent but also flexible and personalised with all factors considered, staff will use their knowledge and skills to 'Differentiate for Behaviour' and ensure that empathy is always applied.

Pupils will not be 'left alone' when in distress, in the interests of their own and others' safety, however, will be permitted to access adult-agreed 'safe spaces' (if available at the time of distress) with appropriate supervision or monitoring - if this can be accommodated based on individual risk assessment.

All pupils have a live behaviour plan which is electronically updated following every incident of negative behaviour or distress in conjunction with follow-up post-incident learning. With this considered, our teaching practices will be flexible, responsive, and tailored to accommodate diverse learning styles and abilities. This will allow pupils to actively participate in setting and reviewing realistic and challenging personal goals. When pupils join the Greenfields community, they are welcomed into a Wellbeing Team comprised of at least 1 teacher (Wellbeing Tutors) and 1 teaching assistant (Wellbeing Mentors) and up to 9 other pupils, and all pupils have direct access to personalised wellbeing, emotional and behavioural interventions if required. Wellbeing Teams work collaboratively with pupils to develop and maintain a positive and engaging environment and atmosphere which is rooted in respect, understanding and empathy.

2.7 Physical Intervention, Restrictive Practice and Use of Reasonable Force

In accordance with Section 93 of the Education and Inspections Act 2006 and the Department for Education's Restrictive interventions, including use of reasonable force in schools (April 2026), Greenfields Academy may use reasonable force only where it is lawful, necessary, proportionate and in the best interests of maintaining safety.

The use of physical intervention is always a last resort and will only be considered when preventative and de-escalation strategies have been unsuccessful, are inappropriate due to the immediacy of the risk, or where a dynamic risk assessment identifies that immediate intervention is required to prevent harm.

Reasonable force may be used to prevent a pupil from:

- Committing a criminal offence;
- Causing injury to themselves or another person;
- Causing serious damage to property; or
- Seriously disrupting the good order and discipline of the school.

Greenfields Academy is committed to using the least restrictive intervention necessary for the shortest possible time, with every effort made to preserve the dignity, welfare and safety of the pupil and others.

Restrictive practices, including any use of non-disciplinary seclusion where lawful and necessary, in accordance with statutory guidance and individual risk assessments where appropriate.

Parental consent is not required for staff to use reasonable force when it is lawful and necessary. However, parents and carers will normally be informed following any significant incident involving the use of reasonable force or restrictive practice.

Further information can be found in Appendix 2 – Physical Intervention, Restrictive Practice and Use of Reasonable Force Guidance.

2.8 Confiscation & Screening

In line with the Searching, Screening and Confiscation advice for school DfE, 2022 and Restrictive Practice & Use of Reasonable Force Guidance 2026, the Headteacher has authorised all staff to have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. For more details, including list of prohibited items see Appendix 3.

2.9 Absconding

Staff are trained to identify and understand the difference between 'Absenting' and 'Absconding'. Absconding is a more serious and hazardous behaviour. However, absenting can be very disruptive to learning, good order and may in some cases pose a safety risk and therefore should be challenged by staff with the same level of concern.

A fundamental policy is that we will not normally 'give chase'. The only exception being if a younger or more vulnerable pupil absconds. Staff may try to maintain and 'eyes on' by calmly following a pupil and offering verbal advice. Physical Intervention (reasonable force) may be used to prevent suspected absconding behaviours that may be about to occur or to prevent an existing absconding incident continuing, by its nature this can often occur in off-site/public environments and therefore be deemed emergency or adapted intervention.

School Procedure

1. De-escalation techniques applied by supervising staff and if necessary and safe, Physical Intervention applied.
2. Monitoring and verbal direction and guidance by supervising adults
3. Leadership team to be informed absconding beyond the site perimeter or in off-site locations
4. No attempt will be made to give chase except in the case of a vulnerable child
5. 5 minutes will be given to allow the child to return voluntarily if the child has moved out of sight
6. A local search will be carried out by staff
7. After 20 minutes, families (or social workers for CiC) will be contacted and advice taken from the Police (or other emergency services) about their involvement
8. In the case of a very young child or a vulnerable child police and parents will be informed immediately
9. A full incident report must be completed on CPOMS & Behaviour Smart
10. Follow up discussion and school action will be discussed with parents and carers and risk management plan updated

2.10 Suspension & Exclusion

Greenfields Academy will follow the statutory Department for Education guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, and the Community Inclusive Trust (CIT) Suspension and Permanent Exclusion Policy in force at the time of the decision.

Greenfields Academy recognises that suspension and permanent exclusion are serious interventions and should only be used where they are lawful, reasonable, proportionate and fair. Wherever possible, decisions will be informed by a thorough understanding of the individual pupil's needs, including any SEND, safeguarding considerations, vulnerabilities and previous support or intervention.

At Greenfields Academy, suspension is viewed as an intervention within a broader package of support, rather than solely as a punitive sanction. It may be used to:

- Maintain the safety and welfare of pupils and staff;
- Respond to serious breaches of the Behaviour & Wellbeing Policy;
- Provide an opportunity for reflection, restorative work and post-incident learning;
- Enable appropriate risk assessment and planning before a pupil returns to school; and
- Reinforce the Academy's expectations regarding safe, respectful and responsible behaviour.

Greenfields Academy does not operate a rigid "behaviour = consequence" approach to suspension or permanent exclusion. Each incident is considered individually, taking account of the specific circumstances, level of risk, previous interventions, the proportionality of the response and the likelihood of further support reducing future risk.

The following forms of suspension or exclusion may be used where appropriate:

- Fixed-Term Suspension, ranging from 0.5 days upwards; and
- Permanent Exclusion, where the statutory threshold is met.

Decisions regarding suspension or permanent exclusion will not be made unilaterally. Consultation with another member of the Senior Leadership Team will take place before any decision is finalised to ensure consistency, proportionality and compliance with statutory guidance.

Only the Headteacher, or the Deputy Headteacher acting in the Headteacher's absence, may authorise:

- Fixed-term suspensions exceeding five school days; or
- Permanent exclusions

All suspensions and permanent exclusions are subject to ongoing scrutiny through Senior Leadership Team monitoring, reported to the Local School Board and Community Inclusive Trust Executive Leadership Team, and analysed to identify trends, equality considerations and opportunities to strengthen preventative practice. Wherever appropriate, pupils returning from suspension will participate in a structured reintegration meeting, restorative discussion and review of their Behaviour Support Plan and/or Risk Management Plan to maximise the likelihood of a successful return.

2.11 House System, Pupil Leadership & Rewards

Using rewards as celebration in a balanced manner, while also considering intrinsic outcomes and avoiding the use of bribes and punishments, is crucial for encouraging intrinsic motivation, promoting positive behaviour, and nurturing a healthy learning environment.

PACE Points

The PACE Points Rewards System encourages positive behaviour by aligning with our school's core values: Personalised, Aspiration, Caring, and Engaging. Children can earn up to 3 points in each lesson by following the Greenfields Behaviour Curriculum: 1. Are you in the right place? 2. At the right time? 3. Doing the right thing? Additionally, a fourth point can be awarded for actively demonstrating one of the PACE values during the lesson. This allows children to earn up to 40 points per day, which are never removed for negative behaviour. Points can be exchanged for rewards from the PACE Cabinet, stocked with items chosen through pupil voice to ensure relevance and motivation. It is essential to note that this system is intended as a reward, not a bribe, and should always be used to celebrate and reinforce positive behaviour rather than control or manipulate.

Primary Stars

Everyday children in the Key Stage 2 phase of the school have opportunity to earn up 20 'stars', stars are awarded to celebrate positive behaviour and translate into minutes of rewards time at the end of the day (1 star = 1-minute reward time). Star time activities are child-lead and focussed on promoting positive wellbeing, activities change daily. Each time a pupil earns a star they will immediately be awarded with a small physical counter to then place into their own 'star jar', acting as an immediate, visual reward. Stars cannot be lost once earned and disconnected from any sanctions systems, 'un-earnt' stars create time for restorative practise 'time to talk' using our Reflect, Restore & Reset model.

In KS3 Nurture provision, adapted versions of Star Time may be deployed with agreement of Senior Leaders.

House System

Our vertical house system binds the whole school community, all key stakeholders are a house member (Staff, Pupils and LSB). In alignment with the overarching identity of the school, our Houses are represented by Trees, Oak, Willow and Cedar. The houses provide a further vehicle for the promotion of wellbeing, socialisation, pastoral progress, leadership an aspirational competition. Each House is led by an annually elected team; Head of House & Deputy Head of House (Staff), Captain (Pupil from KS3 or KS4) and two Vice-Captains (Pupils from KS2 and KS3). This elected body forms the School Council. House points are awarded throughout the year to pupils when they demonstrate the school values. All staff at Greenfields can issue House Points. Cumulative points are totalled for each House into the overall Annual Championship – which can be exchanged for end of year reward visits.

Prefects

Annually in Term 1, Year 11 pupils can apply to be a 'Prefect'. There are clear expectations and standards for prefects to be awarded the role and to maintain these high standards as pupil role-models and raise aspirations. Prefect status can be withdrawn either temporarily or permanently at the discretion of the Senior Leadership Team.

2.12 Responsibilities within the Greenfields Community

In order to achieve our aim of promoting good behaviour, wellbeing and respect for others at Greenfields, it is the responsibility of everyone, including pupils, staff, parents/carers and visitors. Greenfields place great focus on the importance of creating collaborative relationships with parents and carers in all aspects of communication:

Pupils:

- Respect themselves, their peers, visitors, staff members, public and the property of their school
- Engage actively in their learning and strive to achieve their personal best.
- Communicate openly and responsibly.
- Demonstrate empathy, kindness, and understanding towards others.
- Follow school expectations and policies.

Parents/Guardians:

- Support the school's values and policies, encouraging positive behaviour at home
- Communicate with the school promptly regarding any concerns or issues
- Collaborate with staff to address any behavioural challenges
- Attend meetings and workshops related to behaviour and wellbeing as necessary
- Ensure children are ready for school at their designated taxi pick up time/drop off
- Ensure their child arrives to school 'ready to learn'
- Ensure pupils are given all their prescribed medication and/or provide the school with medication and instructions of how to administer this
- Ensure their child gets an appropriate amount of sleep, to enable focus and regulation at school
- Ensure all online devices have age-appropriate restrictions in place
- Ensure all pupil screen time is monitored and limited to an age-appropriate time period
- Send their child to school with all materials they require for their learning that day, including full school uniform

Staff:

- Staff are clear on the complexities and the physical and emotional demands of working in an specialist SEMH setting
- Model positive emotional awareness, behaviour and attitudes.
- Act in the Best Interests of the Child
- Provide a supportive and nurturing learning environment.
- Implement strategies to prevent and de-escalate challenging situations.
- Communicate effectively with pupils, parents, and colleagues.
- Participate in ongoing training and professional development related to behaviour management and emotional support.
- Value and implement post-incident learning.
- Uphold an unconditional positive regard, when discussing challenging behaviour (even amongst colleagues) avoid attaching negative connotations, a curiosity approach that seeks to understand the behaviour, seek to restore damaged relationships.

Visitors will:

- Respect school property, equipment and the dynamic nature of the SEMH setting
- Use appropriate language and model positive behaviour in the school environment
- Discuss with leaders, behaviour which concerns them, for context and support
- Follow the school's Safeguarding Policy

3.0 Impact

'Schools need to manage behaviour well so they can provide a calm, safe and supportive environment which children and young people want to attend and where they can learn a thrive' (DofE)

The impact of an effective Behaviour & Wellbeing policy will have a broad and profound impact on all stakeholders, especially pupil's pastoral care, school happiness and improved access to learning. Key indicators are:

- School is recognised and valued as a safe and happy environment where pupils feel emotionally supported and cared for
- Staff welfare and wellbeing is valued, considered and supported
- Secure Behavioural Curriculum is evident in school operation
- Stakeholders value the school vision, environment and its routines
- Improved pupils' self-esteem and self-worth
- Enhanced sense of empathy and respect for self, and others
- Growth of self-discipline and an acceptance of responsibility for their own actions in balance with their rights
- Life-Long emotional intelligence
- Mutual understanding that the maintaining of positive behaviour within the school is a shared responsibility
- Nurture a positive, proactive reflective approach to behaviour for learning with a focus on trauma informed practise
- School's approach to behaviour and wellbeing is fully understood by pupils, parents/carers, governors and staff
- Effective mechanisms are in place for the monitoring, evaluating and reporting of behaviour and wellbeing
- Rights and responsibilities of all members of the school community are upheld and valued
- Increased celebration and recognition of positive behaviour incidents (Learning Merits, Stars and House Points)
- Sustain overarching reduction in negative behavioural incidents for individual pupils over time.
- Clear, robust evidenced based process and stakeholder actions where individual behavioural progress is not being made or sustained.
- Pupils are educated on society's expectations for behaviour and the potential consequences of negative behaviour as they mature

4.0 Review

This Behaviour and Wellbeing policy reflects our commitment to creating a supportive and nurturing learning community where every individual has the opportunity to thrive and succeed. We welcome feedback and collaboration from all stakeholders as we strive to uphold our values and fulfil our mission of providing a holistic and enriching educational experience. This policy remains under ongoing evidenced-based review by leaders.

Date Written: September 2024
Last Reviewed: September 2026
Next Review Date: September 2027

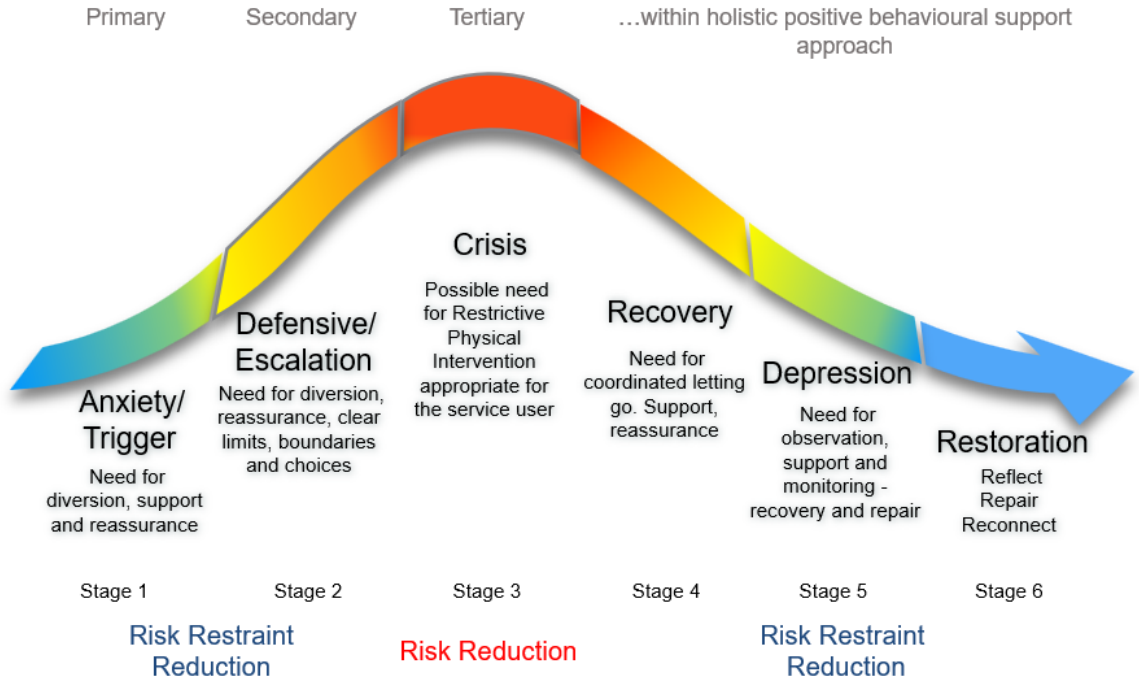
Appendix 1 – Cycle of Influence & Stages of Distress

Circles of Influence



TEAM TEACH
Part of The Empowering Learning Group

Six Stages of Crisis



TEAM TEACH
Part of The Empowering Learning Group

Appendix 2 – Additional Physical Intervention, Restrictive Practice & Use of Reasonable Force Guidance

This section provides a framework for the use of Physical Intervention within Greenfields Academy and considers information provided in (Section 550A of the Education Act 1996) as well as the DfE guidance 'Restrictive interventions, including use of reasonable force, in schools – April 2026'.

<u>This guidance should be read alongside the Academy's Behaviour & Wellbeing Policy, Safeguarding Policy, SEND Policy and Health & Safety arrangements.</u>

Physical Intervention used by staff must be in accord with DFE restrictive interventions and reasonable force guidance and issued only as a last resort once all other strategies have been exhausted. *'All staff, teaching & non-teaching have the power to use reasonable force to prevent pupils from hurting themselves or others, damaging property or causing disorder – when safe lawful and absolutely necessary (including volunteers and supply staff appointed by the headteacher)' - (Section 93 Education & Inspections Act 2006).*

All school staff, including teaching and non-teaching staff, volunteers and supply staff authorised by the Headteacher, have a statutory power to use reasonable force. In line with DfE guidance (April 2026), reasonable force is defined as:

Physical contact by a member of staff with a pupil to control or restrain their actions or movements, where this is necessary to prevent or stop:

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

The term reasonable means that:

- The force used is the minimum necessary to achieve the intended outcome;
- The type, duration and intensity of force are proportionate to the risk presented;
- The intervention is lawful, justified and time-limited; and
- The use of force ceases as soon as the risk has reduced.

Restrictive practice refers to:

Any planned or reactive action that limits a pupil's movement, liberty or freedom to act independently.

Restrictive practices may include, but are not limited to:

- Physical restraint (captured within reasonable force);
- The use of environmental or mechanical controls;
- Seclusion (preventing a pupil from leaving a space of their own free will);
- Removal of items that present a risk; or
- Restrictions placed on movement for safety reasons.

In line with DfE guidance (April 2026):

- Restrictive practices must be used only to manage immediate risk of harm;
- They must never be used for staff convenience or compliance alone;
- Planned restrictive practices must be clearly documented and regularly reviewed; and
- Seclusion is used only in exceptional circumstances, for the shortest possible time, and with continuous oversight.

It is essential that any discussion of Physical intervention is set in the wider context; staff will use their skills and experiences to assess the situation, and, in some cases, this may be over a very short or extended period of time, dependant on the pupils involved and the supporting staff member.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Section 93 of the Education and Inspections Act 2006 provides all school staff, including non-teaching staff, with the power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

Staff are trained to use a range of Team Teach guides, escorts and restraints ranging from least intrusive to most intrusive (Intermediate and Advanced). These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where 2 people are used will be deemed as a more restrictive hold. As the amount of restriction / number of people increases so does the risk; staff need to make a risk assessment based on the situation as to the level at which they are going to intervene. Leaders are mindful of the impact of over-training, and this is therefore based on needs-analysis and only a minority proportion of the staff team are trained in Advanced Team Teach techniques.

Training on Physical Intervention techniques given to staff will include the understanding of personal space and body language before any Physical intervention techniques are taught. Any Physical Interventions used will need to take account of age, cultural background, gender, stature and medical history of the student involved. In rare 'emergency' situations trained techniques may be proportionately adapted based on a dynamic risk assessment. It is highly desirable that no injury is caused during use of reasonable force, in exceptional circumstances it is recognised that is may not always be possible to avoid – *any injury caused will be investigated and subsequent justification provided to all stakeholders.*

> *"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe"*
> ***Team Teach***

Pupils, adults and witnesses involved in reasonable force, must be provided with emotional support and opportunity to reflect.

Mechanical Restraint

Mechanical restraint is defined as:
The use of a device to prevent, restrict or subdue movement of a person's body, or part of the body, for the primary purpose of behavioural control.

Greenfields Academy does not use mechanical restraint for behavioural control. However, specialist aids or resources may be used as part of a broader safety or regulation strategy, where this is in the pupil's best interests. Examples may include:

- Beanbags to support emotional regulation and provide a softer, safer environment during seated or ground-based interventions.
- Vehicle safety adaptations such as seatbelt guards.

Where such resources are used:

- Their purpose is supportive rather than controlling;
- Use is proportionate and risk-assessed; and
- Individualised use is documented within a Risk Reduction Plan where relevant.

Placing Physical Intervention in Context

Physical Intervention is never seen in isolation at Greenfields Academy. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed or the situation is deemed emergency or dynamic. Physical interventions can be placed in two broad categories:

Emergency Interventions:

Emergency interventions will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to a road).

Planned Interventions:

Planned interventions involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour. This will be documented in a Behaviour Plan and will be reviewed termly. The Behaviour Plan will list the accepted strategies to be used as well as strategies that may be used beforehand. An individual pupil risk assessment will also be completed identifying the risks involved in the procedure as well as the risks involved if a planned Physical Intervention is not used.

In the case of emergency interventions staff will make a dynamic risk assessment at the time comparing the risks associated with intervention against the risks of not intervening.

Physical Intervention (Reasonable Force) can and will be used in the following situations, if deemed necessary and safe by staff members:

- The potential consequences of not intervening are sufficiently serious
- The chance of achieving the desired outcome by other non-physical means are low
- Risk associated with not using reasonable force outweighs the risk of using it

***Parental Consent is NOT required to use reasonable force. Greenfields Academy would not grant any requests by parents not to use reasonable force and/or other restrictive interventions, as 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.**

***All adults have a duty of care to keep everyone around them safe, therefore in some circumstances can and will be challenged on why physical intervention was not used.**

Reporting and Monitoring of Incidents (Behaviour Smart)

- Reporting and monitoring are of paramount importance for several reasons:
- Protection for staff and pupils
- Keeps a record of number of incidents so times / areas that most incidents occur can be tracked and monitored.
- Incidents of physical intervention are reported regularly to the LSB

Training and Authorisation of Staff

All staff that show competence and confidence will be authorised to use physical intervention techniques including Team Teach. All staff will be shown techniques that are relevant to our pupils and that are mindful of the term "Reasonable force".

Staff have continuous access to online resources to support their knowledge and skills and are offered frequent informal clinics/practical practice and peer assessment opportunities and have access to onsite Tutors/Instructors. Informal, staff lead clinics are held regularly to refine and recover Team Teach techniques.

Post Physical Intervention Procedures

As soon as is reasonably possible after an incident staff need to fill out a reflective physical intervention log on Behaviour Smart. When both the staff members and pupil involved are ready then a reflective debrief needs to take place between them. This should include a discussion about strategies that the pupil could use in the future and may also include parents/carers**.**

Leaders at Greenfields are focused on reducing the need for restraint and restrictive intervention over time for individual pupils using the following whole-school strategies:

- Positive and pro-active approach
- Anticipating triggers for behaviours where possible through excellent pupil knowledge and relationships – including 'potential behaviours'
- Sharing clear values based on ethical principles
- Lawful and compliant practise
- All pupils treated as individuals with individual learning plans and behaviour for learning approaches
- Reducing risks around the school site (incl. organisation of learning environment)
- Use of evidence-based approaches

- Analysis of trends and key data for individuals and groups
- Accountability through detailed Monitoring and Reporting of Physical Intervention to Key Stakeholders
- Always providing opportunity for capturing pupil voice
- Regular Team Teach and emotion coaching, coaching and practise
- Extensive CPD offer

Appendix 3 – Additional Confiscation & Screening Guidance

Prohibited items are:

Knifes or weapons (and items that could be used as such)	Alcohol or age-restricted drink	*Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including the pupil)*
Hot Drinks	Metal Drinks Containers	
Illegal Drugs (incl 'legal highs')	Caffeinated or Energy Drinks	
Fireworks	Stolen Items	
Tobacco, cigarettes, lighters, fuel or matches	Pornographic Images	
Jewellery	Vapes	
Mobile phones	Other electronic devices	

School staff can seize any prohibited item found as a result of the search. They can also seize any item, however found, which they consider potentially harmful or detrimental to school discipline and good order. Staff at Greenfields Academy will confiscate any item that may cause disruption or compromise safety throughout the school day.

Items that have been confiscated will be kept in a safe that is situated in the school office. However, some items will be disposed of immediately or handed to the police due to health and safety, such items deemed hazardous, alcohol, fire arms, chewing gum, partially eaten food etc. Any items of personal or monetary value may be returned to the pupil at the end of the school day or parents/carers will be asked to collect the item. This will depend on the nature of the item and circumstances surrounding the incident. A telephone call will be made home to notify parents/carers that their child has had an item taken off them and parents/carers must ensure this is not repeated. In the event of a pupil not handing over a contentious item to staff appropriate action will be taken. Pupils will be notified of consequences that the school will administer and reminded of the school's legal powers.

Staff will use a range of strategies to ensure the items are safely removed from the pupil. In some cases, this will require use of physical intervention, 'reasonable force' by trained staff in order to retrieve items that need to be seized. If a pupil is believed to have an item on their possession such as an illegal drug substance or a stolen item, then this will be referred to a member of the Leadership Group who will in turn decide if the incident should be dealt with by the police or other agencies.

Screening

What the law allows:

- School can require pupils to undergo screening by walk through or hand-held metal detector in (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupil.
- Schools statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to pose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

<u>Searching with consent</u>

- Schools Common Law Power to Search
- School staff can search pupils with their consent for any item (and without consent for prohibited items)

NOTE

Schools are not required to have formal written consent form from pupils for this sort of search – it is enough for the member of staff to ask the pupil to turn out his or her pockets or if the member of staff can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item on his or her possession, they can instruct the pupil to turn out their pockets or bag, if they pupil refuses, the member of staff can apply an appropriate action as set out in this policy, using Physical Intervention, 'reasonable force' if required.

Appendix 4 – Greenfields Academy Behaviour Curriculum

