



# Behaviour Policy and Behaviour Principles Written Statement

## Version Control

Review cycle: Yearly basis or in the light of any relevant legislative changes or updated guidance

Next Review Date: Summer Term 2026

School Version	Date Amended	Amends/Actions	Date Adopted
	28/09/2022	Applied style formatting	Autumn term 2022
	18/03/2024	Legislation and guidance updates + front cover applied	Autumn term 2024
	13/10/2025	Policy updated	Autumn term 2025

**At Greenbank Primary School we aim to provide a working environment where all members of the school community feel safe and secure. The policy aims to ensure this is achieved to improve the quality of pupil behaviour in our setting. The purpose of this policy is to provide guidance of the powers members of our staff have to discipline pupils and sets out the expectations for all of our stakeholders – governors, staff, pupils and parents.**

## **1. Ambition – Our Moral compass and Intent**

This policy aims to:

- Reinforce the school's Ready, Respectful, Safe Code (see appendix 2)
- Encourage a calm, purposeful and happy atmosphere within school that is conducive to learning
- Help our pupils develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others
- Provide a consistent approach to behaviour management throughout the school with parental cooperation and involvement.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for their own behaviour

## **2. Legislation and statutory requirements**

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[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](#)

[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

### 3. Definitions

**Discipline** is defined as:

The practice of teaching children to follow the school rules either through direct instruction or by example to ensure that the school environment is a safe and happy place in which to learn and play. Positive praise and rewards will be the main approach however, for some pupils appropriate consequences or sanctions may be needed to help them to develop a better understanding of what is expected; these will be suited to the age or level of understanding of the individual pupil. The aim for most pupils is that they will develop self-discipline – the ability to control themselves, to work hard, follow the school rules and behave in an acceptable way without needing anyone else to tell them what to do – this is expected behaviour at Greenbank Primary.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items

- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- 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)

## 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: Racial <ul style="list-style-type: none"> <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)
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 strategy <https://greenbank-primary.co.uk/wp-content/uploads/2025/04/Anti-Bullying-Policy-2025.docx.pdf>

## 5. Roles and responsibilities

Behaviour Management is the responsibility of all stakeholders at Greenbank Primary School.

We are committed to encouraging good behaviour in an atmosphere of mutual respect. A clear school behaviour policy, consistently and fairly applied, underpins effective education. All stakeholders should be clear of the high standards of behaviour expected of all pupils at all times. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

### 5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, supporting the Headteacher in carrying out these guidelines.

The Headteacher has the day to day authority to implement the school behaviour and discipline policy, but the Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### 5.2 The Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school.

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy. The Headteacher should also report to governors, when requested, on the effectiveness of the policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher ensures that all staff understand the behavioural expectations and the importance of maintaining them and supervises records of all reported serious incidents of misbehaviour.

The Headteacher will ensure that new staff are provided 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. This will extend to 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.

The Headteacher will ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary as well as 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)

The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a pupil. Both these actions are only taken after the school Governors have been notified.

### 5.3 Staff

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils (see SEND)
- Recording behaviour incidents on CPOMS using [appendix 3](#) as a proforma for what to record

It is the responsibility of all classroom-based staff to ensure that the Ready, Respectful, Safe Code is enforced in their class, and that the children behave in a responsible manner during learning time.

The class teacher will discuss the whole-school Ready, Respectful, Safe Code (see Appendix 2) with their class at the start of the new academic year and reinforce these throughout the teaching day. These will be clearly displayed in every classroom and communal rooms across the school.

All staff must hold high expectations of the pupils in terms of behaviour, and strive to ensure that all pupils work to the best of their ability. Staff must treat each pupil fairly, with respect and understanding and enforce the Ready, Respectful, Safe Code and classroom charter consistently in line with the aims of this policy.

For all low-level incidents (Stages 1 and 2), the class teacher must deal with incident him/herself, following the agreed consequence procedures (see Behaviour Scale – section 7.9). If the misbehaviour continues, escalates or the action is deemed to be beyond Stage 3, the class teacher must seek immediate help and advice from a member of the Behaviour Team.

The class teacher may be asked to contact a parent(s), be present in meetings with a parent(s), if there are concerns about the behaviour or welfare of a pupil.

Staff who are on duty at lunchtime have the responsibility to deal with minor incidents and alert the pupil's teacher to the incidents when recording the behaviour on CPOMS using the appropriate categories. For more serious incidents at lunchtime, staff must inform a member of the Behaviour Team. These must be actioned inline with stages 3 or 4 of policy.

Non-classroom-based staff (e.g. administration staff, premises staff) should ensure that rules are being followed by the pupils as they move around school. Any incidents noted by the non-classroom-based staff should be dealt with and where appropriate, be reported to the class teacher or the Behaviour Team. These will be recorded on CPOMS.

### 5.4 Parents

The school will work collaboratively with parents, so that our pupils receive consistent messages about how to behave at home and at school.

Parents are expected to support and co-operate with the school in disciplining their pupil and foster a good relationship with the school. Parents must be aware of the Ready, Respectful, Safe Code and Code of Conduct (appendix 4).

Parents should inform school of any changes in circumstances that may affect their child's behaviour, discussing any behavioural concerns with the class teacher promptly.

We will endeavour to build a positive and supportive relationship between the home and school, by keeping them informed about the developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues. Parents will be informed of positive and negative behaviour either by phone or in person.

During Parents Evening, parents were asked to write their response to the questions below:

## Attributes we wish to nurture in our pupils



When nurturing these attributes, which approaches promote positive behaviour growth and choice?



If the school has to use reasonable sanctions as consequences for a pupil, parents would be expected to support the actions of the school. If parents have any concern about the management of behaviour, they should initially contact the class teacher promptly, whilst continuing to work in partnership with the school. If the concern remains, they should contact the Behaviour Team. If these discussions cannot resolve the problem, then the Headteacher should be informed. A formal grievance or complaint process can be implemented through the Governors.

### 5.5 Pupils

Pupils 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 and routines
- 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

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

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

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

## **6. School behaviour curriculum**

Pupils are expected to adhere to the Ready, Respectful, Safe Code at all times. By doing this the following behaviours are also expected:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

We recognise that positive behaviour must be carefully developed and supported. Creating an environment which promotes positive behaviour can only be achieved when pupils are taught what positive behaviour is and what it looks like. This is modelled and reinforced by all staff, at all times.

Similarly, sanctions and consequences for incidents must be understood by our pupils so they can learn from them. This is key to ensuring a positive environment for behaviour is created at our school.

This is achieved and reinforced through:

- Assemblies
- Circle-Time
- PSHE and P4C lessons (through the use of the Jigsaw schemes)

### **6.1 Mobile phones**

Children are not encouraged to bring mobile phones to school. For those children who walk home alone they are permitted to bring a phone to school. All phones are to be given into the school office at the beginning of the day and will be stored securely until the end of the day.

## **7. Responding to behaviour**

At Greenbank Primary School, we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly and fair. Our school has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.



The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through positive role-modelling, by adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that pupils can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

## 7.1 Classroom management

Each classroom will follow 4-stage behaviour system.

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

They will:

- Create and maintain a high energy, stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct in the form of their class charter alongside the Ready, Respectful, Safe Code
- Develop a positive relationship with pupils, which should include:
  - Be firm, fair and follow through
  - Meet and greet 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, be clear and specific
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption and be assertive in carrying this out (connect, correct and direct – ‘X, turn around, thank you’)
  - Using positive reinforcement - **Praise In Public; Reprimand In Private**

## 7.2 Managing Transition

- When pupils move around school, they walk silently on the left-hand side of the staircases and corridor, with ‘hands on their hips and smiles on their lips’ – EYFS/KS1 or hands by their sides - KS2. Once pupils exit the building they are encouraged to participate in play
- When entering the building, they are encouraged to do so calmly and silently as this prepares pupils for the next lesson. This is reinforced by all staff

## 7.3 Behaviour at Playtime

We want play and leisure time to be enjoyable and relaxing for the children. It is the role of the adults to help make this time a positive one, the adults role can be remembered using the acronym **SMILE: SCAN** the area, **MOVE** around the area, **INTERACT** with the children in the area if they invite you to do so, activities where the children will **LEARN** should be provided and **ENCOURAGE** positive play.

- Expectations for playground behaviour are very clear to all staff and pupils, stages of behaviour should be followed like they would in the classroom
- If stage 2 or 3 behaviours happen at playtime or lunchtime notify a member of the Behaviour Team straight away. The child concerned will have sanctions in line with stage 2 or 3 and will spend time in

the reflection room with a member of the behaviour team. For stage 4 behaviours a member of the senior leadership team should be contacted straight away

- Pupils are reminded about how to use each playground area and the equipment regularly during OPAL play assemblies
- Staff on duty at lunchtime will be made aware if any individual pupil is having particular difficulties with their behaviour or are following an individual behaviour plan
- Staff on duty at lunchtime are to deal with low level incidents that happen during playtime so that this does not carry over into learning time. Class teachers should be informed immediately of serious incidents of poor behaviour and lunchtime staff will be supported in completing a 'Poor Behaviour/Bullying Report Form' and adding this on CPOMS

## **7.4 Restorative Practice**

We will use restorative practice/conversations in incidents when trust is broken or when behaviour has gone under and below minimum standards. Not every incident needs to be resolved with a restorative conversation.

### **The Restorative 5:**

When conducting a Restorative Meeting, use the following questions as a guide (pick a max of 3 questions):

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

## **7.5 Safeguarding**

This section reflects the principles of Keeping Children Safe in Education (2025), ensuring all behaviour management procedures actively contribute to safeguarding and promoting pupil welfare.

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.

Our Safeguarding Team are here to support pupils and their families by helping them to identify and remove any barriers to learning, whether in a personal or academic role.

We will provide interventions for pupils whose behaviour is, or potentially could become, a concern. The aim of these interventions is to provide a pro-active, rather than reactive, level of support. During Senior Leadership Team and Safeguarding Team meetings, allocated time is spent for staff to discuss pupils for whom there are concerns or those whose behaviour is causing concern. In response to these discussions we ensure that these pupils have appropriate support and interventions.

We will work closely with all staff, governors, outside agencies, pupils and their families.

At Greenbank Primary School we actively support any individual who is experiencing behavioural difficulties. Our Internal support services and pastoral systems are complemented by additional assistance from services including:

- CAMHS partners - Children's and Adolescent Mental Health Service
- Local Early Help Teams
- The school's Educational Psychologist
- School Health professionals
- YPAS
- Seedlings
- Play Therapist
- Beautiful New Beginnings
- Mental Health Support Team

Referrals are made on a needs basis and are linked directly to priorities identified on individual pupil profiles.

## **7.6 Rewards and sanctions**

At Greenbank we will:

- Have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff
- Ensure that planning about behaviour improvement is informed by statistical information
- Use praise to motivate and encourage pupils
- Make pupils aware of sanctions that will be applied for poor behaviour choices
- Identify the strengths and weaknesses of pupil's emotional literacy skills and provide support to develop areas where there is a skills deficit
- Use a common language to describe behaviour
- Teach all pupils self-regulation skills through our PSHE curriculum, circle time and other targeted resources
- Arrange additional small group support or individual for pupils who need it
- Work alongside external services such as Educational Psychology, SENISS (Special Educational Needs Inclusion Support Service) and CAMHS (Pupil and Adolescent Mental Health Services) to access appropriate support for pupils

## **7.7 Responding to good behaviour**

Positive behaviour will be celebrated in many ways, such as:

- Verbal and visual praise
- Stickers
- Special responsibilities
- Star of the Week certificates
- Celebration Award
- Post-cards, notes and certificates
- Playtime certificates
- Child sent to other teachers and Headteacher for praise
- Letters or phone calls home to parents

In addition to the above list, at Greenbank, we understand the value of positively reinforcing desirable behaviours. Using our bespoke, whole school reward system, pupils are celebrated for their individual achievements. We use a system titled STAR cards. Pupils are awarded one star card by school colleagues. Pupils can exchange their star cards at the reward counter. If desirable, star cards can be cumulated so that pupils can work towards increasingly more significant awards. This, we believe can encourage perseverance and resilience in working towards more long-term ambitions.

## 7.8 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.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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

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

- A verbal reprimand
- Sending the pupil out of the class to reflect on their behaviour and be supervised elsewhere
- Expecting work to be completed at break or lunchtime
- Reflection time at break or lunchtime
- Referring the pupil to the behaviour team and/or a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

**It is a firm expectation that staff manage behaviour in class through effective teaching and pupil management.** Pupils should only be brought to the Senior Leadership Team as a last resort for serious/persistent disruptions to learning or dangerous behaviour.

## 7.9 Stages of Tracked Behaviour

Stage 1 – LOW LEVEL DISRUPTION				
Type of Behaviour	Reason for sanction being enforced	Sanction	Who is responsible	Next steps
Disrupting the learning of yourself and others eg.	Not being ready to learn and not respecting other children's rights to learn	1. Eye contact/non-verbal cue to alert pupil 2. 1 x verbal warning 3. Restorative conversation (5 mins at break or lunch time)	Person teaching the class, except external providers.  Information to be logged on CPOMs same day.	Reset after each lesson.
Making noises, getting out of seat unnecessarily.				If 2 or more episodes in one lesson – Stage 2 consequences.
Talking over adults or other learners.				
Not listening to and not following instructions				Seek advice if poor behaviour continues
Shouting out in class				

Stage 2 – Significant disruption / continued low level disruption				
Type of Behaviour	Reason for sanction being enforced	Sanction	Who is responsible	Next steps
No improvement in behaviour despite being at Stage 1 – Repeated poor behaviour	Not being ready to learn. Not respecting other children's rights to learn. Not being safe.	<ul style="list-style-type: none"> <li>Reflection sheet – adapted for Key Stage / ability (10 mins at break or lunch time)</li> <li>Restorative conversation (5 mins at break or lunch time)</li> <li>Class teacher to make phone call home to make parents aware.</li> </ul>	Person teaching the class, except external providers.  Information to be logged on CPOMs same day.	Stage 2 sanctions implemented 2 times in a day/3 times in a week move straight Stage 3 consequence.  Seek advice from the behaviour team if poor behaviour continues.  Referral by behaviour team for external support.
Not respecting school, your own or others property e.g. doodling on or in exercise books, damaging equipment – rulers.				
Continues/repeated disruption throughout a lesson				
Refusal to follow an instruction when given				
Arguing with or provoking other children				
Laughing at other children who do the wrong thing/Encouraging other children to do the wrong thing				
Individuals moving around school including lining up: Talking, Running, Not holding doors				
Insufficient or no work completed in lessons. Not working at full potential/pace. Deliberate lack of effort.				

Stage 3 – BEHAVIOUR TEAM INTERNAL/EXTERNAL REFERRAL				
Type of Behaviour	Reason for sanction being enforced	Sanction	Who is responsible	Next steps
Not being honest or withholding information	Not being ready to learn. Not respecting other children and/or adults. Not being safe	<ul style="list-style-type: none"> <li>Up to 3 day removal from playground.</li> <li>Complete reflection sheet (appendix 5) at lunchtime or break time that day.</li> <li>Restorative conversation with member of BT.</li> <li>Both sets of parents to be informed for their support and awareness.</li> <li>BT discuss referrals.</li> </ul>	Behaviour Team  If it occurs at playtime or lunchtime – walkie talkie a member of the Behaviour Team.  If it occurs in the classroom – phone call to Behaviour Team.	BT discussion concerning referrals and IBP.  Stage 3 sanctions implemented 2 times in a week/3 times in a half-term move straight Stage 4 consequence.
Calling children names				
Threatening others				
Showing disrespect to adults eg. answering back/arguing, walking away when being spoken to				
Unwanted physical contact eg pushing, hitting, kicking				
Kicking furniture or doors in anger				
Swearing/using inappropriate language at children and/or adults				
Vandalising school, your own or others property e.g. damaging the toilets				
Stealing				

Stage 4 – SLT EXCLUSION, MANAGED TRANSFER ETC				
Type of Behaviour	Reason for sanction being enforced	Sanction	Who is responsible	
Bullying incidents Including use of social media Deliberate exclusion and/or isolation	Not respecting other children and/or adults and not being safe	Contacting parents – same day to inform that either one of the following is happening: <ul style="list-style-type: none"> <li>Internal exclusion – 3 – 5 days</li> <li>3 day fixed term exclusion</li> <li>5 day fixed term exclusion</li> <li>Permanent exclusion</li> </ul>	Headteacher /DHT must be informed	
Physical aggression				
Verbal aggression				
Discriminatory comments (linked to protected characteristics eg age, disability, gender reassignment, marriage and civil partnership,				

Pupils who are persistently reaching Stage 3 on a frequent basis due to undesirable behaviour will be reviewed by the Senior Leadership Team. Parents will be asked to attend a meeting with member/s of the Senior Leadership Team to discuss the behaviours and plan a way forward.

If a pupil is placed on a Stage 4 during the lunchtime period, they will come straight to a member of the Senior Leadership Team for the remaining part of the lunchtime.

## 7.10 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

All of the above will be taught and reinforced through our PSHE curriculum. Please refer to our child protection and safeguarding policy for more information.

## 7.11 Off-site behaviour

Any child whose behaviour is not acceptable in school throughout the year may, for safety reasons, be withdrawn from the trip.

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)
- 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 or member of the public
- 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 the staff member (e.g. on a school-organised trip). Following an investigation, in such cases as those listed above, the school will apply a sanction as is deemed appropriate to the behaviour in line with this policy.

## **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 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 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, 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 policy as well as our managing allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

## **7.13 Reasonable force**

Violence cannot be tolerated and must be dealt with quickly and effectively.

In cases of extreme behaviour, such as deliberate physical or verbal attacks on others, the child will be withdrawn from the classroom immediately.

If required, the teacher should contact a colleague for support using the telephone located in each classroom. Contact should be made immediately with a member of staff training in positive handling then a member of the senior leadership team must be contacted for support.

Remain calm and use assertive verbal language to try and stop the violence. Clearly and calmly state what needs to happen eg, stop pushing! repeat if necessary, keeping the instruction the same.

If this has no effect, consider use of physical restraint using Positive Handling techniques to prevent harm to themselves or others. Every effort should be made to ensure that there is another adult present in situations where restraint is a possible outcome.

All incidents of physical restraint must be reported to the DSL and recorded. The person who carried out the restraint must create a written account of events using CPOMS as soon as possible. Staff who witnessed the incident should also be noted on the record.

The incident will be reported to parents as soon as practicable.

Links with other policies:

- Anti-bullying Policy
- Child Protection Policy
- Physical Intervention Policy

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:

- Hurting themselves or others
- Causing disorder

- Damaging property
- Committing an offence

Incidents of reasonable force 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 on CPOMS using [appendix 3](#) as a proforma for what to include and then reported to parents

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.

## 7.14 Searching and confiscation

Searching 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 pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with Senior Leaders and parents, 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.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil 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 who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out 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 the headteacher or designated safeguarding lead, 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.

The authorised member of staff may use a metal detector to assist with the search.

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:

- Desks
- Lockers
- 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.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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

## Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

## Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

**7.15 Online misbehaviour** (See also the school's Online Safety Policy and Acceptable Use Policy, as required under KCSIE 2025.)

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.

## **7.16 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, the headteacher or a member of the senior leadership team 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.

## **8. Serious sanctions**

### **8.1 Detentions**

Teachers have a power to issue detention to pupils (aged under 18).

In Greenbank Primary School 'detention' usually takes place during playtimes or spending part of one or more lunchtimes in Behaviour Room depending on the level of unacceptable behaviour.

Parental consent is not required for detentions but the school will inform the parents. As with any disciplinary penalty, a member of staff will always act reasonably given all the circumstances, when imposing a detention.

Staff will allow reasonable time for the pupil to eat, drink and use the toilet when serving their detention. We will not issue detentions outside of school hours, unless the full agreement and support of the parents is obtained prior to this happening.

### **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 - internal exclusion, inline stage 3 and 4 this will be supported by the Behaviour Team.

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 should be reintegrated into the classroom as soon as it is appropriate and safe to do so. 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:

- Meetings with pastoral team
- Use of teaching assistants
- Short-term behaviour home-school link book
- Long-term behaviour plans - IBP
- Pupil support units
- 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**

Equal opportunities are central to all aspects of life at our school. The school aims to provide equality regardless of age, disability, gender reassignment, pregnancy and maternity, race (this includes ethnic or national origins, colour or nationality), religion or belief (this includes lack of belief), sex, sexual orientation. We recognise all of the above as protective characteristics. The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil. Our school will always take such steps as it is reasonable to avoid disadvantage.

We are fully committed to providing an equal opportunities environment in which everyone is able to fulfil their potential, and to feel pride in their identity. We apply this to the way we manage and reward behaviour.

For our pupils we seek to provide the same quality and breadth of opportunity for all, regardless of age, race, religion or belief, colour, gender, sexual orientation, social background, special physical or educational needs. We recognise that many pupils, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

### **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).

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 to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour is listed below:

- Use of the Zones of Regulation across school to support with emotional regulation
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Flexible seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema or similar skin conditions
- Training for staff in understanding special educational needs that may impact behaviour
- Use of separation spaces (Sensory room, Library, Welfare Office) where pupils can regulate their emotions 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 (SENDCO) 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.

## **9.4 Supporting children with Social, Emotional, Mental Health Needs**

It should be noted that some children with SEMH needs may have experienced ACEs (Adverse Childhood Experiences). These children may or may not have a SEND need but due care and consideration will be given to supporting these children.

Some children may have persistent difficulties meeting behaviour expectations because of identified SEMH needs. It may be helpful for adults to think of such children as struggling to handle something difficult and therefore needing support to manage distress, rather than thinking of them as choosing to behave badly and concluding that they should be 'punished'.

Such children may require specific provision which is in addition to / different from most of their peers. Such provision should be planned with the SENDCO/ Inclusion Manager and may include:

Regulation times – access to a quiet area/calm corner/sensory room, in class 'regulation station' (Busy boxes, stress balls, fidget toys, social stories, drawing pads), self-withdrawal, specific 'safe' places (e.g. tent)

- Anger management interventions – use of Five Point Scale
- Individual short-term targets (Behaviour Plan) – written with child to address a specific issue and usually reviewed at the end of an agreed period

## **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 could include measures such as:

- Reintegration meetings
- Daily contact with a member of the Behaviour Team
- IBP

## **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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

All staff receive annual safeguarding and behaviour management training, including recognising behavioural indicators of abuse, neglect, mental health needs, and exploitation in accordance with KCSIE 2025. Training also covers contextual safeguarding and Early Help processes.

All staff have access to ongoing CPD to support with behaviour management. This CPD is targeted to their specific roles, responsibilities and individual training needs identified via school self-evaluation and

appraisal.

Staff are provided with regular professional development opportunities linked to behaviour management and support through staff inset, staff meetings, coaching and modelling. They are supported by the Safeguarding Team and Senior Leadership Team when managing behaviour, identifying solutions and implementing these.

Staff may request to attend additional behaviour management training should they wish to do so.

## 13. Monitoring arrangements

The school adopts a contextual safeguarding approach, considering risks that may occur both inside and outside school. The Headteacher and DSL ensure that all data monitoring supports early identification of safeguarding trends and promotes pupil welfare.

### 13.1 Monitoring and evaluating behaviour

At Greenbank Primary School, we adopt a proactive approach to behaviour management. Pupil's behaviour is reviewed regularly by the behaviour management team and the Senior Leadership Team as part of the school monitoring cycle. Visits to the classroom are made to ensure procedures are adhered to and are consistent throughout.

When monitoring and evaluating behaviour 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

The data will be analysed every year by our behaviour management team.

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.

The behaviour management team will use the data collected to support pupils causing concern. They will also use the data to identify any skills deficits that may need to be addressed for behaviour support strategies to be successful. Pupils are helped to develop these skills and move towards working on behaviour targets.

With parental permission, we may consult the Central Area Support Team, Educational Psychologist or other behaviour specialists to obtain further support and advice. For example:

- An Educational Psychologist assessment via a classroom observation, discussion with school and parents may be considered



- 1:1 targeted support from an Educational Psychologist or Access
- Early Help support for the family may be offered (if criteria is met.)

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the Headteacher and full governing board annually. At each review, the policy will be approved by the Headteacher.

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 policy
- Child protection
- Anti-bullying policy

# **Appendix 1: written statement of behaviour principles**

## **Rationale and Purpose**

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour Policy and discipline procedures at Greenbank Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour Policy at Greenbank Primary School, though she must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff.

The Behaviour and Discipline Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

## **Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour

## **Objectives**

1. To create an ethos of excellent behaviour in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated consistently, fairly, shown respect and helped to promote good relationships.
3. To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
4. To use good behaviour to promote community cohesion and good citizenship.
5. That all members of the school community are aware of and adhere to the principles and procedures set down in this policy.
6. That all pupils with Special Educational Needs and disability have those needs taken into account.

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.

## **Greenbank Primary School**



**At Greenbank, we are**

- **Ready**
- **Respectful**
- **Safe**

## Appendix 3: Proforma behaviour log for CPOMS PROMPTS

### Stage One comments

In line with stage one of the behaviour policy, \_\_\_\_\_ (child name) has been \_\_\_\_\_ (insert behaviour). Restorative conversation between myself and \_\_\_\_\_ took place during playtime/lunchtime.

Type of Behaviour
disrupting the learning of yourself and others eg. making noises, getting out of seat unnecessarily
talking over adults or other learners
not listening to and not following instructions
shouting out in class

### Stage Two comments

In line with stage two of the behaviour policy, \_\_\_\_\_ (child name) has \_\_\_\_\_ (insert behaviour). Restorative conversation between myself and \_\_\_\_\_ took place during playtime/lunchtime and reflection sheet completed (see scanned copy below). I called and spoke to \_\_\_\_\_ to inform them of the behaviour and to ask for their support in ensuring \_\_\_\_\_ behaviour improves to the high standard to expect at Greenbank.

Type of Behaviour
shown no improvement in behaviour despite being at Stage 1 – Repeated poor behaviour
not respected school, their own or others property e.g. doodling on or in exercise books, damaging equipment – rulers.
continued/repeated disruption throughout a lesson
refused to follow an instruction
been arguing with or provoking other children please list the names of the other child/ren
been laughing at other children who do the wrong thing/encouraging other children to do the wrong thing please list the names of the other child/ren
moved around school including lining up: Talking Running Not holding doors
not working at full potential/pace. Deliberate lack of effort

### Stage Three Comments

In line with stage three of the behaviour policy, \_\_\_\_\_ (child name) has \_\_\_\_\_ (insert behaviour). AS THIS IS NOW STAGE THREE – PLEASE ADD FURTHER DETAIL REGARDING THE INCIDENT.

As a result of this behaviour, \_\_\_\_\_ (child name) will be removed from the playground for up to three days – **insert dates** and will complete reflection/restorative time during this time.

ONCE YOU HAVE MARKED THIS AS STAGE THREE, A MEMBER OF THE BEHAVIOUR TEAM WILL ACTION THIS. THEY WILL CONTACT PARENTS AND WILL DISCUSS REFERRALS AND IBP.

Type of Behaviour
not been honest or withholding information
been calling children names
been threatening others
shown disrespect to adults eg. answering back/arguing, walking away when being spoken to
demonstrated unwanted physical contact eg pushing, hitting, kicking
been kicking furniture or doors in anger
been swearing/using inappropriate language at children and/or adults
been vandalising school, your own or others property e.g. damaging the toilets
stolen

#### Stage Four Comments

PLEASE LOG FULL DETAILS OF THE INCIDENT BEFORE ADDING THE STAGE.

In line with stage four of the behaviour policy, \_\_\_\_\_ (child name) has \_\_\_\_\_ (insert behaviour).

ONCE YOU HAVE MARKED THIS AS STAGE FOUUE, A MEMBER OF THE BEHAVIOUR TEAM AND SLT WILL ACTION THIS. THEY WILL CONTACT PARENTS AND WILL DISCUSS REFERRALS, IBP AND POSSIBLE INTERAL OR EXTERNAL EXCLUSION.

Type of Behaviour
bullied (mention use of social media, physical, verbal and/or deliberate exclusion and/or isolation)
been physically aggressive
Been verbally aggressive
used discriminatory comments (linked to protected characteristics e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation)

## Appendix 4: Code of Conduct



### Code of Conduct for Parents, Volunteers & Visitors

At Greenbank Primary School, we are very proud and fortunate to have a dedicated and supportive school community. Staff, governors, parents, carers and children all recognise that educating children is a process that involves a partnership between home and school and we understand the importance of a good working relationship, fostered in mutual respect.

For these reasons, we welcome and encourage parents to participate fully in the life of their child's school and have outlined our expectations below.

By visiting or engaging with Greenbank Primary School, you agree to support this Code of Conduct and help us maintain a positive environment for our children to grow, learn and succeed.

#### Purpose of This Code

This Code of Conduct sets out our expectations for everyone who is part of the Greenbank community. Our aim is to maintain a **safe, respectful and supportive environment** for all, encourage **positive communication** between families and school, and ensure that any concerns are handled **fairly and constructively**.

We understand that, at times, difficulties may arise and we are committed to resolving difficulties in a constructive manner, through an open and positive dialogue. However, we understand that everyday misunderstandings can cause frustrations and have a negative impact on our relationships. Where issues arise or misconceptions take place, please contact your child's teacher or a member of the senior leadership team, who will be available to meet with you and go through the issue and hopefully resolve it. Where issues remain unresolved, please follow the school's complaints procedure. This is available on the school website or a copy can be requested from the school office.

#### Our Shared Values

We believe that strong home-school partnerships help every child thrive. Together, we can create a positive atmosphere by:

- Treating all members of our community with **kindness and respect**.
- Communicating **calmly, honestly and directly** with staff.
- Encouraging **positive behaviour** in children.
- Supporting our **school's policies and values**.
- Being **considerate of neighbours** during drop-off and pick-up times.

#### Working Together

If a concern arises:

1. Speak first with your child's **class teacher**.
2. If needed, contact the **Headteacher**.
3. If still unresolved, follow the **school complaints procedure**.

We are committed to resolving all concerns **fairly, respectfully and promptly**.

### Creating a Safe Environment

To protect our children, staff and visitors, the following behaviours are **not acceptable** on school premises:

- Offensive or discriminatory language
- Physical violence, threats or intimidation
- Damage to school property
- Filming or recording without permission
- Bringing dogs (except guide dogs)
- Smoking, vaping or being under the influence of substances
- Unsupervised or inappropriate contact with children

Breaches may result in restricted access to the school site and, if necessary, referral to external authorities.

### Responsible Use of Social Media

We value open communication but ask that all online activity remains **respectful and constructive**:

- Raise concerns **directly with staff**, not via social media.
- Avoid posting **negative, harmful or misleading** comments.
- Do not share images, videos or personal information of pupils or staff without permission.
- **Online harassment or bullying** will be taken seriously and may result in further action.

### Consequences for Breach

If this Code of Conduct is not followed, the school may:

- Issue a **verbal or written warning**.
- Ask an individual to **leave the premises**.
- **Restrict or withdraw access** to school grounds or events.
- Report serious matters to **external authorities**.

### Thank You

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*"If you believe it, you can achieve it"* Telephone: 0151 522 5748|Email: greenbank-ao@greenbank.liverpool.sch.uk




## Appendix 5a: Reflection sheet

### Restorative Behaviour Reflection Sheet



 Your Name: \_\_\_\_\_

 Date: \_\_\_\_\_

 Staff Member: \_\_\_\_\_

#### 1. What happened and how did you choose to respond/react?

Describe the situation in your own words – what you said and did. Be honest.

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#### 2. What were you thinking and feeling at the time?

 *Thoughts:*

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 *Feelings:*

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#### 3. Who was affected by your actions?

Think about everyone involved – classmates, teachers, friends, yourself, etc.

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#### 4. How do you think they felt?

Put yourself in their shoes.

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#### 5. How can we do things differently in the future?

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## Appendix 5b: adapted reflection sheet

 Restorative  
 Behaviour  
 Reflection  
 Work

 Your  
 Name \_\_\_\_\_

 Describe  
 what  
 happened \_\_\_\_\_

 How  
 did  
 you  
 feel?

 Happy  
 Sad  
 Angry  
 Calm  
 Hurt  
 Scared  
 Embarrassed

 How  
 did  
 they  
 feel?

 Happy  
 Sad  
 Angry  
 Calm  
 Hurt  
 Scared  
 Embarrassed

 What  
 can  
 we  
 do  
 differently  
 next time?

 Speak  
 to a  
 teacher  
 Deep  
 Breaths  
 walk  
 away  
 Say Sorry

 Ask  
 for  
 help  
 Ignore  
 them  
 Find  
 our  
 friends