

Behaviour policy and statement of behaviour principles



Approved by:	Full Board	Date: 14 th May 2026
Last reviewed on:	February 2024	
Next review due by:	May 2027	

Contents

1. Aims	2
2. Legislation, statutory requirements and guidance	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	5
6. School behaviour curriculum	7
7. Responding to behaviour	10
8. Serious sanctions	17
9. Responding to misbehaviour from pupils with SEND	18
10. Supporting pupils following a sanction	20
11. Pupil transition	20
12. Training	20
13. Monitoring arrangements	21
14. Links with other policies	21
Appendix 1: written statement of behaviour principles	222
Appendix 2: staff training log	233
Appendix 3: behaviour log as captured on CPOMs	255
Appendix 4: Small, Medium and Big Behaviours	26
Appendix 5 – Greenleas Consequence Path	27
Appendix 6: Zones of Regulation	300
Appendix 7: Emotion Coaching Based Response	311
Appendix 8: Restorative Conversation	322
Appendix 9: Consequences	33
Appendix 10: Pastoral Support Plan (PSP)	34
Appendix 11: Reflection Log	37
Appendix 12: Example Check-In Chart	38

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 – Equity”

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils 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

- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Follow a restorative approach, where appropriate, to assist the development and repair of relationships, so every member of our school community feels listened to, valued and respected.

2. Legislation, statutory requirements and guidance

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

- › [Behaviour in schools: advice for headteachers and school staff](#)
- › [Searching, screening and confiscation: advice for schools](#)
- › [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](#)
- › [Restrictive interventions, including the use of reasonable force, in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Greenleas promotes positive behaviour choices through our Greenleas Promise and the Greenleas Way which is our Code of Conduct – see point 6.

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

- › Lack of respect for children, adults or school property
- › Poor listening and disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor manners
- › Poor attitude
- › Incorrect uniform
- › Possession of any prohibited or high value/high tech items. These include:
 - Mobile phones
 - Fitness Trackers
 - Smart Watches

- Air Tags or similar location tracking devices

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

- › Repeated breaches of the Greenleas Promise and Greenleas Way
- › Persistent Disruptive Behaviour
- › Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Physical abuse
 - Sexual violence, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - unwanted sexual comments,
 - physical behaviour such as interfering with clothes,
 - sexual jokes or taunting
 - online sexual harassment such as sexual comments and messages including on social media, sharing of nude or semi-nude images and/or videos, or sharing of explicit content
 - Upskirting
 - Initiation/hazing type violence and rituals
- › Misogyny/misandry
- › Vandalism
- › Theft
- › Fighting
- › Racist, sexist, homophobic or discriminatory behaviour or language
- › Possession of any prohibited/banned items. These are:
 - Knives or other sharp objects
 - Sticks and stones
 - Stolen items
 - *E-cigarettes or vapes*
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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 1 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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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 headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The Head Teacher

The Head Teacher is responsible for:

- Reviewing this 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 poor 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 pupils 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 this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the 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 Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- › Recording behaviour incidents promptly on C-POMS
- › Recording any use of reasonable force promptly on C-POMS tagged as a 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, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home
- › Support their child in adhering to the school's behaviour policy, Greenleas Promise and Greenleas Way
- › 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 interventions or consequences given
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while 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 as set out in the Greenleas Promise / the Greenleas Way
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

Children will be supported to develop an understanding of the school's behaviour policy 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 pupils who are in-year arrivals.

6. School behaviour and relationships curriculum


Principles for children's behaviour are set out in the Greenleas Promise and listed in the Greenleas Way.



We take care of our school and each other	<ul style="list-style-type: none"> • Look after school property • Keep the classroom tidy • Be kind to each other – in words and in actions • Behave in an orderly and self-controlled way • Wear the correct uniform at all times
We are good listeners	<ul style="list-style-type: none"> • Listen to the adults in school and to each other • Be calm and quiet in class so all children can learn • Be sensible when moving around school
We are polite and helpful	<ul style="list-style-type: none"> • We show good manners at all times

	<ul style="list-style-type: none">• Say please and thank you• Take turns and share• Show respect to members of staff and each other• Accept consequences when they are given
We always try our best	<ul style="list-style-type: none">• Work as hard as we can to learn as much as we can• Behave in a way which reflects well on the school, including when outside school, on a trip, or online

The Greenleas Way



GOOD LISTENERS
We listen carefully to adults and each other so that everyone can learn and feel heard.

RESPECTFUL
We take care of our school, our belongings and all adults and children.

ENGAGED
We join in, pay attention and show we are ready to learn.

ENCOURAGING
We are polite, helpful and use kind words and actions.


NEVER GIVE UP
We always try our best, even when things feel challenging.

LEARN TOGETHER
We work as a team and help each other succeed.

EVERYDAY EFFORT
We show effort in our work, our behaviour and our choices.

ALWAYS KIND
We speak and act kindly to make sure everyone feels safe and included.

SAFE CHOICES
We behave safely in all areas of the school.



We have defined expectations for behaviour in all areas of school life, for example on the playground, moving around the school, when in assembly etc. These are explicitly taught to the children from the day they arrive at school. The expectations are adjusted to fit with the age and stage of the child, and are consistent across sites and year groups.

The detail and progression of our relationships curriculum will be finalised for September 2026 and will be added to the appendices at this point.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations.

7. Responding to behaviour

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 (Greenleas Promise/Way) and teach the expectations regularly
- 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
 - Regular circle times and year group assemblies to discuss core expectations

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded from the below:

- 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
- Class Reward 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
- Positive behaviour points on Arbor

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 misbehaviour

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. 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:

The school may use 1 or more of the following consequences in response to unacceptable behaviour:

- 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 10)
- 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 place 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) 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.
- Check in chart
- Reflection Log

Personal circumstances of the pupil will be taken into account. Where appropriate, staff will liaise with our SENDCO, and/or DSL to help determine an appropriate consequence. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

Please see our restrictive intervention policy for more information.

7.5.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. Seclusion is a protective consequence to allow time for regulation and safety. It is distinct from Step 5 on the Greenleas consequence pathway which is a disciplinary intervention (see Appendix 5). Seclusion allows time for a child to regulate or be safe.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them. This might be the Bird's Nest (pastoral room), the Phoenix Room or the Roost.
- The pupil will be supervised at all times, by at least 1 member of staff.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty.

7.6 Searching, screening and confiscation

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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.

An authorised member of staff can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff with in the presence of another member of staff

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 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 pupils. 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 pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil 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 pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil 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 SLT or the pastoral worker to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil 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 pupil'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 pupils' possessions

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

- Desk space
- Class drawer
- Cloakroom peg
- 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 pupil's possessions when the pupil 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 pupil 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.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

7.8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips or tournaments)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.9 Online misbehaviour

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

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

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

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils 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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

7.12 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 child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Structured lunch and Loss of Free Time (LOFT)

Pupils can be issued with LOFT during break, or be required to attend a structured lunch on a school day during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 7.5 above for more detail on seclusion and its use).

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all pupils
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the Pastoral Worker or another member of support staff e.g. a Teaching Assistant, whilst they complete their work.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so e.g. when the work is completed. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- › Use of teaching assistants
- › Short-term behaviour report cards (check in chart)
- › Long-term behaviour plans
- › Pupil support units (Jigsaw)
- › Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which

may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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 take its legal duties into account 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, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

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

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

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

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

9.3 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.

<https://www.centralbedfordshire.gov.uk/>

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil 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
- Completing a reflection log

11. Pupil transition

11.1 Inducting incoming pupils

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.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils 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 relating to pupil behaviour issues may 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.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The safe and lawful use of reasonable force
- › The needs of the pupils at the school
- › How SEND, mental health needs and personal circumstances can impact behaviour
- › Trauma-informed practice and behaviour management

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

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 involving restrictive intervention, including the use of reasonable force
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every half term by SLT

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the full governing board.

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

14. Links with other policies

This behaviour policy is linked to the following policies :

- › Exclusions and suspensions policy
- › Child protection and safeguarding policy
- › Restrictive interventions policy
- › Anti-bullying policy

Appendix 1: written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and to be able to 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 pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- Restrictive interventions, including reasonable force, are only used as a last resort, and in line with the restrictive interventions policy and behaviour policy
- The behaviour policy is understood by pupils 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 and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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

Approved by the Governing Board 14.5.26

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Staff member's signature	Suggested review date
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 Online training	2.1.24	Paul Dix	Whole Staff	2026
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
Whole school Approach to Behaviour Management	13.4.26	Sarah Horne DHT	Teachers Support staff	2028
Managing Emotions in the Classroom	22.4.26	Lauren Raisbeck MHST Team	Teachers	2028

Appendix 3: behaviour log as captured on CPOMs

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

Click to browse or drag a file to upload

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

Submit Incident

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>
NEXT STEPS	NEXT STEPS	NEXT STEPS
<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 – Greenleas Consequence Path

When a pupil shows undesirable behaviours, school core expectations are reinforced through the use of the consequence pathway below.

This would be used by staff and communicated with parents in this way. However, for children we would communicate it differently (see below).

Ordinarily Available Provision to support with behaviour in class.
<p>Zones of regulation,</p> <p>Greenleas Promise,</p> <p>Positive praise – house points (when we have Arbor running do we give out individual House Point certificates at the end of each half term/term?), stickers,</p> <p>Reward charts,</p> <p>Behaviour support strategies such as fidgets, movement breaks, chair bands, tray tasks.</p> <p>Class rewards – length of children working to reward can be shortened to meet the needs of individual classes. For example, in high need classes daily or weekly, fortnightly or half termly.</p>

Step	Consequence	Parent involvement
<p>Step 1 - Reminder</p> <p>Connect</p>	<p>Whole class reminder that the we don't have 100% of the children showing the Greenleas Expectations.</p> <p>Non-verbal reminders,</p> <p>Praise to the other children,</p> <p>1-1 verbal recognition that the behaviour is not appropriate or the Greenleas Way.</p> <p>Script</p> <p><i>I have noticed you are (calling out), it was our rule that we would (listen carefully to adults and each other so that everyone can learn).</i></p>	
<p>Step 2 – Warning</p> <p>Check</p>	<p>Verbal conversation. How to learn from their mistakes.</p> <p>Reminder of support strategies individuals may have to help manage their behaviours.</p> <p>If needed this could be recorded on a post-it on a desk – not publicly so you know they have had a warning.</p> <p>Script</p> <p><i>Your behaviour is not acceptable, you are continuing to (call out) if you continue then you will go to another class.</i></p>	
<p>Step 3 – Change of face/change of space</p> <p>Consequence</p>	<p>5 minutes in another classroom – children to take a timer and the reset activities with them and then return after their timer with their reset activity.</p> <p>Script</p> <p><i>When your child leaves - Your behaviours have shown me that you are choosing to have time in another classroom. Do you remember last week/day/earlier today when you (put your hand up POSTIVE THING)? That's what I need to see today. Thank you for listening.</i></p>	Parent to be informed.

	Script for leaving second classroom – <i>Your time is up now so it's time to return to XXX what was it they said they wanted to see from you? (Refer to Greenleas expectations if possible).</i>																			
Step 4 – LOFT	<p>Minimum of 5 minutes spent at break or lunchtime having a restorative conversation about the behaviours and what needs to change. Phase leaders must be informed of the behaviour incident once it reaches this stage. At this stage this is a conversation and no written record is needed with the child but must be logged on CPOMs.</p> <p><i>Where possible this would be facilitated by the child's previous teacher, the current class teacher and the child. Where this is not possible then it would be any available phase leader or SLT member.</i></p> <p>Script</p> <p><i>What happened? What were you thinking at the time? What have your thoughts been since the incident? Who do you think has been affected by your actions and how do you think they have been affected? What do you need to do to make things right? What can we do to help you with that?</i></p>																			
Step 5 – Loss of privilege	<p>Child removed from the classroom to Birds Nest with the intention of completing their work. The work must be something that they can complete independently.</p> <p>If incident is related to a lunchtime or break time incident then they would miss their lunch or breaktime. This half term we are trialling this with class teacher lunch groups, keeping the Birds Nest lunch clubs for the other children or for preventative steps.</p> <p>SLT must be informed if a child reaches this stage.</p> <p>If removed either from the classroom or playground the child will need to complete a reflection log (age appropriately) and this will be uploaded to CPOMs. This can also be shared with parents at the end of the day.</p> <table border="1" data-bbox="453 1348 1121 1637"> <tr> <td></td> <td>12.30 – 1pm.</td> <td>1pm – 1.30pm</td> </tr> <tr> <td>Monday</td> <td>Kate</td> <td>Ted</td> </tr> <tr> <td>Tuesday</td> <td>Rosie</td> <td>Ellen</td> </tr> <tr> <td>Wednesday</td> <td>Helen</td> <td>Ellen</td> </tr> <tr> <td>Thursday</td> <td>Tom</td> <td>Tom</td> </tr> <tr> <td>Friday</td> <td>Teresa/Helen</td> <td>Teresa/Helen</td> </tr> </table> <p><i>If Birds Nest or lunch club is unavailable then it will jump to Step 6</i></p> <p>Script</p> <p><i>You are here to complete your work because you have chosen not to follow the Greenleas Expectations despite help being offered.</i></p>		12.30 – 1pm.	1pm – 1.30pm	Monday	Kate	Ted	Tuesday	Rosie	Ellen	Wednesday	Helen	Ellen	Thursday	Tom	Tom	Friday	Teresa/Helen	Teresa/Helen	<p>Any physical incidences between children on will jump straight to here.</p> <p>If a child reaches this stage more than once in a week a parent meeting with class teacher to take place and discuss the child being placed on a Check in chart.</p> <p>Structured lunches – for repeat offenders.</p>
	12.30 – 1pm.	1pm – 1.30pm																		
Monday	Kate	Ted																		
Tuesday	Rosie	Ellen																		
Wednesday	Helen	Ellen																		
Thursday	Tom	Tom																		
Friday	Teresa/Helen	Teresa/Helen																		
Step 6 – SLT	<p>Child removed from Bird's Nest to SLT office.</p> <p>Internal suspension</p>																			

Step 7 – Exclusion	External suspension.	
Step 8 – Permanent exclusion	Permanent exclusion	

Discriminative behaviours

		Parental involvement
Step 1 – Education	Children will always be educated about why their behaviour is discriminative towards another person All incidences must be logged on CPOMs.	Parents from both sides must be informed.
Step 2 – Intervention	If there is a repeat incident from the same child them 1-1 intervention to take place with the child and family worker around the discriminative behaviours.	Parents from both sides must be informed.
Step 3 – internal suspension	If behaviours continue then child to be spoken to by SLT and are likely to have an internal suspension	Parent meeting with Phase Leader/SLT and class teacher and parents informed child is at risk of suspension.
Step 4 - suspension		

Damaging school resources

If a child deliberately damages school property, the school will seek to recover the cost of the damage from parents. In such cases, staff should inform a member of the Senior Leadership Team (SLT), who will advise on the next steps, considering the nature of the incident and the cost of repair or replacement. Where possible, this discussion should take place before the end of the school day. If this is not feasible, the class teacher must inform parents that damage has occurred and explain that a member of staff will be in contact to discuss whether a contribution towards repair or replacement will be required.

Communication with children

Simplified way to communicate with children how we manage behaviour in school so that they can verbalise and understand what is happening.

Connect – This is your chance to put it right.

Check – We need to check what is happening and check you know what needs to change.

Consequence – This is happening because of the choice you have made.

Whilst children won't know what the consequence is with the other children the rest of the class will hopefully feel safer because they know that after a connection and conversation a consequence will take place.

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

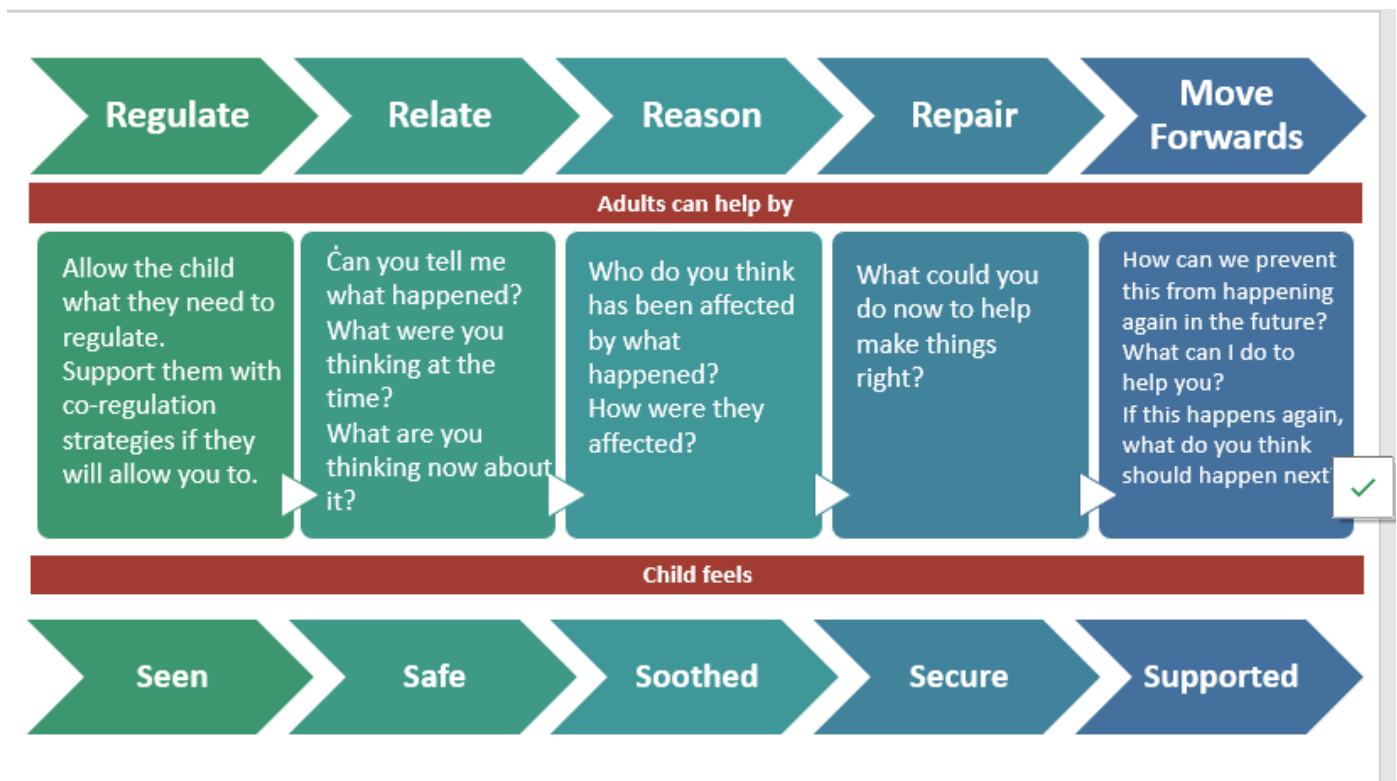
This is what a Zones of Regulation display in the classroom might look like



Appendix 7: Emotion Coaching Based Response

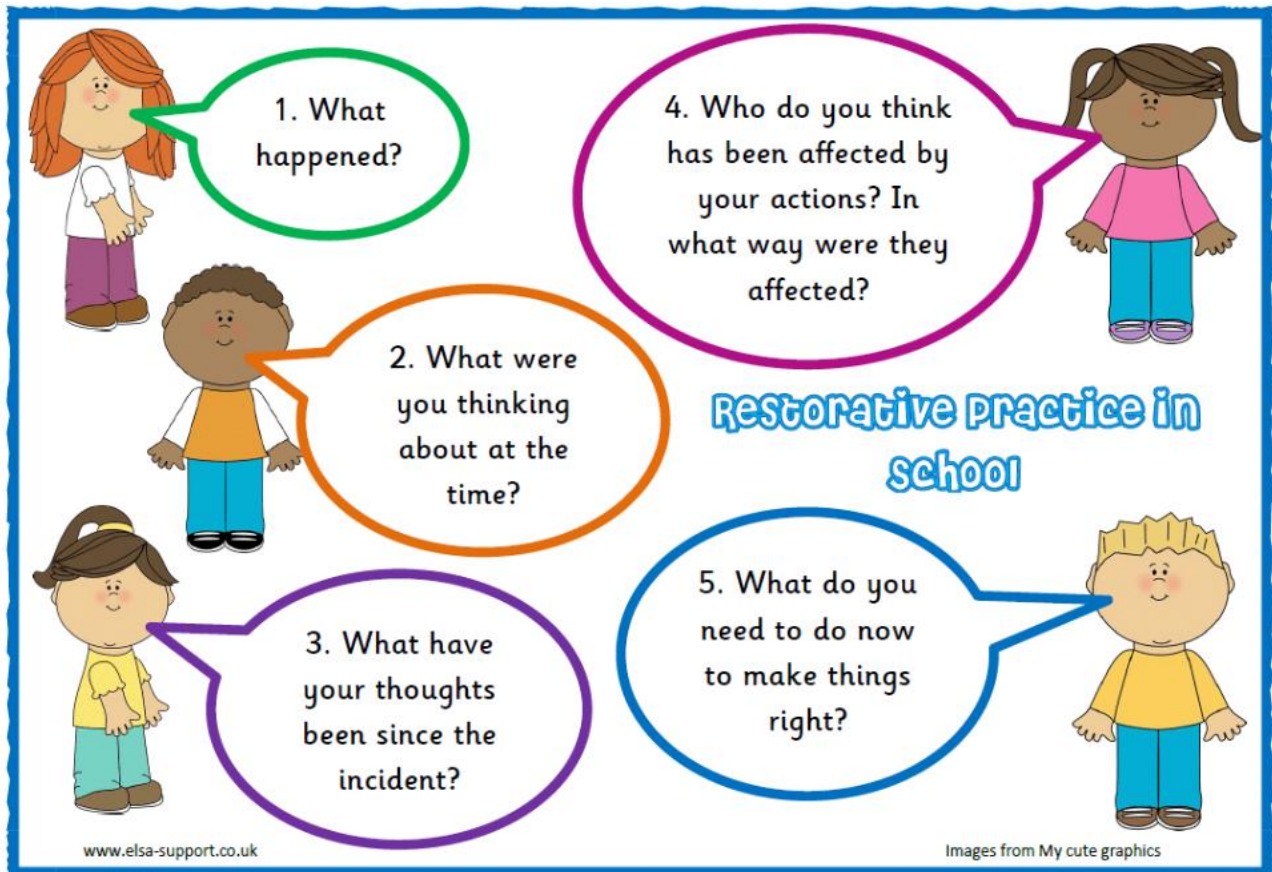
Emotion Coaching is a **practical three-step approach to dealing with behaviour in the moment**

- 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

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. A logical consequence is likely to be educational i.e. to help the child understand their behaviour choice, and/or protective i.e. to keep the child safe, or to ensure the other children are safe.

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

Name of Pupil:		Class:	
PSP Co-ordinator		Plan Date:	
PSP number:		Review Date:	

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

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

PRECISE TARGETS	
Target 1	Target 2





































Pupil:**Parent/Carer:**

Class Teacher:

Appendix 11: Greenleas Reflection Log

Name: _____ Date: _____

Children can draw or write their thoughts in the boxes or the adult with them can help to write in the boxes their thoughts.

What happened?																
Who was affected?	<table border="1" data-bbox="493 577 1251 757"> <tr> <td data-bbox="493 577 683 757">  A friend </td> <td data-bbox="683 577 873 757">  Someone from my class </td> <td data-bbox="873 577 1062 757">  Someone from a different class </td> <td data-bbox="1062 577 1251 757">  An adult </td> </tr> </table>								 A friend	 Someone from my class	 Someone from a different class	 An adult				
 A friend	 Someone from my class	 Someone from a different class	 An adult													
How do you feel about it?	<table border="1" data-bbox="312 943 1382 1122"> <tr> <td data-bbox="312 943 435 1122">  happy </td> <td data-bbox="435 943 558 1122">  sad </td> <td data-bbox="558 943 681 1122">  surprised </td> <td data-bbox="681 943 804 1122">  proud </td> <td data-bbox="804 943 927 1122">  angry </td> <td data-bbox="927 943 1050 1122">  nervous </td> <td data-bbox="1050 943 1173 1122">  bored </td> <td data-bbox="1173 943 1295 1122">  tired </td> </tr> </table>								 happy	 sad	 surprised	 proud	 angry	 nervous	 bored	 tired
 happy	 sad	 surprised	 proud	 angry	 nervous	 bored	 tired									
What could you have done differently?																
What should happen now?																
What could be done to prevent it happening again?																

Adult shared with in school: _____

Parent received a copy? **Yes / No**

Appendix 12: Greenleas Example Check In Chart

G

GOOD LISTENERS

We listen carefully to adults and each other so that everyone can learn and feel heard.

Name: _____ Class: _____

Week Beginning: _____

	Session 1		Break		Session 2		Lunchtime		Session 3		Session 4	
	Teacher	PL/SLT	Teacher	PL/SLT	Teacher	PL/SLT	Teacher	PL/SLT	Teacher	PL/SLT	Teacher	PL/SLT
MON												
Sign:												
TUES												
Sign:												
WEDS												
Sign:												
THURS												
Sign:												
FRI												
Sign:												

My choices have met expectations consistently

My choices have mostly met expectations.

My choices have not met expectations