



## Behaviour Policy and Statement of Behaviour Principles

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This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

## Contents

1. Aims .....	2
2. Legislation, statutory requirements and statutory guidance .....	3
3. Definitions .....	3
4. Bullying .....	4
5. Roles and responsibilities .....	5
6. Children’s code of conduct or Greenleas Promise (Behaviour Curriculum) .....	7
7. Responding to Behaviour .....	7
8. Responding to misbehaviour from pupils with SEND .....	12
9. Supporting children following a sanction .....	14
10. Transition .....	14
11. Training .....	14
12. Monitoring arrangements .....	14
13. Links with other policies .....	15
Appendix 1: Governors’ written statement of behaviour principles .....	16
Appendix 2: Staff training log .....	17
Appendix 3: Behaviour incident captured on C-Poms .....	19
Appendix 4: Small, Medium and Big Behaviours .....	20
Appendix 5: Restorative Steps .....	21
Appendix 6: Zones of Regulation .....	22
Appendix 7: Emotion Coaching Based Response .....	23
Appendix 8: Restorative Conversation .....	24
Appendix 9: Consequences – Natural/Logical .....	24
Appendix 10: Pastoral Support Plan (PSP) .....	25

### 1. Aims

‘At Greenleas School we aim to create a happy, secure and caring community, where each individual is valued and respected. We seek to provide our children with a love of learning through a culture of high aspirations and achievement and a stimulating, diverse and enriched curriculum. At Greenleas we believe that every child should become a successful learner, a confident individual and a responsible citizen.

‘Excellence, Enrichment, Enjoyment!’

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring all children have the opportunity to learn in a calm, safe and supportive environment
- Establish a **whole school approach** to maintaining high standards of behaviour that reflect the values of the school
- **Define** what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline **the expectations and consequences of behaviour**
- Provide a **consistent approach** to behaviour management that is applied equally to all pupils.

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Definitions

Greenleas promotes positive behaviour choices through our Greenleas Promise – see point 6 – children's code of conduct.

**Misbehaviour (or Small and Medium Behaviours)** is defined as, but not limited to:

- Not showing respect for children, adults or school property
- Poor listening including disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor manners
- Poor attitude
- Possession of any prohibited or high value/high tech items. These include:
  - Mobile phones
  - Fitness trackers
  - Smart watches
  - AirTags or similar location tracking devices
  - Any item which may be used to cause harm

**Serious misbehaviour (or Big Behaviours)** is defined as, but not limited to:

- Repeated breaches of the Greenleas Promise and/or repeated misbehaviour
- Persistent disruptive behaviour
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited or potentially harmful items. Examples include:
  - Sticks and stones
  - Sharp objects
  - Stolen items
  - Any article a member of staff reasonable suspects has been, or is likely to be, used to commit an offence, or cause injury to, or damage to the property of any person.

For a more detailed list of Small, Medium and Big Behaviours and their next steps, please see Appendix 4.

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The full governing board is responsible for:

- reviewing and approving the written statement of behaviour principles (appendix 1).
- Reviewing this behaviour policy in conjunction with the Head Teacher
- Monitoring the policy's effectiveness
- Holding the Head Teacher to account for its implementation.

### 5.2 The Head Teacher

The Head Teacher is responsible for:

- Reviewing this behaviour policy in conjunction with the full governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1).
- Approving this policy.
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with all types of behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully.
- Offering appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND), and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring that this policy works alongside the safeguarding policy to offer children both sanctions and support when necessary,
- Ensuring that data from the behaviour log is reviewed regularly to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable behaviour from children
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Implementing the behaviour policy consistently
- Modelling positive behaviour and relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and behaviours
- Recording behaviour incidents promptly on C-POMS
- Recording any use of reasonable force promptly on C-POMS and tagged as physical intervention
- Praising positive behaviour
- Challenging children to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### **5.4 Parents and Carers**

Parents and carers are expected where possible to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the Greenleas Promise and behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school in any support methods or sanctions put in place
- Take part in any pastoral work following misbehaviour (e.g. reviews of behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues

#### **5.5 Children**

Children will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules or the Greenleas Promise
- The rewards they can earn for meeting the behaviour standard and the consequences if they do not
- The pastoral support that is available to them to help them meet the behavioural standards

Children will be supported to meet the behavioural standards and will be provided with repeated induction sessions wherever appropriate.

Children will be supported to develop an understanding of the Greenleas Promise, behaviour expectations and wider culture

Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy

Extra support and induction will be provided for children who are in-year arrivals.

## 6. Children’s code of conduct or Greenleas Promise (Behaviour Curriculum)

Expectations for children’s behaviour are set out in the Greenleas Promise. There are just four elements to the Greenleas Promise:



We take care of our school and each other	<ul style="list-style-type: none"> <li>• Look after school property</li> <li>• Keep the classroom tidy</li> <li>• Be kind to each other – in words and in actions</li> </ul>
We are good listeners	<ul style="list-style-type: none"> <li>• Listen to the adults in school and to each other</li> <li>• Be calm and quiet in class</li> <li>• Be sensible when moving around school</li> </ul>
We are polite and helpful	<ul style="list-style-type: none"> <li>• We show good manners at all times</li> <li>• We say please and thank you</li> <li>• We take turns and share</li> </ul>
We always try our best	<ul style="list-style-type: none"> <li>• We work as hard as we can to learn as much as we can</li> </ul>

## 7. Responding to Behaviour

Each teacher and their class develop their own systems of reward and consequences, based on the overall principles set out in this policy. The class teacher discusses the Greenleas Promise with each class, and also creates classroom expectations as part of their PSHE work. This is agreed by the children and displayed on the wall of the classroom.

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules i.e the Greenleas Promise
- Encourage children to recognise their emotions through the “Zones of Regulation” (appendix 6)

- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## 7.3 Responding to good behaviour

Positive behaviour will be rewarded with:

- Praise
- Immediate moving of the child's name to the relevant section of the Greenleas Promise
- House points
- Reference to good role models
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Chartermark award
- Stickers or other small prizes/treats
- Certificates given in Celebration Assemblies
- Written remarks about good work, attitude or behaviour
- Praise text home to parents
- Displaying children's work or achievements
- Star of the Week award
- Golden Time if a class has achieved a class target
- Class and whole school rewards for excellent handwriting and presentation
- Rewards from for exemplary conduct e.g. a Gold Card
- Nomination for Values High Tea
- Invitation to lunch with the Head Teacher
- Invitation for Hot Chocolate with the Head Teacher

Assemblies, especially our Celebration Assemblies, are an opportunity to publicly celebrate the good choices children have made in school and to share some of their successes with their work.

## 7.4 Responding to poor behaviour

Staff at Greenleas employ consistently and series of restorative steps for undesirable and unacceptable behaviour (Appendix 5). These behaviours are defined as “small, medium and big” behaviours (Appendix 4), with corresponding consequences. Whenever possible such consequences will be administered and discussed discretely and privately so as not to give attention to unwanted behaviours, nor contribute to a “shaming” culture:

- Whole class expectations explained/clarified
- Visual reminder as a “nudge” toward the desired behaviour – e.g. the Greenleas Promise
- Emotion Coaching based response: Recognise – Empathise – Validate – Label (Appendix 7)
- Spoken to quietly and asked to stop the unwanted behaviour
- Spoken to again. Wellbeing check. Are they ok?
- If unwanted behaviour persists or escalates the child may leave the class or the class may leave the child so that learning can continue for the rest of the children
- Use rhythmic and sensory co-regulation strategies e.g. walking, colouring
- Restorative conversation to set limits – how can we help you choose the wanted behaviour? (Appendix 8)
- Consequence (natural or logical) linked to the behaviour as part of the restorative conversation
- Time out – to regulate – then to think – then discuss and revise the support
- Parents spoken to – do they know cause for behaviour?
- Sent to Phase Leader – restorative meeting with Class Teacher
- When the child is regulated problem solve through Explore/Scaffold/Empower – to create a “What will help you now/What will help you in the future” plan.
- Sent to Deputy Head Teacher – plan put in place by SENDCO – Personal Support Plan or PSP (see appendix 6 )
- Meeting with the Head Teacher – options to be discussed

Repeat or frequent visits to the Senior Leadership Team may trigger an internal exclusion – further detail about this, suspensions and permanent exclusion is contained within the Suspensions and Permanent Exclusion policy.

Repeated poor behaviour choices particularly those which compromise safety or disrupt learning may result in the removal of a specific privilege e.g. school trip or residential visit, performance in play or talent show. They may also play a child at risk of suspension or permanent exclusion. For more information please refer to the Suspensions and Permanent Exclusions Policy.

We will try to put supportive measures in place to promote positive behaviour, e.g. removal of known triggers, a structured and/or reduced school day and these will be frequently evaluated for impact.

At all stages of this process a child will be involved in a restorative conversation to establish the root cause of any misbehaviour choice, and a natural consequence agreed.

Serious misbehaviour (e.g. swearing, disrespect to staff, fighting, persistent disruptive behaviour) is rare at Greenleas. Such behaviour would mean warnings are automatically by-passed. Similarly, any pattern in warnings or consistent warnings means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the process is rare.

## 7.5 Off-site behaviour

Consequences may be applied where a child has misbehaved off-site when representing the school, such as on a school trip or sporting fixture or on the way to or from school.

## 7.6 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour form)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7.7 Searching, Screening and Confiscation

**Any prohibited items (section 3) found in children's possession will be confiscated.** These items will not be returned to children.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

### Searching a Child

Searching and screening children is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves, and there will be another member of staff present as a witness to the search.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other children or staff at risk

- Consider whether the search would pose a safeguarding risk to the child
- Explain to the child why they are being searched
- Explain to the child what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the child the opportunity to ask questions
- Seek the child’s co-operation

If the child refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the SLT or the pastoral worker to try to determine why the child is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the child. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a child’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching childrens’ possessions**

Possessions means any items that the child has or appears to have control of, including:

- Drawers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a child’s possessions when the child and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school’s safeguarding system C-POMs.

The child’s parents/carers will always be informed by a staff member once a search has taken place. The school will keep records of searches that have been conducted on school premises, and monitor them for any trends that emerge.

## **7.8 Support for children**

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school’s special educational needs co-ordinator will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **7.9 Online misbehaviour**

The school can issue behaviour sanctions to children for online misbehaviour when:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of the school
- The child is identifiable as a member of the school
- It adversely affects the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

### **7.10 Sexual Harassment and Sexual violence**

The school will ensure that any and all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Children are encouraged to report anything that makes them uncomfortable, no matter how “small” they feel it might be. The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

### **7.11 Malicious Allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding policy for more information.

## **8. Responding to misbehaviour from pupils with SEND**

### **8.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusted seating plans to allow a child with visual or hearing impairment to sit near the teacher
- Adjusted uniform requirements for a child with sensory issues or severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (e.g. nurture room) where a child can self-regulate during a moment of sensory overload

## **8.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a child with SEND, the school will take into account:

- Was the child unable to understand the rule or instruction?
- Was the child unable to act differently at the time as a result of their SEND?
- Is the child likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## 9. Supporting children following a sanction

Following a sanction, the school will consider strategies to help the child to understand how to improve their behaviour and meet the expectations of the school.

This may include measures like:

- Daily contact with the pastoral lead or key member of staff
- A communication book
- A sticker chart with personalised behaviour goals

## 10. Transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to children's behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those children transferring to other schools.

## 11. Training

Our staff are provided with training on managing behaviour as part of their continuing professional development including training on:

- The proper use of reasonable force
- The needs of the children at the school
- How SEND and mental health needs can impact behaviour

A staff training log can be found in appendix 2.

## 12. Monitoring arrangements

- The school will collect data on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

This behaviour policy will be reviewed by the Head Teacher and full governing board every two years. At each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every two years.

### **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Suspensions policy
- Safeguarding policy
- Anti-Bullying Policy

## Appendix 1: Governors' written statement of behaviour principles

Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

High standards of behaviour are essential for a successful school and promote the development of children into valuable members of the community.

All children, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to children at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy including the Greenleas Promise is understood by children and staff

The suspensions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed-term suspensions

Children are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and children's home life and are expected to sign the Home/School agreement which is consistent with the behaviour policy.

This written statement of behaviour principles is reviewed and approved by the full governing board every 2 years.

Approved by the governing board 22.02.2021

## Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Staff member's signature	Suggested review date
Understanding ASD	2.12.2020	ASD advisory Service (Chiltern School)	Whole school	2022
De-escalation training	Spring 2021	Jigsaw behaviour outreach	Whole School	2024
Compassion and Joy The Neuroscience of recovery	2.2.2021	Ben Kingston-Huges Inspired Children	Pastoral Team	
Trauma Informed Verbal Intervention	3.1.2023	Crisis Prevention Institute	SEND TAs	2026
Pathological Demand Avoidance (PDA)	3.1.2023	Neurodivergent Education Support and Training	Rest of class based staff	2025
Workshop on Behaviour policy	4.9.23	Sarah Horne DHT	Whole School	Ongoing
Promoting Positive Behaviour	11.10.23	Sarah Horne DHT	Teachers	Ongoing
Small, Medium and Big Behaviours	15.11.23	Sarah Horne DHT	Teachers	Ongoing
Restorative Practice / When the Adults Change	6.12.23	Sarah Horne	Teachers	Ongoing
When the Adults Change	2.1.24	Paul Dix	Whole Staff	2026

Online training				
When the Adults Change Follow up	7.2.24	Sarah Horne DHT & Acting SENDCO	Teachers	Ongoing
Introduction to Attachment Awareness Introduction to Emotion Coaching Language and Relational Approaches	16.4.24	The virtual School	Teachers Support staff	2026

## Appendix 3: behaviour incident now captured on C-Poms

Greenleas School [Dashboard](#) [Reporting](#) [Planner](#) [Library](#) [Admin](#) [Account Settings](#) [Add Incident](#) [LOGOUT](#)

There are possible [student transfers](#) awaiting your action.


[← Back](#)

**Student**

**Incident**

**Categories**  
 Behaviour Actions  Behaviour Incident Type  COVID-19 Welfare Checks  Pastoral Support  Safeguarding  Safeguarding Stage  
 Type of Abuse  
**Behaviour Incident Type Subcategories**  
 Abuse against a child  Abuse against an adult  Bullying  Damage  Drug and Alcohol Related  Persistent Disruptive Behaviour  
 Physical assault on a child  Positive Behaviour  Racist Abuse  Sexual Misconduct  Theft

**Linked student(s)**   
Type a student's name to link them to this incident.

**Maps**  


**Date/Time**

**Status**

**Assign to**

**Files**

**Alert Staff Members**   
Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

**Alert Staff Members**   
Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

**Agency Involved**

**Add to planner**

## Appendix 4: Small, Medium and Big Behaviours

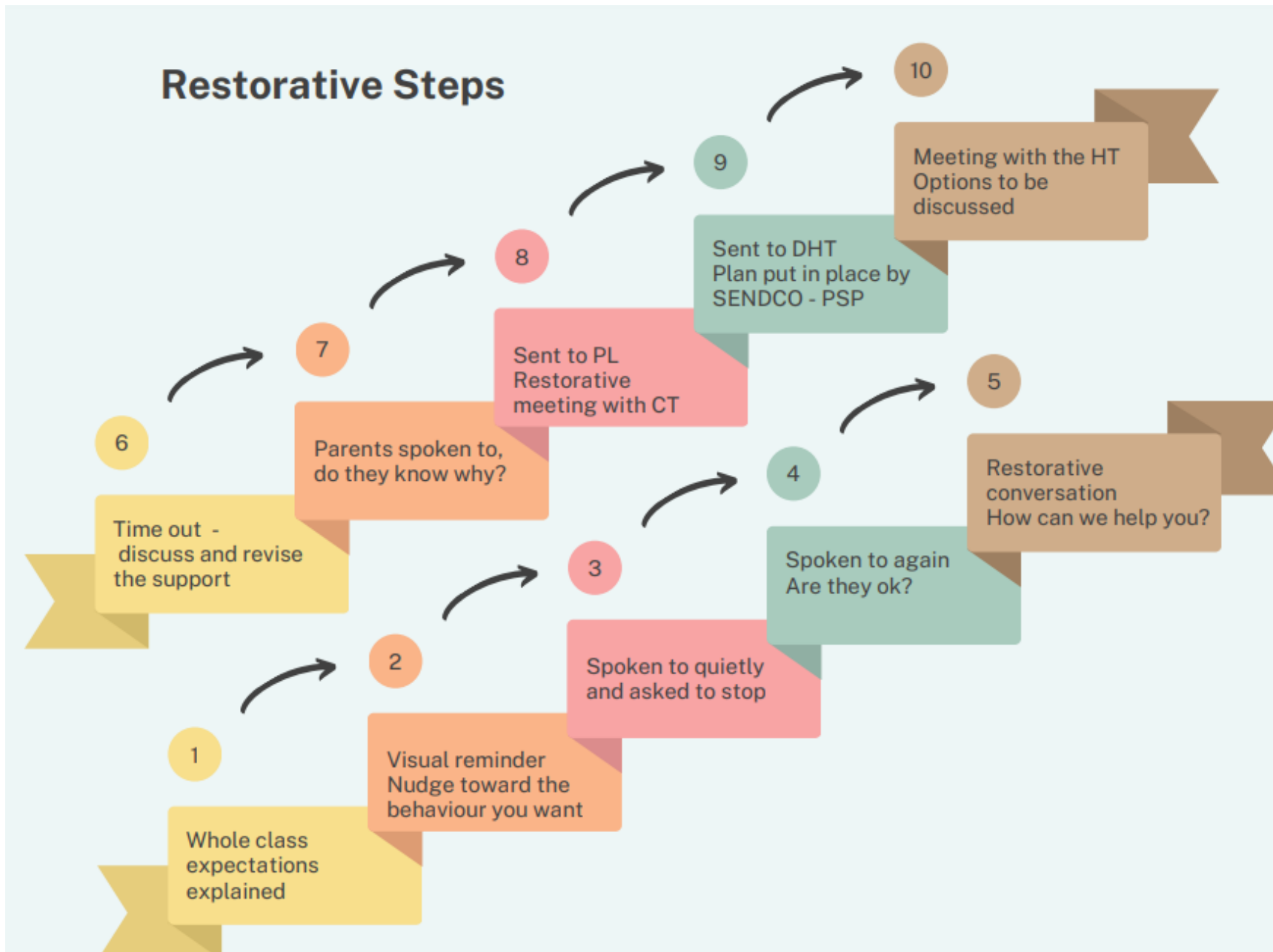
### Small, Medium, Big Behaviours

Small Behaviours	Medium Behaviours	Big Behaviours
<p>Disrupting the learning of others (calling out, making noises, banging bottles, talking when you shouldn't, swinging on chairs).</p> <p>Unkind words including racist or discriminatory language.</p> <p>Out of character choice/behaviour</p> <p>Negative attitude to learning.</p> <p>Accidentally breaking resources.</p> <p>Not moving around the school safely.</p> <p>Not complying with adults' instructions.</p> <p>Not taking responsibility for their own things (chair untucked, resources left out)</p>	<p>Consistently poor attitude (answering back, questioning adults, refusal to comply or complete work, rudeness).</p> <p>Disrespecting school resources</p> <p>Physical intimidation (shouting in faces, touching bodies, chasing people when they say no)</p> <p>Unkind behaviours towards others (snatching, not sharing).</p> <p>Showing private body parts to others.</p> <p>Leaving the classroom without telling an adult.</p>	<p>Physical assault to an adult or child (punching, biting, kicking, strangling)</p> <p>Deliberately disrespecting school resources to cause harm or damaging property.</p> <p>Intentional physical aggression (throwing furniture, hurting others)</p> <p>Bullying.</p> <p>Blackmail or intimidation.</p> <p>Not respecting other boundaries.</p> <p>Intended use of unkind words, racist or discriminatory language.</p>
<b>NEXT STEPS</b>	<b>NEXT STEPS</b>	<b>NEXT STEPS</b>
<p><i>Praise for those who are showing the Greenleas Promise.</i></p> <p><i>Ignoring negative behaviours.</i></p> <p><i>Verbal and/or visual reminder of the Greenleas Promise – quietly not in front of the whole class.</i></p> <p><i>Check in with Zones of Regulation.</i></p> <p><i>Restorative conversation</i></p> <p><i>Natural consequence – for example work not complete, need to stay in until finished, resources left out need put away,</i></p> <p><i>Moved space in the classroom.</i></p>	<p><i>Triage/De-escalation time– SR/TH,</i></p> <p><i>Restorative conversation</i></p> <p><i>Natural consequences – apology letter to any other children involved, understanding the impact of their behaviours on others.</i></p> <p><i>Reflection time in Phase Leaders class, but then returned to class teacher to hold restorative conversation.</i></p> <p><i>In class support considered to help next time or interventions such as social stories.</i></p> <p><i>Parents informed.</i></p> <p><i>Structured lunchtimes or breaktimes.</i></p>	<p><i>Restorative conversation with Phase Leader or SLT.</i></p> <p><i>Loss of privileges – breaktimes, lunchtimes,</i></p> <p><i>Parent meeting to discuss next steps.</i></p> <p><i>Reflection time with SLT.</i></p> <p><i>Internal suspension,</i></p> <p><i>Suspension,</i></p> <p><i>Expelled</i></p>

Persistent small behaviours become medium behaviours

Persistent medium behaviours become big behaviours

## Appendix 5: Restorative Steps



## Appendix 6: Zones of Regulation

The “Zones of Regulation” is an internationally renowned intervention which helps children learn to recognise and manage their emotions.

Blue Zone	Green Zone	Yellow Zone	Red Zone
<p><b>Blue Zone:</b> low level of stimulation, not ready to learn, feels sad, sick, tired, bored</p>	<p><b>Green Zone:</b> calm state of alertness, optimal level to learn, feels happy, calm, focused</p>	<p><b>Yellow Zone:</b> heightened state of alertness, feels frustrated, worried, silly/wiggly, excited</p>	<p><b>Red Zone:</b> heightened state of alertness and intense emotions, not an optimal level for learning, out of control, feels mad/angry, terrified, yelling/hitting, elated</p>

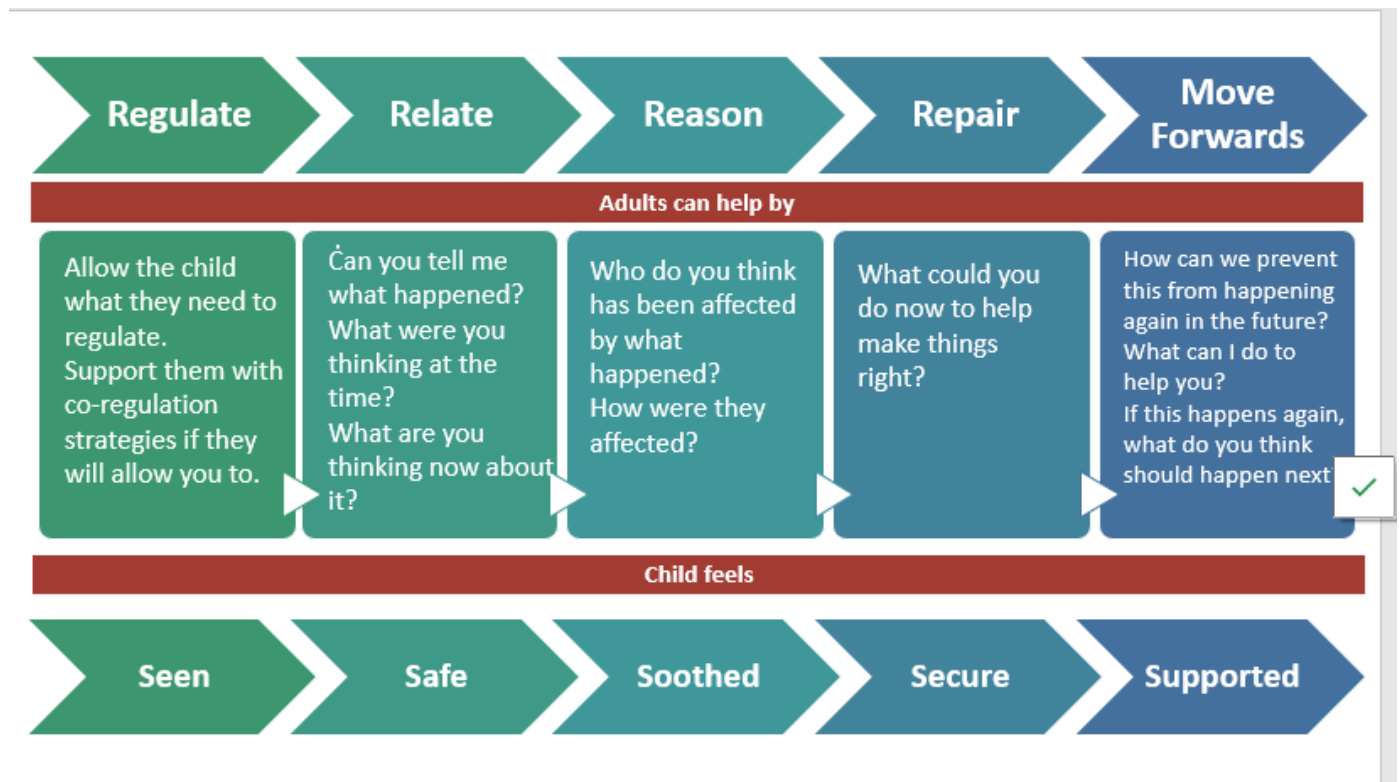
This is what a Zones of Regulation display in the classroom might look like



## Appendix 7: Emotion Coaching Based Response

Emotion Coaching is a **practical three-step approach to dealing with behaviour in the moment**

- Step 1: Recognising, empathising, validating the feelings and labelling them
- Step 2: Setting limits on behaviour
- Step 3: Problem-solving with the child or young person



## Appendix 8: Restorative Conversation

- **These are used when we want to resolve conflict.** It can also be used when there is conflict between a child and another adult.
- It might be used at the end of a lesson to address behaviour which was recognized through emotion coaching in the moment, when a child has regulated.



## Appendix 9: Consequences – Natural/Logical

A restorative conversation includes a discussion of consequences.

- A natural consequence occurs without needing any intervention e.g. a child refuses to put on an apron and gets soaked with water from the water tray. They help children to learn cause and effect.
- A logical consequence is enforced by the adult in charge and is linked to the behaviour under discussion e.g. a child refuses to play safely with a skipping rope and is told to stop but continues and hurts another child. The child should start to learn cause and effect e.g. if I don't listen when I am asked to do something unsafe, then I will not be able to play and I will need to repair the damage to the other person.

**The Natural Consequence** is that they have hurt someone and they feel bad. Additionally this behaviour is unsafe, so a logical consequence is likely needed.

**The Logical Consequence** is that the skipping rope is removed for the rest of the day and they work with an adult to apologise for hurting the other child.

## Appendix 10: Pastoral Support Plan (PSP)

### PASTORAL SUPPORT PROGRAMME

<b>Name of Pupil:</b>		<b>Class:</b>	
<b>PSP Co-ordinator</b>		<b>Plan Date:</b>	
<b>PSP number:</b>		<b>Review Date:</b>	

<b>Pupil Profile</b>	
A GOOD day in school	A BAD day in school
What is going well?	What is not going well?
My interests	

<b>PROACTIVE</b> <i>(How will adults know that I am calm, relaxed and ready to learn?)</i>	<b>ACTIVE</b> <i>(How will adults know that I am on the edge/becoming anxious?)</i>	<b>REACTIVE</b> <i>(How will adults know that I am ready to explode?)</i>	<b>RECOVERY</b> <i>(How will adults know that I am returning to my calm feeling?)</i>
<b>What will adults do to support me when I feel like this?</b>	<b>What will adults do to support me when I feel like this?</b>	<b>What will adults do to support me when I feel like this?</b>	<b>What will adults do to support me when I feel like this?</b>



**Signed:**

**Pupil:** ..... **Parent/Carer:** .....

**Class Teacher:** .....