GREENLANDS COMMUNITY PRIMARY SCHOOL WHOLE SCHOOL BEHAVIOUR POLICY

Our school ethos:

At Greenlands we have high expectations and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be given Unconditional Positive Regard. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. The aims, ethos and values are outlined in this policy.

Furthermore, it is recognised that in order to fully meet the needs of pupils, of which many present with complex needs, it is a necessity that the school is attuned, attachment friendly and nurturing (Wall; 2018). It is integral that work is carried out to co-regulate behaviours, but also to provide the skills for pupils to identify their own need and to educate them and upskill them in order to self-regulate and allow for positive changes. Work is carried out with parents to understand their needs and difficulties, as well their experiences and to help and provide support for them so that any unmet needs away from the school can be achieved.

Underpinning values and ethos:

At Greenlands we aim to meet the complex needs of our pupils through:

The provision of a predictable and safe environment, promotes security through consistent routines and clear boundaries.

An unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.

The application of Unconditional Positive Regard for all pupils, acknowledging and addressing any inappropriate behaviours which may arise by attuning to the pupil and their need and working with them on strategies.

All inappropriate behaviour is an expression of an unmet need – all staff seek to understand what the behaviour need is and working with the child, introduce strategies to support.

The provision of an adaptive curriculum with carefully-planned learning opportunities including the development of social and emotional aspects of learning.

The confident and consistent employment of warmth and trust as a way to support and engage pupils by connecting in a congruent and caring way.

Relationships, Structure and Routine

The pupils who attend Greenlands may have suffered trauma and have insecure attachments, they may have experienced a fragmented school life which makes relationship building and following organised structure a challenge. It is, however, important to provide those things in order to help them remain and feel safe, safe from harm and safe to make mistakes in order to progress.

Positive relationships between pupils and staff are essential in order to reach milestones and beyond. Greenlands use Restorative Approaches to ensure that the running of the school is smooth and pupils learn, are engaged and progress. There is a need for rules in order to keep boundaries firm but fair.

Rules are more effective when:

Adults have formed positive relationships with young people and can be used to reinforce and develop the desired behaviours.

Expectations are clear, Teachers will be responsible in developing these in order to keep everyone safe, that teaching, and learning is successful, and pupils enjoy and achieve.

Through Unconditional Positive Regard the environment remains safe, learning is at the forefront of what the school does and through understanding of Maslow's Hierarchy of Needs (1943), needs are met in order for this to happen.

Structure will remain throughout the school day, from arrival until pupils leave the premises.

Key principles underpinning this policy:

Systematic approaches to behaviour— this recognises that there are a range of systems, in and out of school, that impact on behaviour and mental health

Humanistic approaches to behaviour — that we not only consider behaviour from an observer but also through the eyes of the person behaving

That everyone has social, emotional and mental health and that all have the right to be safe, be respected and be treated equally.

Developing children's emotional literacy through the promotion of positive values is an integral part of children's learning

Growth mindset — where our basic abilities can develop and improve through hard work, fostering a love of learning and a resilience that is essential for great accomplishment.

A Whole-school positive ethos which develops co-operation, self-respect and consideration

All relationships within the school are respectful and the role of the different staff are understood

Children know how to behave positively in school and beyond

Children are encouraged to take responsibility for their own behaviour and their impact on others

Greenlands strives to create a school community which embodies our aspiration to build a nurturing, caring ethos which permeates our school environment. We have developed a behaviour policy which places relationships as the cornerstone for pupils to thrive, both academically and in relation to their wellbeing.

Our trauma informed approach to behaviour management benefits all pupils and staff for the following reasons:

- Relationships and a young person's sense of safety and security are placed at the heart of classroom management.
- Our approach encourages nurture, respect and empathy, even when a young person is presenting with behaviours that feel challenging.

• Individual circumstances are taken into account.

• A sense of community and belonging is promoted.

Parents are involved in all aspects of their children's learning and are supported by staff as and when necessary

At all available points, children's emotional needs are provided for and that we promote positive behaviours for learning appropriate to age. Additional provision for emotional wellbeing is available as and when necessary.

Reward and sanction systems, if needed, are clear and personally designed

There is a system to combat bullying (anti bullying policy)

The school has a system for working with outside agencies for support

Suspension/Exclusion is only used as a last resort

At Greenlands School we acknowledge that:

All children deserve to attend a school where they feel safe and confident to learn.

All behaviour is communication, and we resist the use of stigmatising/ judgmental language when describing the behaviour, we are seeking to manage.

Traumatic experiences/ damaged attachments and food/home insecurity can create dysregulated behavioural responses from the children/young people we are seeking to teach.

Relationships of trust, opportunities to make choices/ decisions, attunement to individuals i.e., knowledge of that individual, individualised responses, teaching emotional literacy and understanding can help to prevent damaging/ challenging incidents.

At our school we are proactive in teaching children/ young people what good behaviour in our learning environment is and how individuals can learn how to be successful learners. Our school Values are clear about the characteristics of successful learners.

At Greenlands we are RESPECTFUL, COMPASSIONATE, TRUSTING, RESILIENT, PERSERVERING and AMBITIOUS learners. In assemblies and discrete PSHE lessons these values are taught and reinforced (See PSHE Policy and Curriculum map). We teach all of our children/ young people about developing a Growth Mindset and develop a language and understanding about how emotions are experienced and managed by individuals.

When interventions are required, our Learning Mentor delivers specific programmes for small groups/ individuals e.g., safe touch, how to be a good friend, managing conflict. Our learning support teacher in KS2 works three days per week. The learning support teacher works closely with children with SEMH needs, helping them manage conflict and develop positive strategies for change through calm guidance, targeted interventions, and restorative approaches.
A small number of children require personalised behaviour support plans, which are agreed between the child, staff and SENDCO/ SLT.

Policy Statement:

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Our Aims

- To ensure that all members of the school community feel respected and safe.
- To encourage relationships between all members of the school community that facilitate effective learning.
- To allow pupils to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others, nurtured through our expectations of a Greenlands' Citizen.
- To teach pupils how to communicate their thoughts and feelings in a way that is beneficial now and in their adulthood.

Principle One:

Building relationships, empathy and a feeling of safety take precedence over other means of discipline.

The root of "discipline" is the word disciple, which means "student", "pupil", and "learner". A disciple is not a recipient of punishment, but one who is learning through instruction. (Siegel and Payne Bryson, 2018).

Principle Two:

Discipline represents an opportunity to teach and nurture

When pupils exhibit challenging behaviours, in the first instance, we use emotion coaching to build relationships, empathy and a feeling of safety:

- What was the function of (i.e. the reason behind) the behaviour?
- What lesson do I want to teach at this moment?
- How can I best teach this lesson?

Principle Three:

We aim to understand the function behind the behaviour

Principle Four:

The pupil is separate from their behaviour

Principle Five:

Routines help people to feel safe, but some pupils need differentiation within an overall structure. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Restrictive Interventions, Including the Use of Reasonable Force

Our approach

At Greenlands Community Primary School, we recognise that behaviour is a form of communication. Our approach is rooted in positive relationships, prevention, early intervention, co-regulation, de-escalation and an understanding of the individual needs of each child.

Restrictive interventions are **not used as a punishment or as a routine behaviour management strategy**. We aim to minimise their use by creating safe and supportive environments, developing trusting relationships and responding proactively to pupils' individual needs.

There may, however, be exceptional circumstances in which the use of a restrictive intervention is necessary to maintain safety. Any intervention will be considered according to the individual circumstances and must be necessary and proportionate. Staff will use the least restrictive intervention necessary for the least amount of time required to reduce the relevant risk.

What is a restrictive intervention?

The DfE defines a restrictive intervention as a means of preventing, restricting or subduing the movement of a pupil's body or part of their body. It is an umbrella term which includes both physical and non-physical forms of restraint.

Reasonable force is a physical form of restrictive intervention. "Reasonable" means using no more force than is necessary for the least amount of time, taking account of the particular circumstances.

When reasonable force may be used

All members of school staff have the legal power to use reasonable force in certain circumstances.

Reasonable force may be used to prevent or stop a pupil from:

- causing injury to themselves or another person;
- committing a criminal offence;
- damaging property; or
- causing disorder among pupils at school, whether during a teaching session or otherwise.

The decision to use a restrictive intervention will always depend upon the circumstances at the time. Wherever practicable, staff will consider whether there is a less restrictive and effective alternative.

Force will never be used as a punishment.

Safe and proportionate practice

When considering or using a restrictive intervention, staff will consider:

- whether the intervention is necessary;
- whether other, less restrictive approaches could safely manage the situation;
- whether the intervention is likely to reduce the risk or could escalate the situation;
- whether the response is proportionate to the level of risk;
- the pupil's age, size, SEND, medical needs, communication needs and other vulnerabilities;
- the impact of previous trauma or adverse experiences where known;
- the pupil's welfare and dignity; and
- whether the intervention should be reduced or stopped as circumstances change.

Where possible, staff will communicate calmly with the pupil, explaining what is happening and why and giving them appropriate time to understand and respond.

Pupils must not be restrained in a way that affects their airway, breathing or circulation, including covering the mouth or nose or applying pressure to the neck or abdomen. The DfE advises that restraint carries a risk of physical and psychological harm and should be avoided where possible.

Pupils with SEND and additional needs

Greenlands recognises that some pupils with SEND may respond to distress, sensory overload, pain, unfamiliar situations, communication difficulties or other needs through behaviours which place themselves or others at risk.

We will seek to understand the underlying causes and triggers of behaviour and work proactively to minimise the likelihood that restrictive intervention will be required.

Where appropriate, this will include:

- identifying known triggers and early signs of distress;
- making reasonable adjustments;
- adapting the environment where appropriate;
- using individual prevention and de-escalation strategies;
- allowing appropriate time and space to regulate;
- working with parents/carers and relevant professionals; and
- developing an individual behaviour support plan where appropriate.

Where there is an identified increased likelihood that reasonable force or another restrictive intervention may be needed, an appropriate risk assessment must be in place. Behaviour support plans should be developed with the pupil and their parents where appropriate and should be reviewed periodically and following a significant incident.

Seclusion

Seclusion means keeping a pupil confined in a place away from others and preventing the pupil from leaving, whether through physical obstruction, blocking or making the pupil believe that they will be punished if they leave. It is a non-disciplinary intervention. [assets.pub...ice.gov.uk]

Seclusion will **not be used as a punishment**.

It should only be used as a safety measure to protect others from harm when a pupil is experiencing significant emotional or behavioural dysregulation. The space used must be safe and should not feel threatening or intimidating. The pupil must be supervised throughout and must be allowed to leave as soon as the immediate risk of harm has reduced. [assets.pub...ice.gov.uk]

All incidents of seclusion will be recorded and reported in accordance with the procedures below. [assets.pub...ice.gov.uk]

Recording restrictive interventions

The Governing Body will ensure that a procedure is in place for recording each **significant incident involving the use of force**. A significant incident is one in which the use of force goes beyond appropriate physical contact between staff and pupils.

Incidents will be recorded in writing **as soon as practicable following the incident**, and staff should endeavour to complete the record on the same day. This applies even when the potential use of restrictive intervention has previously been discussed and agreed with parents/carers as part of a pupil's behaviour support plan.

Records will include, as a minimum:

- the names of the pupil and staff directly involved;
- relevant needs or circumstances of the pupil, including identified SEND and SEN status;
- the date, time, location and approximate duration of the intervention;
- a brief account of what happened and what led to the incident;
- known or potential triggers;
- preventative and de-escalation strategies used;
- where relevant, the type and degree of reasonable force used;
- why the intervention was considered necessary;
- any injuries sustained; and
- any post-incident support or medical treatment provided.

Incidents involving **seclusion or non-force restraint** will also be recorded in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

See appendix of where to record restrictive interventions.

Informing parents and carers

Following a significant incident involving the use of force, parents/carers will be informed **as soon as practicable**, and the school should endeavour to do so on the same day. Information will be provided in writing.

Parents/carers will also be informed following incidents of seclusion or non-force restraint in accordance with the relevant recording and reporting requirements.

Where appropriate, parents/carers will be invited to discuss the incident and consider triggers, the effectiveness of de-escalation strategies and whether changes to an existing behaviour support plan are required.

Post-incident support and reflection

Following any restrictive intervention, the immediate priority will be the physical and emotional wellbeing of everyone involved.

Where appropriate, the pupil and staff involved will receive medical assessment and treatment for any injuries. Injuries will also be recorded in accordance with the school's established procedures.

As soon as practicable following the incident, the school will consider:

- what happened before, during and after the incident;
- known or emerging triggers;
- which preventative and de-escalation strategies were attempted;
- what was effective and what was not;
- whether the intervention could have been avoided;
- the impact upon the pupil and staff involved;
- whether additional support is required; and
- whether the pupil's individual support arrangements, risk assessment or behaviour support plan require review.

Where appropriate, follow-up conversations will provide opportunities for reflection, learning and the repair and rebuilding of relationships.

Staff training and support

Staff who are likely to need to use reasonable force or other restrictive interventions should be appropriately trained in their safe and lawful use and in preventative strategies. Decisions regarding formal training will take account of the school's context and the needs of pupils and staff.

Appropriate risk assessments will be undertaken where staff regularly work alongside pupils for whom the use of reasonable force or another restrictive intervention may be required.

Monitoring and governance

The Governing Body will take reasonable steps to ensure that the school's procedures for recording and reporting the use of force, seclusion and restraint are followed.

School leaders and governors will regularly review information relating to restrictive interventions to:

- identify patterns and opportunities to improve practice;
- identify staff learning and development needs;
- understand repeated patterns and triggers for individual pupils;
- review the effectiveness of support strategies and behaviour support plans; and
- identify any disproportionate use involving pupils with protected characteristics, SEND or other vulnerabilities.

The purpose of monitoring will be to **reduce and, wherever possible, prevent the need for restrictive intervention**, while ensuring that pupils and staff are kept safe.

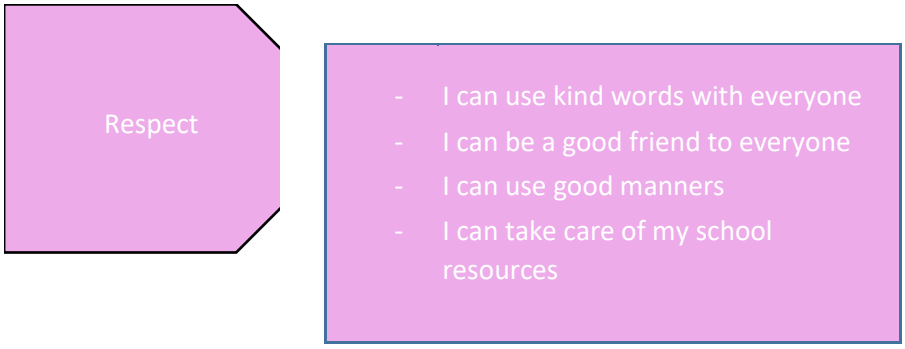
Complaints and allegations

Any complaint concerning the use of a restrictive intervention will be considered through the school's complaints procedure.

Where an allegation is made regarding inappropriate use of force or another restrictive intervention by a member of staff, the school will follow the procedures set out in the current statutory safeguarding guidance, *Keeping Children Safe in Education*.

Our school rules:







Through our behaviour curriculum, which is closely aligned to our PSHE curriculum, we introduce a focus rule of the week for all the school. This is followed up by staff throughout the week and children specifically demonstrating this may be recognised with a certificate or a top table invite. In classes children are added to the recognition board and celebrated. Children are taught strategies to help regulate themselves if they are struggling to adhere to the rules.

Staff follow a suggested script when dealing with any incidents to ensure the child is treated with dignity and the behaviour is separated from the child:

SUGGESTED SCRIPT TO USE EACH TIME

I NOTICE THAT….*(SPECIFY UNWANTED BEHAVIOUR).*

IT WAS THE RULE OF *(…)* **THAT YOU BROKE.**

TODAY YOU HAVE *(SPECIFY THE BEHAVIOUR).*

DO YOU REMEMBER.. (RECALL A GOOD BEHAVIOUR).

SO, TODAY I NEED TO SEE… *(SPECIFY HOW TO RECTIFY THE BEHAVIOUR).*

THIS IS THE *(NAME OF CHILD)* **I NEED TO SEE TODAY.**
THANKS

Restore, Redraw, Repair

1. **What happened?**
2. **How did that make you feel?**
3. **How do you think did that made *** feel?**
4. **What could you do that is different next time?**
5. **What do you think should happen next to help repair this?**




Classroom-specific positive strategies will vary from class to class.
Below are some examples of possible positive systems and sanctions.

Examples of classroom positive systems	**Examples of classroom sanctions**
Growth mindset teaching practices Public celebrations of good work Recognition board Team points Visit to the HT Message home Dojo rewards	Time out Missing time from playtime Making up lost learning time Class discussion of appropriate sanctions Children are split up Recurrent problems discussed with parent Home/School communication Behaviour chart
Examples of whole school positive systems	**Examples of whole school sanctions**
Stars of the week Senior Leadership Team praise Corporate responsibility and consistency of approach CPOMS observations Postcards/ dojo messages home Top Table invitation	Missing playtimes Time in another classroom Parental involvement Senior Leadership involvement Fixed term suspension, either internal or external Exclusion

Monitoring arrangements

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

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

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- E safety policy
- PSHE policy