



Elmley Dray
School

Behaviour Policy

(including restrictive interventions and use of reasonable force policy, and anti-bullying policy)

Keep your thoughts positive because your thoughts become your words

Keep your words positive because your words become your behaviour

Keep your behaviour positive because your behaviour becomes your habits

Keep your habits positive because your habits become your values

Keep your values positive because your values become your destiny.

Mahatma Gandhi

Elmley Dray School are committed to the values that all adults should do what is best for the child or vulnerable adult, provide an environment which meets their needs, protects them from being hurt, mistreated or feeling unsafe within an ethos where everyone is valued as an individual, shown respect and treated with kindness, respect and understanding. (UN Convention of Rights Articles 3, 19, 24, 29 and 37).

In writing this policy the following has been considered:

Legislation

- Education Act
- Equality Act

Guidance

- Keeping Children Safe in Education
- Mental Health and Behaviour in Schools
- Working Together to Safeguard Children
- Young Person's Guide to Working Together to Safeguard Children
- Prevent Duty Guidance
- Promoting Children and Young People's Emotional Health and Wellbeing

- Every Child Matters

Policies

- Exclusion Policy
- Equality and Diversity Policy
- Mental Health and Emotional Wellbeing Policy
- Online Safety Policy
- Preventing Extremism and Radicalisation Policy
- Specific Risk Assessment and Lone Working Policy
- Safeguarding, Child and Vulnerable Adult Policy

Expectations

Learners will be expected to:

- conduct themselves within the classroom in a safe, sensible manner, showing respect for others
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the tutor/teacher/assessor
- behave in a reasonable and polite manner
- show respect for the working and learning environment
- engage with learning and not use any personal mobile device within the lesson, other than what is provided by Elmley Dray School.
- follow agreed rules with the tutor/teacher/assessor.

Tutors/teachers/assessors and teaching assistants as well as therapists will be expected to:

- to remain professional at all times and uphold Elmey Dray School values
- to meet and greet learners as they arrive to their lessons
- create a swift and purposeful start to the learning session and ending the learning zone on time
- deliver a suitably planned and structured learning experience which meets the learners individual needs providing engaging, motivating learning experiences which are well executed with clearly understood procedures regarding participation
- to facilitate, model and support the calm and safe learning experience for the learner
- reinforce clear expectations of behaviour
- minimise external interruptions wherever possible, which can distract even the most attentive learners, triggering unsettled and disruptive behaviour
- prepare resources for your lessons at the beginning of the working day or at the end of the previous day in order to ensure the availability of materials and resources for a given activity.

- promote and reinforce positive behaviour in the classroom

Parents and carers are expected to:

- inform the school of any concerns
- respond positively seeking to work collaboratively with Elmley Dray School on concerns raised by tutors/teachers/assessors
- ensure learners come to school prepared to engage with learning
- to ensure that any prescribed medication is taken before and if this fails to happen then either you will be asked to bring the medication into Elmley Dray School (see Administration of Medicines Policy) or your child will need to be collected to be taken home.

The Positive Reward System

The specific reward system within Elmley Dray is bespoke to the learner. Some learners find it difficult to accept verbal praise, whilst others wish to maintain a level of separation between the learning environment and home. Respecting the child or vulnerable adult's feelings means that the reward system will have to be created with the learner, and possibly require the collaboration of parents.

As a school we use Class Dojo to award learners points for attendance, engagement and effort. Additionally they can earn 'Wow' points for going above and beyond expectations and demonstrating Elmley Dray's Values.

Points are recorded by staff and displayed on the class board. Points are awarded to learners on an individual basis, with personalised expectations. When they achieve 100 points they can select a prize from the prize box. Every term, the pupil with the highest will be named Class Champions and receive a £5 Amazon voucher for their achievements.

Elmley Dray School is very supportive of ensuring that communication regarding progress, achievement and engagement are shared with parents.

Dealing with Behaviour

Elmley Dray School, considers behaviour as a consequence of other issues related to diagnosis or indeed, anxiety, frustration and low self-esteem. Therefore working with the learner, Elmley Dray School will seek to develop the confidence and emotional resilience of the learner and to develop their emotional intelligence so that they are able to articulate their concerns, frustrations and emotional state without relaying the same through negative behaviours.

Elmley Dray school staff model techniques such as calm through your breath, nonverbal expression, self-talk, tone of voice, active listening and validation of feelings, as well as use of calming strategies to manage distressed behaviours. Each young person's trusted adult/s are used to support the CYP as they have the best relationship and the CYP is more likely to feel safe. Waiting for a time in the future

when the learner has calmed down to talk about the behaviour with them, helps to prevent further distress. Staff pre-teach, prior to a learner escalating and becoming overly distressed, how to self-monitor and use self-regulation strategies for alleviating tension. This instruction can not take place during an incident of heightened emotion.

Please refer to the Emotional Wellbeing Policy for greater guidance on the work that Elmley Dray School will be undertaking with your child.

At all times, Elmley Dray School will expect parents and carers to work with them to ensure that the placement within the classroom is successful.

Restrictive Interventions and Use of Reasonable Force Policy

Policy Purpose

This section sets out the school's approach to restrictive interventions, including the use of reasonable force. It ensures that any such intervention is applied safely, lawfully, and in line with the new Department for Education guidance which came into effect on 1 April 2026 (*Restrictive interventions, including use of reasonable force, in schools*).

This policy covers:

- What restrictive interventions are
- When and how reasonable force may be used
- How incidents are recorded, reported, and reviewed
- Prevention and de-escalation strategies
- SEND-specific considerations

Legal Framework and Statutory Basis

This policy is informed by and complies with the following legislation and statutory guidance:

- Education and Inspections Act 2006
- Department for Education (2026), *Restrictive interventions, including use of reasonable force in schools* (statutory guidance, effective from 1 April 2026)

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

This guidance replaces the previous '*Use of reasonable force in schools*' guidance and sets out schools' duties in relation to the prevention, use, recording and reporting of restrictive interventions.

This policy applies to all staff, volunteers and adults authorised to work with pupils and should be read in conjunction with the school's:

- Safeguarding, Child and Vulnerable Adult Protection Policy
- SEND Policy
- Health, Fire, Safety and Welfare Policy

In line with statutory guidance, the school gives particular regard to the additional vulnerabilities and needs of our pupils, all of whom have special educational needs and disabilities, and to the importance of prevention, de-escalation and positive behaviour support.

Definitions

For clarity, the following definitions apply:

Restrictive intervention: Any action (physical or non-physical) intended to prevent, restrict, or subdue the movement of a pupil's body or part of their body.

Reasonable force: A form of restrictive intervention that involves physical contact where necessary to prevent harm. It must be the minimum force necessary for the least time required.

Significant incident: Any episode where force goes beyond normal, appropriate physical contact and therefore must be recorded and reported.

Seclusion: Confined separation of a pupil from others, preventing them from leaving a space; not to be used as punishment.

Ethos and Approach

- The school's priority is to prevent harm, not to enforce compliance through force.
- We emphasise prevention, positive behaviour support, de-escalation, and early intervention in behaviour planning.
- Physical intervention is always a last resort, used only when there is an immediate risk of harm.
- Restrictive interventions must never be used as punishment, for compliance, or as routine discipline.

When Restrictive Interventions May Be Used

Restrictive interventions, including reasonable force, may be used only when all other strategies have been tried or are inappropriate, and it is necessary to:

- Prevent a pupil from injuring themselves or others
- Prevent a pupil from committing a criminal offence
- Prevent serious damage to property
- Prevent serious disruption to the environment

Any intervention must be:

- Lawful and proportionate
- No more than necessary in degree and duration
- Stopped when the risk has abated

Staff Authority and Training

- All staff have the legal power to use reasonable force where necessary.
- Staff likely to be involved in restrictive interventions should receive appropriate training in:
 - Preventative and de-escalation strategies
 - Safe and lawful use of restrictive interventions
 - SEND-specific behaviour support
 - Recording and reporting procedures

SEND and Vulnerable Pupils

- Some pupils with SEND may have behaviours arising from distress, communication difficulties, sensory needs, or trauma.
- Behaviour support plans and risk assessments must be developed for pupils who may present higher risk of needing restrictive interventions.
- Plans should emphasise proactive support, personalised de-escalation strategies, and adjustments to environment or practice as required.

Seclusion

- Seclusion should be used only for safety, not discipline, and pupils must be able to leave as soon as the risk has reduced.
- The seclusion environment should be safe, non-intimidating, and supervised at all times.

Recording and Reporting

There is a statutory duty to record and report all significant incidents involving:

- The use of force
- Seclusion
- Non-physical restraint that restricts movement

Recording must be completed promptly and include:

- Date, time, location
- Names of all involved
- Description of behaviour and risk
- What restrictive intervention was used and why
- Duration of intervention
- Outcomes, including injury or distress
- Steps taken after the incident

Reporting to parents/carers should be made as soon as reasonably practicable, including:

- Why the intervention was necessary
- What type of intervention was used
- Approximate duration
- Contact for further discussion

Aftercare and Review

- Following any restrictive intervention, staff should ensure the pupil's emotional and physical wellbeing is checked.
- A debrief meeting should be offered to the pupil and parents/carers.
- Incidents must be reviewed by senior leaders to identify patterns and improvement needs.

Anti-Bullying Policy

Statement of Intent

We are committed to providing a caring, friendly and safe learning environment for all of our learners so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable and the school ethos of mutual respect is cultivated between all who work and learn within the environment. Should bullying be reported, Elmley Dray School will listen to everyone involved in the bullying incident and help all to take part in a restorative practice process where appropriate. Learners will learn best in a safe and calm environment that is free from disruption and in which education and care is the primary focus.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Many learners who attend Elmley Dray School will have suffered bullying in their history and therefore will understand the impact of this behaviour on their wellbeing. Elmley Dray School therefore takes the responsibility to respond promptly and effectively to issues of bullying.

Objectives of the Policy

Elmley Dray School Directors, the Headteacher and all Elmley Dray School staff, learners and parents/carers should have an understanding of what bullying is.

Bullying is behaviour by an individual or group (which could be repeated over time), which intentionally hurts another individual or group either physically or emotionally. It can be characterised by an imbalance of actual or perceived power.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Elmley Dray School actively promotes values of respect and equality and work to ensure that difference and diversity is celebrated across the whole community. We want to enable our learners to become responsible citizens and to prepare them for life in 21st Century Britain. We promote British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. These values reflect those that will be expected of our learners by society when they leave education, and in the world of work or further study.

Elmley Dray School is committed to ensuring a bully free learning zone for all learners, and maintaining this through regular monitoring, reviewing and assessing the impact of our services.

Reporting Incidences of Bullying

Learners who are being bullied: If a learner is being bullied they are encouraged to not retaliate but to tell someone they trust, such as a trusted adult, the DSL or teacher. At Elmley Dray School learners who wish to communicate with staff but find discussing the situation challenging are able to email via wellbeing@elmleydrayschool.co.uk or bullying@elmleydrayschool.co.uk. Children and Young People can also use ChildLine to speak with someone in confidence on 0800 1111

Version control - Approval and review

Version No.	Reviewed By	Approved By	Approval Date	Main Change	Review Period
1	Emily Hollis	Hayley Furnell	October 2024	Initial policy approved	Annually
1.1	Emily Hollis	Hayley Furnell	August 2025	Annual review	Annually
2	Emily Hollis	Hayley Furnell	1 April 2026	Updated in line with DfE 'Restrictive Interventions, including the use of	Annually

				reasonable force, in schools' in effect on 1 April 2026'	
--	--	--	--	--	--



Hayley Furnell, Director,
on behalf of Elmley Dray School
Dated: 1 April 2026
Next review: 1 April 2027